



Ruth Tanbara Papers

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We have a respect for

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The Pioneer Mother....those unassuming persons whose courage, sacrifice and devotion have done much to make this nation possible. Mr. Hamlin Garland, an American ^{poet and novelist} ~~writer~~ of the 20th Century writes of "A Pioneer Mother."

She was neither witty, nor learned in books, nor wise in the ways of the world, but I content that her life was noble. There was something in her unconscious heroism which transcends wisdom and the deeds of those who dwell in the rose golden light of romance. Now that her life is rounded into the silence whence it came, its significance appears.

To me she was never young, for I am her son, and as I first remember her she was a large, handsome, smiling woman--deft and powerful of movement, sweet and cheery of smile and voice. She played the violin then and I recall how she used to lull me to sleep at night with simple tunes. She sang, too and I remember her clear soprano rising out of the singing of the Sunday congregation at the schoolhouse with thrilling sweetness and charm. Her hair was dark, her eyes brown, her skin fair and her lips rested in lines of laughter.

I have the sweetest recollections of my mother's desire to make us happy each Christmas-time, and to this end she planned jokes for herself and little surprises for us. We were desperately poor in those days, for my father was breaking the tough sod of the natural meadows and grubbing away trees from the hillside "opening a farm" as he called it, there was hardly enough extra money to fill three stockings with presents. So it came about the mother's stockings often held more rags and potatoes than silks or silverware. But she always laughed and we considered it all very good fun then.

I don't know what her feelings were about these constant removals to the border, but I suspect now that each new migration was a greater hardship than those which preceded it. With the blindness of youth and the spirit of seeking which I inherited, I saw no tear on my mother's face. I inferred that she, too, was eager and exalted at the thought of "going West." I now see that she must have suffered each time the bitter pangs of doubt and unrest which strike through the woman's heart when called upon to leave her snug, safe fires for a ruder cabin in a strange land.

Each year, as our tilled acres grew, churning and washing and cooking became harder, until at last it was borne in upon my boyish mind that my mother was condemned to never-remitting labor. She was up in the morning before the light, cooking breakfast for us all and she seldom went to bed before my father. She was not always well and yet the work had to be done. We all worked in those days even my little sister ran on errands. and perhaps this was the reason why we did not realize more fully the grinding weight of drudgery which fell on this pioneer's wife.

But into those monotonous days some pleasure came. The neighbors

She found enjoyment in the beauty of simple things

her days were long from early morning to late at night she worked as many Pioneer

dropped in of a summer evening and each Sunday we attended church. In winter we went to church socials and surprise parties." In all these neighborhood jollities my mother had a generous hand. They ~~moved-o~~ ~~journeyed~~ onward to South Dakota and settled ~~on~~ a treeless plain. At the partings the neighbors presented silver and glassware, the first nice dishes she had ever owned and she was deeply moved. But the givers did not take so much virtue to themselves, some of them were women who had known the touch of my mother's hand in sickness and travail. These ^{in the} Drought-swept over the fair valley and ^{men} on all sides were dropping away into despair. She ~~was~~ growing old and suffering constantly from pain in her feet and ankles, she was still mother to everyone who suffered. I saw with greater clearness than ever before the lack of beauty in her life, she had a few new things, they were inexpensive... her environment was the bleak burning wind swept plain, treeless, silent, so her surroundings were monotonous.

Mr. Garland did not write because of ~~self complacency~~, but in the hope of making some other work-weary mother happy. Most of us in America are the children of working people, and the toil worn hands of our parents should be heaped to overflowing with whatever good things success brings to us. They bent to the plow and washboard when we were helpless, they clothed us when clothing was difficult to purchase. We should be glad to return this warmth this protection an hundredfold.

THE PEASANT WOMAN The Little Grandmother of the Russian Revolution for 32 years in prison or in exile in Siberia.

Nothing is so wonderfully majestic as a good sample of a peasant woman. She is robust, benevolent and condescending. Conscious of her vivid strength, she works and surveys like an energetic queen, fearing nothing, and acting for ten persons at once. All her dozen children do not embarrass her. Everyone gets his place, his occupation and she rules the house just by words and smiles. Such women are the benefit of every people, and the blessing of the world.

Our Russian women are not only brave but endowed with a delicious tenderness of heart; and both these qualities make them unselfish, ready to help and to take upon their shoulders every hard work.

in writing of Catherine Breshkovsky,
Ed. Alice Stone Blackwell

MOTHER OF MENCIUSS Mencius one of the great ^{scholars} philosophers of China... ^{disciples} of very little is written of his early life save the fact that he had a remarkable mother. She is honored in China "as the example of what a mother should be." Confucious

Mencius' father appears to have died while the boy was an infant. The mother, Chang-shi, was left to bring up her son as best she could. As with Confucious, the boy was not brought up in the lap of luxury. One day, Mencius asked his mother why they slaughtered pigs, and she answered: "To feed you." But on reflection she realized that she had not been strictly truthful, for she had not had enough money for a long time to buy meat. "I must beware lest I teach him the spirit of deceit," she thought, and forthwith, she gathered a few pennies and went out to purchase a little piece of pork to make good her words.

("This is the Place For My Son.") One of the ~~mother~~ popular stories of his childhood tells how mother and son were living opposite a butcher shop, and

before long--as children do he was playing butcher, killing animals and imitating their death cries. "This will never do," thought Chang-shi. "My son is treating pain lightly," so she determined to seek a better environment for the growing boy. The new home was on the edge of the town, but not far from the cemetery; the funeral processions passed daily, and soon young Mencius in his play was holding mock ceremonials with all the ritual and formal grief. "This will never do," she said. My son is treating lightly the sorrows and heartaches of men." So once again she moved, this time to a little house near a school, where her son could see the students passing on their way to school, and hear them reading their books. Here the impressionable child soon learned to imitate the refinements and courtesies of the scholars, and the mother said: "This is the place for my son."

MADAME CHIANG KAI-SHEK mother:

"I knew my mother lived very close to God. I recognized something great in her. And I believe that my childhood training influenced me greatly, even though I was more or less rebellious at the time. It must often have grieved my mother that I found family prayers tiresome and frequently found myself conveniently thirsty at the moment, so that I had to slip out of the room.

Like my brothers and sisters, I always had to go to church and I hated the long sermons. But today I feel that this church-going habit established something, a kind of stability, for which I am grateful to my parents.

My mother was not a sentimental parent. In many ways she was a Spartan. But one of my strongest childhood impressions is of Mother going to a room she kept for the purpose on the third floor to pray. She spent hours in prayer, often beginning before the dawn. When we asked her advice about anything, she would say, I must ask God first."

And we could not hurry her. Asking God was not a matter of spending five minutes to ask Him to bless her child and grant the request. It meant waiting upon God until she felt His leading. And I must say that whenever Mother prayed and trusted God for her decision, the undertaking invariably turned out well. Perhaps it is because religion in my mind is associated with such a mother that I have never been able to turn from it entirely,

When

Sir WILFRED GRENFELL, the famous Labrador doctor was a youth attending Marlborough College in his native England, he had an experience which he never forgot, and which he related years later in his book "Forty Years for Labrador."

"My dear mother used to post me a little box of flowers each week. The picture of my mother, with the thousands demands and worries of a large school for small boys on her hands, finding time to gather, pack, address and post each week with her own hands so fleeting and inessential a token of her love, has a thousand times arisen in my memory and led me to consider some apparently quite unnecessary little token of my love as being well worth the time and trouble."

MOTHERS OF THE SECOND GENERATION JAPANESE in America.

Some of the customs our mothers brought
over from Japan have been carried
There ^{on each year}
Though Mother's Day had not been observed in Japan when our
mothers lived over there, they did observe Girls Day on March 3,
and it is more popularly known as the Doll Festival Day. Ceremonial
Dolls are displayed on that day all dressed in royal robes and
everything is in miniature. Explain the Emperor and Empress.... etc.
the last step contains the miniature, tea sets, kitchen utensils, etc.
conveyances for travel, mirror, girls of family entertain. furniture
The Festival is a time of gaiety and charm, but underneath it all tableware
is the Mothers hope to encourage filial piety (respect and obedience
to elders) loyalty, good manners and an artistic way of teaching love
of law and order in the home. Girls greet guests, serve visitors
everything to the food is in miniature....carried out to detail.
It is valued as a means of teaching early lessons of loyalty, good
manners and oft/ attention to detail in the elaborate etiquette which
even today is a vital part of the education and training of the Japanese
girl, politeness and concentration of details, gentleness and sweetness
and peacefulness It serves as a way of ^{teaching from} a childhood, maiden, wife,
mother and grandmother.

It was our mothers wish to learn some
of the arts as flower arrangement, miniature
gardens - observance of festivals food ^{good nature}
food habits tea ceremony so that in the
education of the children they would learn
the best of American culture & combine
it with the best of Japanese culture so the
result would be a ^{both} charming combination of cultures
which would add joy & interest -

Questions:

How do you account for so many of the Japanese on West Coast in agriculture?

Natural Resources in Japan ~~was~~^{were} limited, that is land was dear, overpopulated, this stimulated the development of careful techniques to extract the greatest sustenance from a narrow strip of soil... they usually developed farms on land that was completely out of use....reclaimed desert and swamp lands... experience from old country enabled them to go into farming.

Farming desirable because of high social status with which it was endowed in Japan.

Piece labor system offered high earnings and gave~~x~~ an opportunity to become an~~d~~ independent operator in course of time.

Question: ~~AT~~ ~~RECEIVED~~ ~~NOV 19~~ ~~1941~~

Are Japanese Americans dual citizens?

Japanese Nationality code based on doctrine of Jus Sanguinis

that a child is Japanese if its father is a Japanese National
at the time of its birth. Consuls registered birth. Many didn't

Article
U.S. under the 14th ~~Amendment~~ follows doctrine of Jus soli
that persons born in this country are citizens of U.S.

Conflicting doctrines explained:

countries of heavy out-migration follow Jus Sanguinis
countries of heavy in migration (population
receiving countries) follow Jus soli

Many European countries follow this doctrine.

Dec. 1925 Japanese law was modified at the petition
of west coast Japanese, so American born
can renounce any claim of dual citizenship

If birth not registered need not renounce
U.S. does not recognize principle of dual citizenship

The needs among those of us who have resettled are ~~threesfold~~- twofold

1. Majority need furnished apartments or homes, because do not have necessary household goods to make a comfortable home and furnished apartments to rent are almost impossible to obtain.
2. Those who have families with youngsters find the same sign "no children wanted.....no wives of soldiers wanted because they are more transient

Net result, practically impossible to find housing....many have purchased homes.

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Many of those who have been interested in buying have had some experiences that I do hope will not be repeated again.

1. When sale was to have-be completed, petitions were circulated by other neighbors, in one case the Church entered and after explanation was made people withdrew their names from petition.

2. In case of renting or purchasing, many deposits have been returned.

3 - Law suits have been threatened if some

As I ~~have~~ listened to the previous lectures of the problems of other minority groups, I have realized the similarity in problems of all racial and religious minorities in the U.S....that when constitutional rights for law abiding citizens and aliens of one race are suspended, it also jeopardizes those rights for people of all races.

The Japanese American group which I am to present is truly the minority of ^{the} minorities.

In number we are few in comparison to other

groups, 1940 in U.S. mainland 126,000
in Hawaii 150,000

we are of comparatively recent origin - approx 40 yrs history
Our presence in the U.S. dates only back to the 1900's but many did not know the existence of

this group until we were evacuated. *in 1942*

Then also Because of ~~the~~ ^{our} recent settlement in the U.S.

there are very few books written about the group. *As* If books are indicative of solving race problems, there is certainly a need for research and study on this Japanese American group.

Aside from these exterior facts, our problems

are equally pressing and more so ^{today} because ~~when~~ *there is a great misunderstanding of the group*
"the public mind" hears the word Japanese, it is synonymous with "enemy", though we are Americans *who are citizens*

by both training & education & desire
by birth and have been educated in America and majority
have lived in America all their lives. In the press no
American citizens of German ancestry are referred to
as "Germans", so we are victims of the tyranny of a word.

In presenting the case of the Japanese American or the
second generation Japanese in the U.S. (known as the
nisei), I would like to state a few historical facts
to give a little background of the settlement of the
first generation, our parents (known as the issei).

I. Historical Background of Settlement

A. Japan's opposition to Emigration 1638-1854.

from 1638-1854 Japan was trying to preserve
her policy of isolation and opposed the
emigration of the Japanese.

1. It was an offense punishable by death
for any Japanese to emigrate
2. The building of ocean going vessels was
forbidden by imperial decree
3. There was a fixed prejudice against any
foreign emigration in any form.....this
same prejudice is carried on by some of
our own relatives in Japan who classify
us as "sons and daughters of immigrants"

working conditions
not all satisfactory
work not always
profitable

B. With the increasing need of laborers for the sugar plantations in Hawaii....these sugar interests of ~~Hawaii~~ took the initiative and pleaded with Japan for a relaxation of its policy of ~~emigration~~ *for immigration laws* so the policy was reversed and in 1885 Japan legalized emigration.....The agreement between the Hawaiian gov't and Japan (under American dominance/s provided for importation of contract laborers for a term of 3 years to work in the islands at wages of \$9.00 a month, and a food allowance of \$6.00 per month.

C. Carey McWilliams states in his book "Brothers Under the Skin" that the Japanese immigrant group settled in U.S. under ^{the} most adverse conditions.

1. Wrong time....just when Japan was emerging from her youthful period, *her* rise of Nationalism....policy of aggression and these immigrants were associated with *that* Nationalism.
2. Wrong place: At first they went to Hawaii, then later *the* majority settled in California and Ore. and Wash.

1940 census shows that of 126,947 in U.S.
 112,353 resided on West Coast 88%
 93,000 or 73% in California.

California in 1900 was primarily rural
 had a frontier psychology, and people
 developed a feeling against out-groups
 especially Oriental groups.

3. ^{they} Came to the ^{West Coast} U.S. at a time when resources
 in the U.S. were being rapidly monopolized
^{It was} an area of closed rather than of open
 resources.

D. For centuries, historical records show
 migrations from Europe to North America has
 been an escape from the undesirable to ^{more} promising
 getting away from something to something they
 hoped would be better. ^{she} Pilgrims left a
 homeland which was no longer home, to seek
 in the New World a freer, more rewarding
 and abundant life. South Irish came over
 in 1840's...they were running away from famine,
other Europeans came because of religious
 persecutions or they did not like where birth
 and fate had placed them.

43.
So as we study the facts we find that

In motivation, initial efforts to earn livelihood, hostility aroused among groups within the economy, and emergence of newcomers in the limited fields of endeavor, the Japanese immigration has much in common with the influx of European peoples to this country. Racial differences only accentuated the problem and narrowed area of occupational opportunity and contact with the established community.

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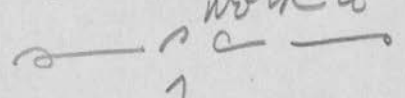
1. Reasons for Japanese migration to U.S.

from 1890's-1920. (1900-1915)

(1) Conditions in Japan at that time were not normal. Homeland was poor after the Russo Japanese War (1905) taxes high, ^{there were} many heavy economic burdens, silk ^{work} ~~work~~ ^{discontinued}, overpopulation, compulsory military service and rise of militarism.

(2). America lured them.... "golden stories" about the promise of life in America were written by first immigrants to their townsfolk, emigration societies advertised arranging voyage to America for a fee of 10 yen-20 yen. These companies were generally ~~labore~~ ^{building} contractors. Need of labor for railroad, lumber industries and mining... they needed inexpensive labor.

(3) Some came because they were discontented about the ~~social~~ ^{caste} system and economic burdens ^{heavy} of ^{one's} ~~social position~~ favoritism for the privileged class.....
--- ^{also there was} so much superstition and mysticism which retarded peoples minds from awakening to realities... limited educational opportunities

at first were birds
 of passage " not in
 a 1000 intended to remain.
 they ^{work to}  a bird house

1909 = 4170 Agriculture
 labor supply in
 Caly

magnificent marriage
 happy

Id like to read
 this short paragraph
 that the H. S. of
 Pictorial book
 was not in
 the

for allso they looked with hope to America.

to give you a little
E. Background of Group *People themselves*

Japanese immigrants to U.S. around 1900 were largely

1. unmarried males, under 35 years of age. — *had general of 8th grade education*
(1900 census shows 24,236) (1910—72,157)
4% were women
majority ~~were~~ *worked as* laborers, school boys, domestics.
2. After the group became established in work, they *settling down* became interested in ~~establishing~~ *settling down* homes, but the majority could not take ~~off~~ *time* to go back to Japan to seek a bride, it was a long distance, expensive, etc. so ~~the picture brides made~~ *their* debut about this time....it was not a mere exchange of photographs, but a carry over of the matchmaker *old* customs of Japan. Friends, relatives would request *professional* matchmakers to find a suitable bride for the young man in America, after a *very own* thorough investigation of the family tree, health of the persons, a *individual* photograph was exchanged. Many Europeans followed *some* this custom. Also there is another *tradition* custom in Japan that to be a good citizen it is *one's* duty to help in marriage matches for three couples, so many wanted to fulfill their duties of ~~being~~ *and encouraged marriage* good citizens.

"Many of our mothers came over as picture brides. Many a maiden's dreams were shattered by the reality of unrelenting toil. Uncomplaining they have raised families and found happiness in their children..they

kept their hardships unto themselves and bore their lot with fortitude."

3. After the birth of the Nisei, the parents decided to stay in the U.S. and foremost in their hearts was to give their children a good education....they suffered and gloried in sacrifices they made to give the Nisei every chance which was denied them.

1940 ^{we find} 71,000 Nisei average age 21 years.

Nisei were separated from 1st generation:

1. linguistically (language difference - language barrier) read *made lesson to adapt American way*
2. Politically 1st morimitsu article. & Smith
3. culturally Nisei were pressed mainly in American culture molds, and the majority seemed American in everything but **physical** characteristics. *However* there were some cultural patterns transferred from our parents to the Nisei: *see cityship state*

one point of view

Read: The issei have not imprinted on the American scene a culture in the form of the arts because they have been too occupied with the mean struggle of making a living, but the rich veg. growing lands of the Pacific Coast remain as a mute evidence of their contribution toward the enrichment of this nation

In the cities (point of view.)

In the urban areas one is aware of deep cultural patterns that have been transferred: *transfer*

1. Flower Arrangement, line rhythm *oriental emphasis*
2. Art, photography - *watercolor*
3. Foods, food habits, dishes *Japanese*
4. Architecture, blending of simplicity of oriental in the

we find former predominantly oriental.

Mormonism brings out this point of view

remarkable knowledge
of soils - ^{how} treat soil for
production
of crops - great skill
in land reclamation

modern and functional trends...the use of natural finishes in woods for paint is unknown in Japan. They lacquer things but homes are not painted either on outside or inside.

5. Floriculture, gardens, dwarfed trees. *training 2*

6. Filial piety in obedience to elders. *thank us*

7. Festivals, especially, childrens festivals *Celebrate*

not to inculcate *them were* purposes, but to *live*

interpret the happy experiences of their childhood.

8. They make much ceremony over commonplace things....in the serving of tea, *it is a* great ceremony and a distinct honor to have ceremonial tea. *served*

in greeting others carried over in our daily living

other customs take time in appreciating

~~and~~ every day things of life

Dr E. A. Ross - 1900 prof in
Sociology at Stanford

Repeated stock arguments
that had been developed
against the Chinese Dr
Ross found Japanese
objectionable on four accounts

1. were unassimilable
2. worked for low wages
lowered labor standards
3. standards of living
lower.
4. lacked proper
political feeling
for ~~the~~
democratic
institutions.

fundamental

Conflict in cultures -

1 = homogeneous culture
organized around factors of
a scarcity of resources -
limitation of space, old, static

2 heterogeneous culture
upon abundance of
resources + unlimited space

opposite - history, new dynamic
ideals, civilization + culture have
nothing in common

Milton S. Eisenhower, as first director of the War Relocation Authority, had access to information that makes him uniquely able to judge how well they have been assimilated. He told a Congressional committee that the second generation born in this country "have attended only American schools with other American children. They have learned the democratic way. They know no other way. Many of them are in the American Army. . . . Most of them can speak no other language but ours. They are thoroughly Americanized."

Strong

Research on this problem was carried on for many years at Stanford University under Professor E. K. Strong, following a Carnegie grant in 1929. Here are a few of his findings:

"Mentally and morally the Japanese-Americans are similar to whites. . . . Morally, the Japanese-Americans are possibly superior to the whites; at least their record in delinquency and crime is better. . . ."

"The vocational interests of Japanese and whites are very similar.

"There is little or nothing in the data in this section to warrant the statement that Japanese as a class are tricky, deceitful, and dishonest. Their credit ratings are so nearly equal to those of the whites as to warrant the belief that they behave in practically the same way as their white competitors.

"On the basis of an adaptation of Voelker's honesty test, twelve-year-old Japanese children obtained an almost perfect score (99.9), with Chinese second (87), in comparison with the score of 50 for Anglo-Saxons."

Assimilation is a process of give and take. Thus many Japanese-Americans have adopted our main religious pattern, the Stanford study finding that "the United States born second generation are predominantly Christian." Those who remained Buddhists have westernized that religion. And like other national groups new to America, they have contributed much to our way of life. In agriculture their industry, thrift, and efficiency helped make possible a continuous supply of fresh vegetables; they improved or introduced our techniques of cultivation, drainage, fertilization, and cooperative marketing. Their methods resulted in higher standards for our vegetable markets, in improved quality and artistic display of merchandise, in courtesy, and in sanitary precautions.

So strong was their Americanization that when members of the American born and raised second generation visited Japan, they found themselves in a strange land, unhappy and unwelcome. A

Thousands of young Japanese
Americans are giving loyal &
distinguished service in the
armed forces of U.S. - others are
serving in various govt
depts in positions of trust.

2. Are they loyal?

Scientists have proved

beyond question that underneath these physical differences all humans are basically the same, that Men inherit physical characteristics from their parents, but cultural traits as honesty, loyalty, integrity and bravery are not inherited, they are acquired through environment and education.

(1). Majority are loyal. *(Read Grew)*

(2) To date over 15,000 J.A. serving in the armed forces of the United States. Over

half of this number were volunteers. *Numbers have gone into Navy.*

Recent reports show that the 100th ~~Battalion~~ a Japanese Combat Unit now fighting in Italy along side of the Minnesota regiment, ~~have made an excellent showing in the Italian Campaign.~~ are serving with distinction in Italy with the 5th Army and their officers are proud of their troops.

DES MOINES, Ia. — Gordon Gammack, Des Moines Register correspondent with the 5th Army in Italy, writing a series on the 34th Division, had high praise for the nisei battalion serving with Iowa "Regiment B"

In describing the personnel of the regiment, Gammack wrote:

"The regiment also included a battalion of brave Japanese Americans — the hard-fighting, uncomplaining soldiers who are trying to prove that they are as good Americans as the self-appointed patriots in the United States ranting that nothing of Japanese origin is good."

"The soldiers suffered in those mountains, particularly the Japanese Americans, who are more vulnerable to freezing weather than most soldiers."

Some serving overseas.

Three have already been cited for bravery in action

One served as a turret gunner in a Liberator & has won distinction.

Several serving in intelligence branch Others as language

~~professor~~ instructors helping to train intelligence officers for Army & Navy.

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(3) Among the 20,000 who have resettled there has not been any act of disloyalty

3. They breed like rabbits was one of the common assertions heard on the West Coast.

Regarding the reproductive tendencies, the birth rate has been insufficient to balance mortality and emigration.

- (2) Since 1930 Birthrate decreased 8.6%. (Congressional Committee Recd. One must also take into consideration the fact that ^{these} ~~immigrants~~ came to this country when they were young and within the marriageable age....they were just beginning ~~their~~ family life here. So if ~~the~~ birthrate had been adjusted to age levels it would have been found that the Japanese rate was not much higher than that of the native population.

- (1) 1900 women constituted 4% of resident Japanese 1907-1920 percentage increased 34% women. As sex ratio came into some sort of balance the number of native-born Japanese children increased....this rapid increase in births alarmed the Californians.

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4. "They live on a bowl of rice a day" has been another accusation.....cooking would be a simple task if one only had to prepare rice each day. Like many oriental peoples the J.

consume rice as one of the basic carbohydrates.

The diet is supplemented with eggs, vegetables, poultry, fish and meats. Nutritionists have

discovered only recently that the diet has been well balanced and in food preparation the Japanese avoid overcooking vegetables so the nutritive value of foods ~~is~~ also preserved. *soya beans which was introduced recently here has been in their diet for many many years*

But coming back to the implication of this phrase.....they had a low standard of living...

At first of necessity probably many did not have a well balanced diet, but the majority have become so westernized living in the U.S.

that in their clothes, diet, furnishings in their homes they ~~are~~ *recreational life* American ~~in~~ *adopted* standards. Many also had a ~~double~~ *two way* standard, that is they had the Oriental ~~as well as~~ *combined with* the occidental in their

homes.....this ~~is~~ *is* expensive for example.....

in food habits need of dishes and equipment *dinnerware & silverware* *cooking* *If dishwashing is a problem for Am housewife* to meet both requirements....serving meals 2 times

a week J and rest of week American meals.

not combined on plate
so many dishes needed for J. meal...each article

on separate dish. so much formality and ceremony
about foods and food habits.

(15)

5. "They are clannish"

Figures do show that the

group lived primarily on the West Coast. However
it was due to many circumstances:

Namely: 1. Economic factor: employment was there,
many under contract labor so could
not move about. Stores depended on
group for business.

2. Friends and relatives there, it was
the port of entry and many could not
afford to move onto other sections of
the country.

3. Sense of security of being together.

Since their arrival in this country they
have been victims of segregation in
~~employment~~ schools in California, prejudices, ~~and~~
anti Japanese bills from 1909, anti
alien land laws, exclusion act and
discrimination in unions, and certain
industries...housing restrictions, ~~so~~
they felt it best to be within their
own group and be accepted, they also
felt a greater unity within the group.

6. Language Schools.....

Like many other groups.....Italian, Chinese, German, the Japanese had language schools, it

developed after the Exclusion Law (to maintain some tie with the homeland. Many sent their children to be educated in Japan.....as a result we have another group among us known as the KIBEI, born in U.S. but educated in Japan; they have been educated during their formative years in Japan and after they returned to this country have had a difficult time making adjustments.....language difficulty, English ^{little more for them} and attitudes differ, ^{social} majority returned, preferred democracy.

Language schools were not compulsory for every J. A child. Majority ^{who} attended at the desire of parents, about 3 year schooling. The schools were not successful, ^{this} was proven by discovery of the Army that only 15% younger generation can speak and 5% could pass a written test. At the University of California the Japanese language was taught ^{as well as} just as French, German, Spanish. etc. Anyone is richer for knowing more than one language.

Teachers in language ^{are} needed many colleges in U.S. have 6 lang today because it is part of the Army program.

Coming to the more Recent Problems of this group
Time Come to the
March 1942 Evacuation of all Japanese from West Coast:

1. Period of Normalcy

First effect of Pearl Harbor on the Japanese population in California was one of shock and we agreed that drastic defense methods were justified. Intelligence agencies interned suspected aliens, Germans, Italians and Japanese in internment camps.

2. *for over 2 months* No one mentioned about evacuation of the group *carrying on occupations* for ~~two~~ months. There was normalcy....many seemed to understand our position, so we continued to take part in War Bond selling, Red Cross work, *Japanese* were blood donors at the bank and many were volunteering in the Army.

It did not seem that anything further would occur if we remained law abiding citizens.....many remarked that they were glad people did not get embittered as they did in the first World War against the Germans. *descent*

Then things gradually happened.

1. Civil service dropped Japanese Americans from its roll, state....later federal
2. Army ceased to accept Japanese American volunteers for the ~~army~~ *service*
3. Unfounded rumors from Hawaii drifted in... the rumors were specifically branded as untrue by National Intelligence....by Secy of War and Navy, but talk continued...this added fears to military and civilian groups.
4. Organized economic interests in Calif and anti Oriental groups and politicians many groups who were largely responsible for anti Alien Land Laws and Exclusion Act...Hearst Press. realized this was an opportune moment and being election year used their prejudices as their platform and continued ~~to~~ antagonizing the group. *to grow more as this*
Each day it seemed the fear and misunderstanding *continued* grew, it became necessary for the

Racetensions
are growing
on coast

Prejudice

1. After evacuation had been effected, nation noted agitation against persons of Japanese ancestry on West Coast noticeably increased. Instead of resulting in greater calm & more vigorous concentration on war, the opposite happened. small flame of race prejudice became raging fire - prevent return - internment order issued.
2. This precedent established by govt of US on racial basis so it has become national responsibility.
3. Rise of Military cliques - & ^{involvement in} ~~involvement in~~ war discriminatory laws used on ~~them~~

$12 \frac{1}{2}$ —————

not on

The 1st of 1000 - 1st
 1st of 1000 - 1st
 1st of 1000 - 1st

2019 10 27

~~St~~ demokratin 2 v lönj

for their interest in intimate relations (18)
Army to preserve internal harmony so as a protective measure for both groups that evacuation must be ~~become~~ a military necessity.

So it was in the middle of March 1942 that General DeWitt who was ~~Commander~~ ^{when} of the Western Defense ~~Area~~ ^{Area} Command who issued the proclamation for evacuation of all Japanese....no exceptions...that is rich or poor, citizen or non citizen....those with $\frac{1}{4}$ Japanese blood by mixed marriage....all of different economical and social background. anyone with Japanese ancestry

The West Coast was zoned and Area # 1 was that strip 100 miles inland down the length of the West Coast. first to be evacuated

Provisions were made by the government for several agencies to cooperate in helping in this emergency.

Federal Reserve Bank...leased or disposed of urban properties, ^{helped financial} storage of personal property and effects of evacuees in warehouses. Many stores and hotels, nurseries and residences were taken care.

5,135 Farmers in Caly 226,000 acres produced 42% state produce crop
Farm Security Administration, sold farm machinery or leased it or some was stored. Also 258,000 acres ^(cultivated) were involved in the evacuation process..... ^{took care so there would not be too many farms produced}

6540 farms }
5774 have been sold or transferred to non operators
Committee on American Principles and Fair Play.....groups of neighbors and Religious friends, leading educators such as ^{ious} leaders. Pres. of University of Calif., Dr. R.L. Wilbur, Dr. A. Reinhardt and many others are on this committee....they helped

us in meeting the emergencies of moving in short periods of 48 hours, served hot coffee and sandwiches on day of entrainment, arranged for the care of pets and plants that needed immediate attention....also helped in the giving of systemized typhoid shots and small pox vaccinations to different groups before evacuation because they knew camps would have ~~a~~ primitive ^{inconveniences}.

Today \rightarrow This committee is functioning today trying to preserve ~~democratic~~ ^{democratic} principles for all racial groups on Coast

Voluntary
exchange

20
applicants
to settle

Controlled
assembly list

(1) security
friends
limited room
for 2 private
groups check

Cont. the
great
transfer

19

The Army granted permits for voluntary evacuation but this was closed on March 28.....it is just *two* years ago tonight that Mr. T. and I evacuated *voluntarily* to Zone # 2...at that time the order stated that if we moved voluntarily in all probability we would not be moved again. We were in Zone # 2 in California and it was only about 3 months before the pressure groups made restriction *necessary* for this *area* so we were evacuated from there and after waiting one month for travel permission to resettle in the middle west,...we arrived here in August of 1942. It is interesting to note that Zone # 2 in Oregon and Washington were not evacuated. Voluntary Evacuation.....8000 moved but opposition arose in the intermountain states to any mass migration so it was impractical for any further movement. *voluntary or controlled planned*

So provision was made for Federal Control and protection. The majority decided to go to the Assembly centers because there was more *security* to be under the care of the government, *go with* friends and relatives....many could not go because *limited resources* and feared pressure groups may exist elsewhere. Whole program was executed so swiftly it was impossible to keep abreast of the W.C.A.A. Centers: events. Newspapers & *Placards* *2000*

With 150 pounds of baggage and few items as listed by government to take to the centers, the people ~~were~~ escorted by Army to the centers which were hastily constructed pre-fabricated shelters by Army Engineers. The centers were usually on race-track or county fair grounds. The shelters resembled identically to Theatre of Operation Barracks and as it was built Army style provision for women and children was not made. Built 28 shelters a day, all night under electric lights. Barbed wire and sentry was on duty. *guarded by small detail of soldiers*

In May 1942 99,770 moved from home and transported to these Centers except the invalids, orphans and hospitalized cases.

It was not intended for permanent living but the group adjusted and within a period of 6 weeks these Centers became better organized....many had newspapers, postoffices, libraries, police and fire dept. hospitals well staffed *by Japanese Dr. & Nurses*

food

Shelter

Religion

Activities

work

Study

Ate in shifts in community halls, food was prepared by Camp Cooks requisitioned by the Quartermaster Corps. Food lacked variety, one had to wait a long time in line to be served.

well not forget
Shelters were adequate, crowded, lacked proper ventilation and insulation....our visit to Fresno Camp 115 degrees inside recreation hall. but in general, people adapted themselves and decorated their quarters and made miniature victory gardens. *by invitation from friends*

for Recreation...Baseball games, many organizations as P.T.A. Boy Scouts were organized, tennis, orchestra, English classes, Dr. Ichihashi (30 yrs. prof at Stanford in History and Govt. organized graduate course and beginning of normal school

there was Freedom of Religious work~~ship~~ in the Camps....great variety for the majority were products of the Home Missions work of various churches, *in America*
Many services conducted in Camp

Also carried on wartime activities such as knitting for Red Cross...Drives to purchase bonds...citizens worked on camouflage net making....
only citizens work on this because provision in international agreement signed in Geneva prohibiting compulsory employment of enemy aliens in case of war.

Most adults had JOBS...not compulsory to work, but majority worked in the project staff...as gardeners, inspectors, painters, stenographers, policeman, firemen and teachers.

\$2.50 mdse order to purchase in Canteen
8-12-16 salary.
no charge by government for support or maintenance.

Study made found Some camps were better than others.
1/3 lived better than they have ever lived
1/3 are no better off than they were before evacuation
1/3 relatively well to do had *difficulty adjusting*

W.R.A. Centers:

(21)

Summer and Fall of 1942 the evacuees in the Assembly Centers were moved to ten permanent inland Relocation centers.....9 centers 1 is segregated Camp for those who wish to repatriate. Calif. Idaho, Colorado, Wyoming, Arizona, Arkansas, Utah.

*Proprietor
Director
Council*
Center Like cities 10-15,000 population Location of ^{in desert} Government. by community council made up of Camps elected representatives of the evacuees who are over 21 and U.S. citizen they solve problems of city center. Welfare dept...helps in housing, employment, recreation and counseling personal problems and Selective Service

Caucasian Administrative staff averages 1 to each 200 evacuees.

Centers have barrack-type structures, better construction than assembly centers, lined with wall board. 33 blocks, 12 barracks each block, one mess hall, recreation, and combination laundry* bath.

Company of M.P. stationed at each center to control entrance and exits of authorized persons.

Barracks have 6 1 room apts.
2 apts. 20 x 16 3 per
sons
each
2 apts. 20 ft. square
assigned to 4

2-20x 24 for families
from 5 persons up.

Stoves, cot, mattress pad and 2 blankets
provided by W.R.A.
rest provided by evacuees.

Eating: 250 eat in 1 mess hall, cafeteria style, evacuees fed at government expense, conforming to all rationing rules.

One newspaper man wrote, it is ^{food} substantial, healthy not very appetizing, tastes like something bot for 38¢ a day that is what it costs... no butter. *meal 3x wk*

Recreation Halls...equipment only what evacuee provides or thru churches and friends. Moving pictures provided by a cooperative patrons bring own chairs charge 10¢ to defray expenses.

Schools...Nursery, grade, high and adult education taught by evacuees who are not professional because Calif did not approve of Nisei. Some Nisei teachers....most Caucasian educational standards are maintained by meeting curriculum requirements of states in which project located.

Hospital Directed by Caucasian..staffed by evacuee doctors, dentists, adequate but not elaborate.

Churches, have resident pastors, ^{for Catholic} outside priest comes in to give some sermons

Employment: not required to work for board....and employment is not guaranteed for those who want it. Most work

\$12.00 for common laborers

evacuees built 16.00 for most employees.

equipment in 19.00 doctors, teachers, nurses schools & supervisory work

Case of country school utilizing homemade equip but with

Clothing Allowance \$3.50 month dependents \$2.00 per child.

Many are employed on project assignments
10,000 people require 1500 on mess hall detail alone

Agricultural projects supply own needs in vegetables and ship to other projects.

Centers were opened before completed, rather in crude state so much work needed to be done on schools, church rooms, needed to train workers on job.

Also have a unit under U.S.E.S. to enable outside employers to recruit men to harvest sugar beets, cotton etc. Transportation and housing has to be guaranteed.

Latest textbooks & teachers trained in modern methods

Effects of Relocation Center Life

J. Embree *(talk given before Anthropological Society of Washington)*

1. Halting of the Assimilation Process:

each center houses 6,000-17,000 people, only thing in common is ancestry, many people lived in non Japanese communities...so felt strange in all Japanese surroundings....."a little in camp child stated" lets go back to America I don't like it in Japan" In camp increase in the use of Japanese.....used to say Yankee touch to J. now there is a J. touch to English.

2. Effects of housing....overcrowding in these barracks, no privacy at home, eating in mess halls, waiting in line for food etc. The whole housing situation has had a demoralizing effect on family standards of living and on family controls over children's behavior.

3. Anxieties, as a result of evacuation a great many anxieties afflict the people living in the re-location centers.

(1.) they are worried as to the effect of relocation on their children

(2) they are worried as to their future and the future of their children in the U.S.

(3) fears in regard to food, regard to citizenship rights, in regard to all sorts of things both large and small are prevalent.....this feeling of insecurity is reflected in numerous rumors, rumors that they will be left and forgotten in the desert, that they will be moved again, fear there is not enough food, *inadequate hospital facilities*

(4) breakdown of community controls. Because of the fact that people in the centers come from various social and economic backgrounds and owing to the disorganizing effects of evacuation and center life, most of the usual community controls on behavior are lacking.

breakdown of the economic position of fathers as heads of the family.

examples

growth in truancy among children

delinquency of various sorts and other anti social conditions are in contrast to usual law-abiding well regulated

3rd apt - 73,000

Life in relocation Centers

Psychological & releasing of
intense feeling

(11)

manner of living of Japanese. For instance no provision for making furniture, so many started to pick up scrap lumber wherever they could find it.....people who never would have thought of petty ~~theft~~ ^{thievery} before relocation were forced into it by circumstances of center life.

lack of motivation for doing things that one does in a normal community. Why work for \$16. a month. Why study in a barracks school with no future ahead of one.

- (5) Family Dependency...with the breakdown of social and community organizations.....most of the familiar sources of social security have been lost, the neighborhood group, the occupational group, business or farm and home. One result of this has been an increased dependency on the family as the only stable unit left. Many nisei who before the war were drifting away from parents and entering other social groups now put great store by family unity....do not like to become separated by families now...even in relocation.

- (6) Magnification of minor issues.
With restricted conditions of living behind barbed wire fences and under the control of an administration whose acts often appear arbitrary, many things in ordinary community which would cause little comment become magnified in importance. cliques have grown up within the centers.

- (7) Developments of caste attitudes. A social situation where one racial group does the administering and another race is administered to leads to a caste distinction.....evacuees are all of Japanese ancestry, while the Project directors are Caucasian....they have better housing and eating facilities, and have greater social security.

- (8) Disillusionment in American democracy.....young people have been brought up in American schools and indoctrinated in the ideals of American democracy which teaches among other things that racial discrimination is undemocratic...so the evacuation to many is a shocking contradiction on the part of the Government of this basic teaching

- (9) Wardship: People in centers ^{are} provided with food and shelter, also they are relieved of all responsibility for making decisions affecting the community since these decisions are made by the government....there is beginning to grow up an attitude of dependency on the Govt., loss of individual initiative on part of some individuals. The centers also represent security in contrast to insecurity of the outside world.....thus many will not leave,...it is easier for many who are older to sit back and let someone else provide the food and shelter and make the decisions than to undertake the burden of life in a competitive society.

IV. Resettlement

(26)

Emphasis today is placed on Resettlement of the evacuees who are ~~loyal~~ to the U.S. as normal inhabitants in normal communities. This is not a reversal of the original policy, for it was the intention from the beginning in the Executive order by the President when he established the W.R.A. in March 1942 that the director of the W.R.A. shall formulate, effectuate a program for the removal, relocation, maintenance and supervision of evacuees, and directed other agencies of the government as U.S.E.S. to operate, the camps were not intended to be concentration camps for the duration."

Resettlement involves:

1. Weeding out those who are not sympathetic to American cause. After 1½ yrs observation in Camp have been able to detect. at first had individual clearances...but not satisfactory...sometimes jobs disappear before applicant arrives.
Mass registration held, evacuees gave educational background, aptitude histories, experience, supplemented by information by F.B.I....information given here provides nucleus of evidence for determining whether evacuees are eligible for leave.
2. Necessity of operating against vocal opposition of race prejudice on West Coast also overcoming natural community antagonisms in the new areas where they are resettling.
3. calming fears of evacuees themselves many are timid, hesitant in resettling, what the

they thought was unbearable in camp is ^{unbearable} more acceptable than going out into the unknown. (27)

1. Students were first to resettle:

College and University students who wished to continue education outside of western Defense Command were assisted first.

2500 students were enrolled in colleges before evacuation. Educators, deans, teachers placed 200 students in inland institutions.

Formed Nati'l J.A. Student Relocation Council in S.F. to help student, not any official body, operates without government aid, financed by coalition of religious groups....registered students, communicated with colleges, concerning willingness to receive students and carried on negotiations with W.R.A. which undertook to get Army and Navy approval for institutions willing to cooperate.

1942-43 928 students from centers enrolled in U.
630 J.A. who were not evacuated enrolled.

470 enrolled autumn term 1943

20% take care of own expenses

80% receive financial assistance.

Reasons for Industrial Resettlement:

1. Manpower needed in wartime industries.
2. Not American to detain citizens behind barbed wire when they have committed no crime.
There is doubt as to legality of detaining citizens in camps.
3. Many young people are becoming mildewed in their thinking, they are losing the importance of time and the essence of living.
4. Evacuation ^{program} is expensive \$80,000,000 in its first year, not only in funds but many soldiers are there on duty as guards, thousands of workers and skilled administrators who might be used elsewhere in time of manpower shortage. Also evacuees were not on relief before, 50,000 had been employed before the war.
5. Because of its effect on ideals for which America stands...discrimination engenders disunity...distrust on which our enemies are counting to

Community Acceptance
three fine
interpretation three
Church interested citizens
Housing - residence, home
Social agency
Competing
more i.e.
Employment - USES

Manpower
Shortage
People are
qualified
for a
American
system of

2d.
Social Adjustments

defeat us.

(28)

To accelerate program:

W.R.A. established regional and district offices in East and MidwestW.R.A. office in Twin Cities area and with cooperation of U.S.E.A. are helping to place resettled evacuees in employment for which they are either trained or skilled.

Hostels have proven successful in providing temporary hospitality to evacuees while they are securing jobs and housing. Chicago, St. Louis have found them very helpful. One of the church groups has opened a hostel in the Twin cities area to help those who resettle here. Hostel rates are reasonable 1.00 day for board and room and if employed \$1.50.

Requirements for Resettlement:

1. Records must be clear. Done thru F.B.I. and W.R.A....there must be nothing in evacuees record that he would constitute a menace to society or safety of U.S.
2. Housing and employment.....he must have a place to go and means of support
young people trained in every field products of American system
3. Community acceptance....will not sent to communities where evacuees might meet hostile attitudes, must have reasonable evidence that his presence in community would not cause disturbance.
4. Evacuees to keep W.R.A. informed of whereabouts ...when they move.

Social Adjustments: have been made through interests of church organizations.

Y.M.C.A., Y.W.C.A.
Civic Club groups and
Friendly neighbors.

Resettlement committees in every city where they have resettled, to help make interpretation of group.

before being brought out

The Japanese in Hawaii numbered about 150,000

followed for this group which shows
Divergent policies on the solving of the race problems.

Inconsistencies: Japanese American group under

American flag in Hawaii are treated in

a **diametrically opposite** manner

under the same flag on the mainland

Every Japanese on West Coast is in

protective custody, but the

Japanese population of the island

remains in full possession of its

pre-war rights and privileges.

Inconsistencies become more striking

in view of the fact that the Japanese

population on West Coast States

constituted 1% of the total population

Whereas in Hawaii Japanese population

constituted 37% of total population.

*As one
wrote
State*

It is possible that Hawaii has something
to teach the mainland on score of race
relations for it is as Mr. Albert Horlings
stated one of the greatest anthropological
laboratories in the world.

Questions:

Are Japanese Americans dual citizens?

The Nationality code of Japan is based on doctrine of Jus Sanguinis

(right of blood) used of the rule that the citizenship of the child is determined by the citizenship of its parents. That a child is Japanese if its father is a Japanese National at the time of its birth. Births were registered at consuls, many did not register.

In Dec. 1925 Japanese law was modified at the petition of West Coast Japanese, so American born could renounce any claim of dual citizenship. If birth was not registered, no necessity of renouncing.

In the U.S. under the Constitution 14th Amd't follows doctrine of Jus Soli, that persons born in this country are citizens of U.S.

(Law or right of the soil or ground, used of the rule of law that determines the allegiance or citizenship of a child by the place of its birth. This is the rule of the common law.

Conflicting doctrines explained:

Countries of heavy out-migration follow Jus Sanguinis

Countries of heavy in migration (population receiving countries) follow Jus Soli

Many European countries follow Jus Sanguinis.

U.S. does not recognize principle of dual citizenship

Question 2.

How do you account for so many of the Japanese on the West Coast in Agriculture?

There were about 22,027 or 43% of those gainfully employed, employed in agriculture.

Natural Resources in Japan were limited, that is land was dear, overpopulated, this stimulated the development of careful techniques to extract the greatest sustenance from a narrow strip of soil. They usually developed farms on the west coast on land that was completely out of use...reclaimed desert and swamp lands, experience from old country enabled them to go into farming.

Farming was also desirable because of high social status with which it was endowed in Japan

Piece labor system offered high earnings and gave an opportunity to become an independent operator in the course of time.

Now that the second generation young men have been reclassified in their status and are eligible for draft will they go willingly after having gone through the injustices of evacuation and having parents in camp.

There is a definite feeling among the young men that they will assume their obligations and duties of patriotic citizens first before asking for redress of injustices or grievances.

Having the Army change the young men from 4C to eligible draft status it has removed the stigma which was placed on the group when they were denied right of serving in armed forces....gives an opportunity to prove ancestry is not the basis of Americanism.....the young men feel they wanted equality on this score.



from Nov.1944 Womans Press

Population

Total Japanese Americans in U.S.

in U.S. 1940 126,947

Total in Ore, Wash and Cal. 112,353

Citizenship Status:

Under the laws of U.S. Japanese are ineligible for naturalization. However children born in this country automatically become citizens under 14th Amendment. The immigration Act. of 1924 excludes all aliens ineligible to citizenship. If they were permitted to enter U.S. on quota basis 185 per yr would be admitted.

EVACUATION: Feb 1942 : The President

authorized the evacuation of all persons of Japanese ancestry from the Western Defense Command military zone. Entire State of ~~California~~, western half of Ore and Wash and southern third of Ariz. More than 110,000 people were moved hastily under military escort to Assembly Centers, and then to Relocation Centers. 2/3rds were U.S. Citizens by birth.

March 18, 1942: WRA established to administer the evacuation and relocation program. In Feb. 1944 the W.R.A. became a part of the Dept. of Interior under Sec. Ickes.

Relocation Centers

Originally there were 10 Centers located on government land, western desert, arid Great Plains, cut over land of Arkansas."

Colorado Riv. Poston, Ariz

Jerome, Danson, Ark

Rohwer, McGehee, Ark

Manzanar, Manzanar, Calif

Tule Lake, Newell Calif.

Granada, Amache, Col

Minidoka, Hunt, Idaho

Central Utah, Topaz, Utah

Ht. Mountain, Wyoming

In line with the policy to release evacuees, as rapidly as possible and to reduce WRA

administration, the Jerome Relocation Center was closed June 30, 1944.

Tule Lake in Sept. 1943 became center for segregants; those evacuees whose national sympathies, family or business ties seem to lie with Japan. Included among the segregants are persons who have requested repatriation or expatriation for various reasons not necessarily disloyal to this country.

Also includes June 1944, approx.
6500 children under 19 yrs of age and

7600 women and girls.

18,700
Tule Lake
Camp

Relocation Centers are not and never have been intended to be internment camps or places of confinement. They were established:

1. To provide communities where evacuees might live and contribute, through work to their own support pending their gradual reabsorption into private employment and normal American life.
2. To serve as wartime homes for those evacuees who might be unable or unfit to relocate in ordinary American communities.

Relocation Centers are not the same as Tule Lake Center for Segregates Internment Camps, Prisoner of War Camps or Refugee Camps.

Resettlement: In accordance with procedures approved by military authorities and the Department of Justice, indefinite leave is granted to evacuees in the center who desire to re-enter community life. When such leave is obtained American citizens of J. ancestry are completely free to go to any part of the U.S. except the Western Defense Command. Aliens must adhere to certain regulations administered by the District Attorney.

Total number on indefinite leave	
Sept. 2, 1944	31,018

Population Remaining in	
Centers, July 8, 1944	78,361

Tule Lake Population	18,714
----------------------	--------

Relocation by Areas Sept 1, 1944	
Total reporting	26,934

North Central	9,073
---------------	-------

Intermountain	5,523
---------------	-------

Great Lakes	4,356
-------------	-------

Western Plains	3,902
----------------	-------

Middle Atlantic	2,007
-----------------	-------

Central	1,446
---------	-------

Southern	308
----------	-----

New England	304
-------------	-----

Other	15
-------	----

Figures indicate major job of resettlement is still ahead. The central part of the country is leading in the absorption of evacuees at present.

Can expect increased resettlement in East certain extent in South and eventually return to West Coast if military restriction is lifted.

YWCA..nationally and locally concerned because they helped build YWCA on West Coast and because work in this area is a part of total interracial concern and Int'l character of the YWCA.

National Board functions in agreement with the W.R.A. and in cooperation with other interested public and private agencies, churches, YMCA American Friends Service, Girl Scout and Boy Scouts etc.

YWCA established in all centers under Nat'l staff supervision with local advisory boards, resident evacuee staff, younger girls clubs, business girls and young matrons groups. Channels are kept open with the outside through visitation correspondence, attendance of evacuees at YWCA Conferences.

Active in helping in housing,
job placement
employment within
the Association, prof.cler.maint.
Social adjustment thru club and
Ass'n life 5 community committees
dissemination of facts and stimulation
of understanding attitudes.

Margaret left because unwilling
absence probably
would eliminate prejudices
but opposite resulted
it wasn't until
after we left that
a raging fire

Page 9 - 30 -
31 - 32
taken out

Dec 17. Announcement of
revocation

Jan 2 = effective

Most significant event since evacuation
both in level of evacuees + N R A

(1) To the majority it means
full restoration of the freedom
of movement which is enjoyed
by all other loyal citizens
+ law abiding aliens in U. S.

(2) To the N R A it signifies
the beginning of the final
phase of the relocation program
Prime objective of N R A has
always been to restore the
people in relocation centers to
private life in normal
communities

Lifting of exclusion orders
broadens scope of program
puts it on Nation wide basis

(1) Field relocation offices to be
established in evacuated areas
+ to extend assistance

The topic which has been suggested
for me on this panel this evening
is that of the second generation
Japanese in the U.S. (Nisei)

First I would like to present a few
historical facts to give you a little
background of the settlement of the
(our parents the
first generation ~~in the U.S.~~

The Second Generation Japanese in U.S.

I. Historical Background of Settlement

A. Japan's opposition to Emigration from 1638-1854

trying to preserve *Policy of* isolation *approved* death penalty for emig. forbidden to build ocean vessels. *imperial edicts*

framed precedent against any law forcing emigration many found it impossible Reversal of Policy 1885, *Hawaii who* legalized it increasing need of laborers on sugar plantations. *interested pleased with Japan for isolation of its people*

- B. Carey McWilliams states: The Bros. Japanese immigrant group settled in under U.S. under most adverse conditions skin
1. wrong time--just when Japan was emerging from youthful period, rise of Nationalism..policy of aggression. associated with Natlm.
 2. Wrong place: 1st went to Hawaii majority in Calif.
 3. Conditions in U.S. *when* *when* resources *when* were being rapidly monopolized *was* closed rather than open resources.

C. For centuries, historical records show migrations from Europe to North America has been *was* escape from undesirable to promising. In motivation, initial efforts to earn livelihood, hostility aroused among groups within the economy and emergence of newcomers in the limited fields of endeavor, the J. immigration has much in common with influx of European People

she
was
Racial difference accentuated the problem and narrowed area of occupational opportunity and contact with established community. *Period 1900-15*

1. Reasons for Japanese migration to U.S.

1. Conditions in Japan...not normal after R.J. war, homeland poor, taxes high, heavy economic burdens, over-population, compulsory military training. and ism. *heavy* *economic* *burdens* *over-* *population* *compulsory* *military* *training* *and* *ism*

2. America lured them..manpower needed in U.S. Immigration societies encouraged the adventurous. *manpower* *needed* *immigration* *societies* *encouraged* *the* *adventurous*

Actual economic and social frustration, unhappy because born in certain class, limited educational opportunities and traditional customs. *Railroad, lumber & mines needed* *merchandise labor* *system 3* *privilege* *caste* *system* *Class* *hopeless American* *discontented* *far*

D. Background of group.

omit
majority males unmarried under 35 yrs.

of age, after established in work

interested in building homes *life of their own*

Era of picture brides..not exchange

of photos, but carry over of

matchmaker customs of Japan,

thorough family tree investigation

citizens duty. 3 matches. *relatives* *known parties* *involved*

European custom also

Birth of Nisei: After children born

even though the parents did not

have privilege of naturalization,

2. Population: 1900 24,236 (census)
1910 72,157

- (1) Majority laborers, school boys domestics, and majority were unmarried males under age of 35.
- (2) Interest aroused in establishing homes, era of Picture Brides-- not exchange of photos, but carry over of old matchmaker customs of Japan and citizens duty.

3. Nisei (Birth of Nisei)

Parents decided to stay in U.S., education of children foremost in hearts of issi...give children every chance denied them, they suffered and gloried in sacrifices they made. They lived in hopes of their children.

1940 Census - 71,000 Nisei average 21 yrs

- (1) Nisei were separated from 1st generation
- a. linguistically.....
 - b. culturally
 - c. politically.
- (2) To give clear picture of Nisei quote W.C. Smith.

Condense 4. Were cultural patterns transferred to Nisei even though we were Americans by virtue of birth in U.S. and by virtue of social and cultural forces in America...schools, churches, sports, music....recreation etc.

majority decided to stay in U.S. and give children who were citizens by birth every chance denied them. Foremost in hearts of issei (was education of children, they suffered and gloried in sacrifices. ~~They lived in hopes of their children~~

In 1940 71,000 Nisei in U.S. 21yrs age average.

Nisei separated from parents.

- a. linguistically barrier of lang.
- b. culturally Nisei pressed mainly
- c. politically in U.S. cult-
1st generation ure molds.
could not vote.

Though majority were American in everything but physical characteristics there were many cultural patterns transferred from our parents to the children. *Urban interpretation:*

" The issei have not imprinted on the American scene a culture in form of the arts because they have been too occupied with the mean struggle of making a living, but the rich veg. growing lands of Pacific Coast remain as a mute evidence of their contribution toward the enrichment of this nation

but one
~~In the urban sections, one was~~ *is between*
aware of deep cultural transfers. *2 groups*

parts
foods & habits
observance
Festival
flower arrangement *pattern*
foods, food habits, make ceremony
in architecture..blending of out of
simplicity to *simple*
modern and function
al trends. use of
natural woods..highly
polished. ..no paint

in the gardens, dwarfed trees.
Observance of many of the childrens
Festivals, not to inculcate their
true purposes, but to interpret
happy experiences of their own
childhood.

g.m.
State a few facts to clarify some
misunderstandings and accusations of this
group.

1. They do not assimilate: Americaniza-
tion increases with length of resi-
dence and loss of contact of homeland.

Read Eisenhower

McWilliams

Strong.—

Clothing
~~Assimilated in wearing American
dress....many foreign groups find
the apparel they wore in their
native lands more comfortable.~~

& beautiful
Time: oriental time about 1 hr
. behind....they cannot under-

Facts to clarify some misunderstandings which have been asserted about this group.

Assertions:

1. They do not assimilate:

(1) Read Eisenhower and McWilliams and E. K. Strong.

Americanization increases which length of residence + loss of culture of homeland

Clothing - Time - (shv -)

2. Are they loyal? Scientists have

proved beyond question that underneath these physical differences all humans are basically the same, that Men inherit physical characteristics from their parents, but cultural traits as honesty, loyalty, integrity and bravery are not inherited, they are acquired through environment and education.

(1) To date there are over 10,000

American born Japanese serving in U.S. Army over half volunteered

(2) Accepted evacuation because it

was a military necessity, went willingly because we felt this was one of the sacrifices for an early American victory, we wanted to follow the wishes of the government to show the genuineness of our loyalty.

(3) *Among 20,000 settled have not found*

3. They breed like rabbits....regarding reproducing tendencies the birth rate has been insufficiently to balance mortality and emigration. Since 1930 decreased by 8.6%

over

Seemed as though high birth rate - but went down

If taken of Caucasians
10,000 of marriageable age ^{Caucasian}
~~white~~ would have
10,000 found. birth rate same
Japanese as Caucasian higher
American if young people

Assertions

4. They live on a bowl of rice a day.

Cooking for Japanese would be a

simple task if one only had to ^{all day} prepare rice each day.....like many

oriental peoples the Japanese in the U.S. ~~do~~ consume rice as one of the basic carbohydrates...it is supplemented with eggs, vegetables, poultry fish and meats. Nutritionists have discovered only recently that they have a very well balanced diet, that in preparation of ~~foods~~ ^{foods} they do not overcook vegetables. ^{lost nutritive value} ^{great variety of greens = first of necessity}

5. They are clannish. Figures do show that the group did live on the West coast primarily. However, many ^{due to} circumstances caused this:

1. Economic....work was there, stores depended on the group for business. Many under contractual labor and could not go elsewhere unless there was work.

2. Sense of security, to be together....so much antagonism segregation, pressure against the group since they came here and with housing restrictions etc. felt it best to be within group and be accepted.—

6. Language schools....developed after Exclusion Law to maintain some tie

said this in turn

1st against Irish
Polish
Italian
Russian }

our constant rushing about. *1/2 hr*

2. Are they loyal? Scientists have proved beyond question that underneath these physical differences that humans are basically the same, that Men inherit physical characteristics from their parents, but cultural traits as honesty, loyalty integrity and bravery are not inherited but acquired thru environment and education.

1 majority are loyal are

1. To date over 10,000 ~~S.S.~~ serving in U.S. armed forces, over $\frac{1}{2}$ vol.

World War I - 100% of volunteers who have stay

2. Among 20,000 resettled have not found any disloyal.

3. They breed like rabbits.... regarding *the* reproductive tendencies the birth rate has been insufficient to balance mortality and emigration.

*Congress
Committee
Record*

Since 1930 birthrate decreased 8.6%

One must also take into consideration that the group ~~was~~ young and ~~within~~ the marriage age group ~~if take 10,000~~ Caucasian and like number of J. within marriage age group would find birthrate same or J. group lower.

omit

4. They live on a bowl of rice a day,
cooking would be a simple task if one
only had to prepare rice each day.
Like many oriental peoples the J. consume
rice as one of the basic carboyhydrates,
dist. w/ it is supplemented with eggs, vegetables,
poultry, fish and meats. Nutritionists
have discovered only recently that they
have a very well balanced diet; in food
preparation they avoid overcooking veg.
so the nutritive value of foods was also
preserved.

But coming back to the implication of
the phrase....they had a low standard
of living. I am sure they did ^{probably so} first of
necessity; but majority lived on a
double plane.....standard....

followed *alterations* *2 sets* *more expensive*
had the oriental and occidental ^{creation}
in dishes and food habits, served
2 times a week J. and rest Amer.

5. They are clannish. They were congregated
on West coast, but it was due to
many circumstances.

Namely 1. Economic ^{factor} work, stores
depended on group for
business, many under contr-
actual labor. *FE*

2. Sense of security to be
together. Since their
arrival they have suffered
antagonisms, from unions,
from prejudiced groups,
and with housing restrictio

The Second Generation Japanese in U.S.

I. Historical Background of Settlement in U.S.

A. Japan's opposition to Emigration
from 1638-1854 and Reversal of
Policy 1885(legalized it.)

B. Carey McWilliams states: The
Japanese immigrant group settled
in U. S. under most adverse
conditions.

1. Time: during rise of Nationalism
in Japan,

2. Place: ~~7%~~ in Hawaii ^{1900-24,000 U.S.}
majority California ^{1910-72,000 - most}

3. Conditions in U.S. resources
becoming closed.

C. For centuries historical records
show migrations from Europe to
North America has been escape
from undesirable to promising.
Japanese migrations show great
resemblance to European...except
for racial difference.

1. Reasons for Japanese migration

(1) Conditions in Japan

(2) America lured them

(3) Economic and social
frustrations...class system
limited educational opportu-
nities.

with homeland.

Kibei...educated in Japan. *(12,000)*

Did have language schools but were not compulsory ^{3 yrs anyone richer for knowing} and were unsuccessful proved by discovery of Army that only 15% younger generation can speak and 5% could pass a test *written*.

Evacuation =

Assembly Centers =

W.R.A. Program

Resettlement.

There were many heartaches and disillusionments which accompanied evacuation and no doubt it has had a psychological effect on the majority, but ^{has} there have been some

good *compensations*

1. in paving the way for dispersal of the group..away from the Coast and their "little Tokyos."
2. Made possible educational opportunities thru Student Relocation....Scholarships *to best schools*
3. Widened employment opportunities many were trained but could not find employment...^{in field in Calif} economic and social base ^{of group} was too narrow in West
4. Broadened knowledge of U.S.
5. Given a better and sympathetic understanding of problems of other minority groups.
6. Group is new to middlewest, ^{many did not know of the needs} interpretation of group here.

*Evacuation
Resettlement
could tell many
T.T.*

*all of
National
Group
have
had
language
schools*

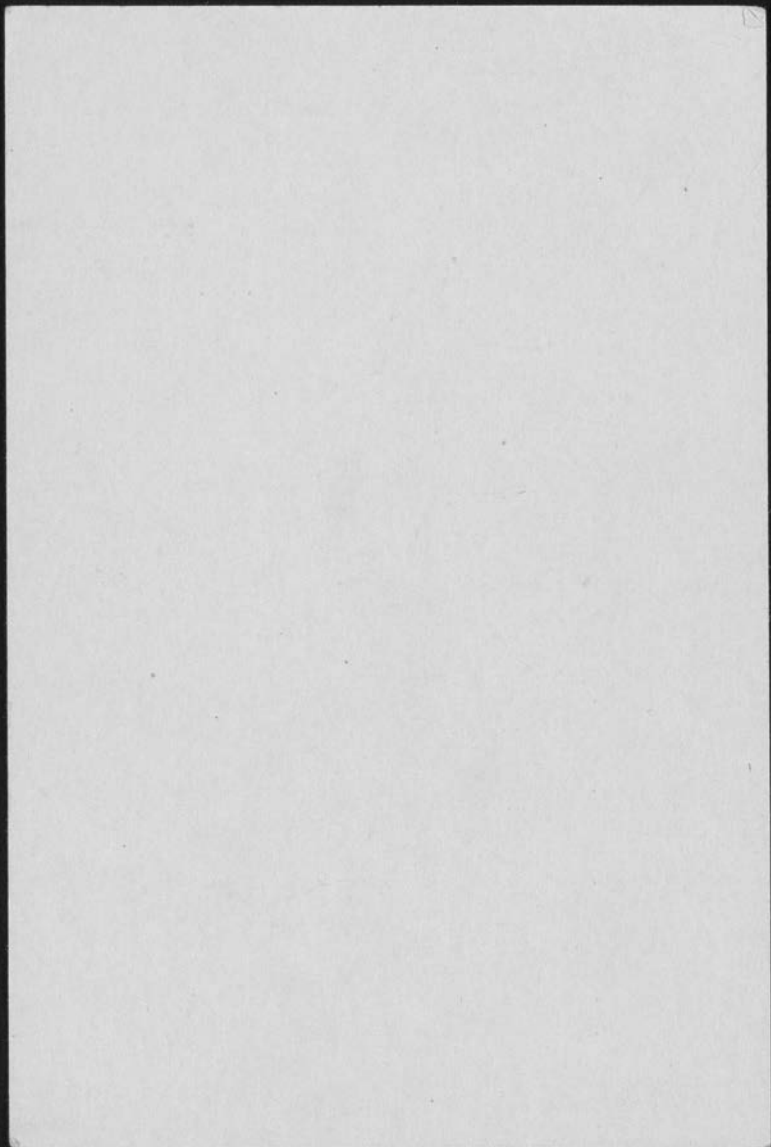
*1940 = 126,947 in 25
State police military
Assembly
W.R.A. Program
Resettlement
not agreed
are under Federal
mental
marginal
lower*

*which
were*

Save for
RT talk
at meeche's
Jan 1981

above all we)
discovering
There are many friendly Californians, Oregonians
and Washingtonians, also ^{we} have discovered
the true heart of America through
this experience, have discovered the
genuineness and fairness of Americans,
that many ~~will~~ are helping us keep
faith in the democratic way....that
there is a place in this melting pot
nation of ours for all the people of
good will ~~and~~ who are now within our
borders regardless of their racial
antecedents.

*my
my
20*



10

One of the outstanding qualities of a Japanese Flower Arrangement is that it appeals to the heart more than the eye.... it is an expression of the soul; the inner beauty of a bud...the dandelion seed pod... or interesting grasses. Western arrangements are more likely to appeal to the eye alone..... a pleasing color combination or a mass of beautiful blooms. Japanese arrangements are like good friends, we love them for their inner beauty and because of it, they are outwardly beautiful. ~~Flower composition should be something from one's soul~~
In viewings or exhibits of Japanese flower arrangements, one notices the poems or thoughts expressed at the base of the studies.....

"Heaven and Earth are flowers.

Gods as well as Buddha are flowers

The Heart of man is also the soul

of flowers.

~~Oriental art in any form - one discovers how closely related the Japanese idea is.~~

So in Japan, flower arrangement is considered one of the fine arts...it is an expression of a part of one's spiritual self. Men and women both study it... it is considered an

rather is a depth of love. almost a reverence to all nature's objects

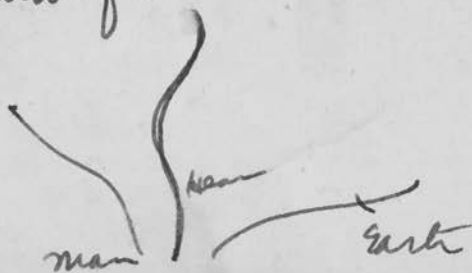
to beauty can speak only to the heart that understands it

or differ

~~so before the~~
so the person upon
flower is but a humble
Acknowledgment to that color
"How great are Thy Works."

Hana - more
than flower
blown - every
shrub - reeds - grasses
are included. seed pod.

use of restraint. ^{what you} ~~learned~~ ^{out}
Master's close lines ^{what} ^{you} ^{put in}
greatest beauty for the
classical fundamental
lines of their design



^{ed}
~~a~~ accomplishment if they are versed
 in flower arrangement, tea ceremony,
 music, painting and poetry. It is
 taught from girlhood. ^{during the early yrs}

It is also studied to help one ^{develop}
 cultivate character, a lesson in etiquette
 for ~~it teaches~~ one patience, under-
 standing of the beauties in nature... ^{under years}
 care of plant life, ^{which sounds} the beauty of simple
 things, ^{one} observe the growth of living
 things and appreciate rocks, pebbles...
 other natural forms to enhance the
 arrangements. Thru the use of pottery
 and the metal containers, we learn to
 appreciate ~~the~~ other crafts....the
 potter, the metal workers, sculptors
 designers....the ^{inter} dependence of one craft
 to bring out the beauty of another.

Flower arrangement is closely related
 to interior decoration, so any change
 in the mode of living causes change in
 flower decoration....The Tokonoma ^{center of room}
 (illustrated on page 9) the alcove...
 a recess has a wall scroll and flower
 arrangement. Now with the western
 influence and appearance of tables and
 chairs...the style departs from some
 of the old rules....thus those of us
 who have lived in America have also
 modified the typical Japanese arrange-
 ment to the western style home...my own

Avoid sharp angles.

Tip of branch must turn upward

No opposite lines of
equal length.

~~No cross cross line~~

~~Prune foliage that
obscures blossom.~~

~~Remove number of
flowers.~~

Flower or foliage must
not touch container

Id

In Japan flower arrangement
is considered one of the
fine arts ~~and~~ all art is
merely the expression of
one's soul. A successful
flower arrangement must
express a part of one's
spiritual self.

the 3rd distinction.

version is atypical....I beg your indulgence.

Some of the
CHARACTERISTICS:

1. Form of design..skeleton of arrangement...3 points of interest Heaven, Man and Earth...which follows the Buddhist philosophy since Japanese Flower Arrangement originated in the Temples of Buddhism....the 3 points represent the most important things in life also thruout....one can note many religious traits...as preservation of life. *deep reverence for the*

H---1 $\frac{1}{2}$ times Height or diameter of container...modify for placement.

M---2/3rds attributes.

E--1/3

Follow the curves found in Nature

Prune extra foliage to avoid crisscross...same levels..

or foliage that obscures bloom

2. BALANCE...non symmetrical the balance of Nature.

Few flowers 1-3-5 to bring out their intrinsic beauty. *odd numbers custom - teased of cup*

3. CONTAINERS...simple in line....

made of pottery, bronze or other *shiny* metals. Large mouth, no ornate bamboo } *let manner of growth of material*

*development in action
Religion
& in church*

style of arrangement

decorations on the container...for the container should enhance the arrangement, not overpower it.

Types: Pillow Vase

Usubata

Low bowls, round, oval
rectangular, irreg.
shapes.

Cylindrical....some are
double mouthed.

4. Position of Flowers to look up
toward heaven in aspiration not
down....melancholiness.

Foliage - native.

5. Supports, pin frogs, wedge, split
stick holders.

6. Planks, mats, twigs.
to serve as a frame to complete the
study and as a protection. Gives
height.

7. Seasonal.....spring blossoms
summer water
fall fruits
winter branches.

8. Selection for distinction....
of materials....a common weed with
character is given preference to a
rare blossom.

9. Restraint....what you leave out..
simplify...simplify as Thoreau wrote

Texture and color... not too many
kinds of flowers or colors together.

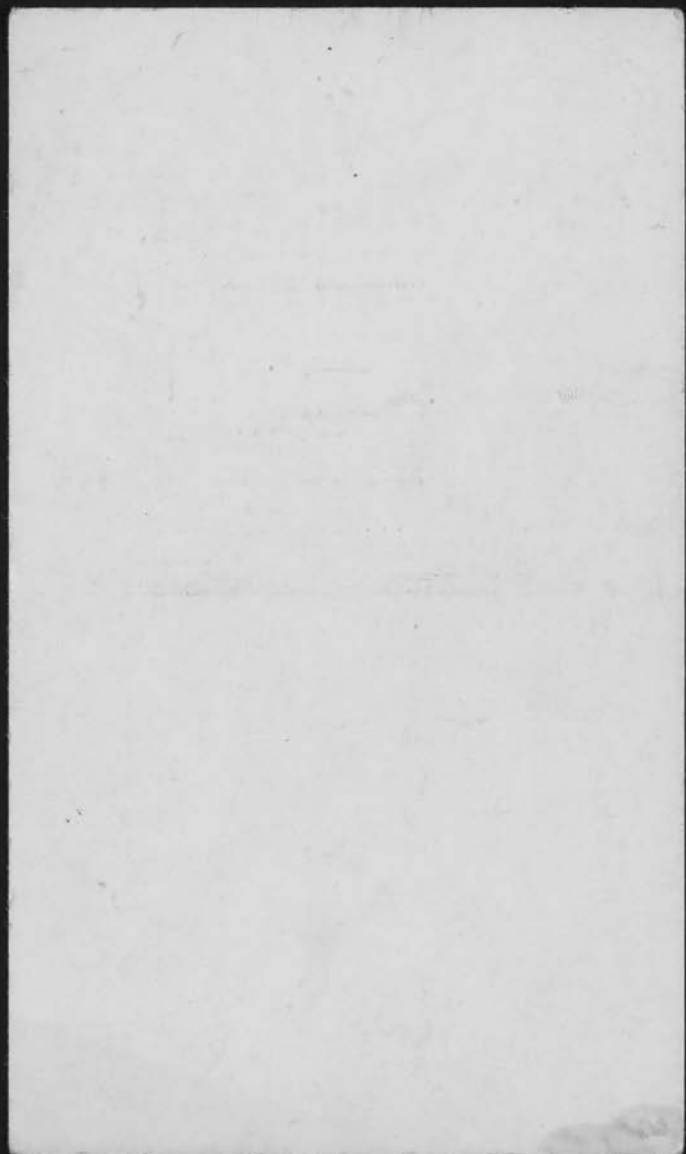
Insert in pin frog ~~close~~ together so ^{at base}
it will give the effect that it is
growing out of one parent stem.

Pin frogs, any supports should be
covered with pebbles, stones or
small grasses or weeds.

Combinations.

PINE AND CHRYSANTHEMUMS.. ^{arranged}

Arrangements by men usually are the
character type...use heavy branches
with mosses and lichen with blossoms
or a suggestion of a few flowers to
give interest.



Japanese Americans

In presenting the Japanese Americans

I should like to introduce to you some of the words used in identifying the group in America. The words in Japanese do not actually relate to or describe the group since ^{the} words mean

Issei....1st generation,

Nisei, 2nd generation

Sansei 3rd generation

words ~~for it~~ could refer to any other nationality group in the U.S.

THE ISSEI or the 1st generation

are our parents who ^{were born in Japan} first came to this country in the early 1900's--they too chose America as their home just as the immigrants from Europe. They too were escaping from the undesirable to the more promising.....getting away from over-population, discontentment over class systems and poor conditions to

a land in the New World, ~~and~~ were seeking a more freer, rewarding and abundant life.

They settled on the West Coast primarily *Port cities - about* suffered discrimination in employment, housing, anti-alien land laws, exclusion acts, have been deprived of the privilege of becoming naturalized citizens, they have struggled but through their conscientious efforts became established here and have contributed to the enrichment of this nation....the building of the sugar industry in Hawaii, the railroad and lumber industry, the development of the rich vegetable growing lands of the Pacific Coast and Mountain States and floriculture. Most of them did not have the time or opportunity to

attend school for they were occupied with the mean struggle of making a living, but gradually became adjusted and adopted the American ways of ^{life} living.

THE NISEI: After the birth of the Nisei or the second generation....the Issei decided to stay in America for we were American citizens by birth and foremost in the hearts of our parents was to give the children a good education, they suffered and gloried in the sacrifices, they made to give the Nisei every change which was denied them.

In 1940 71,000 Nisei in the U.S.
 average age of the group
 was 21 years. The

majority were either in college or those over the average age level were college grads. They were trained and

skilled in the various fields, many
artists, scientists, religious
workers, teachers, mechanics, physicians
farmers, engineers, clerical and office
workers, nurses. The Nisei are the
products of the American System of
education and one will find great ^{in comparison to other groups educated in America}
similarity in the occupations and
interests ~~if he compared the Nisei~~
~~with other groups educated in America.~~
However, even though qualified and
trained, many of the college graduates
in engineering, ^{architecture} sciences, etc could
not find opportunity for employment
in the fields in which they were
skilled, so one found them operating
fruit and vegetable stands in Los
Angeles, ^{wholesale} produce ^{markets} houses along the Coast.
Political scientist - dry cleaning business
teacher - clerk

EARL TANBARA

1
Lin Yutang the well known Chinese
Philosopher and writer says: The difference
between the Orient and the Occident...The
West has a great capacity for obtaining
things but after obtaining them, ^{he} has
not the time and capacity to enjoy them all,
while the East has so very little, but ^{he} has
a great appreciation and capacity to ^{enjoy}
enjoy the few things he has.

The Japanese seek to enjoy to the fullest
those things which are free to all.....the
beauties of nature. It is one of their
tenets that both rich and poor shall enjoy
the pleasure and solace of art." With them
poverty need not indicate lack of refine-
ment or good breeding, nor does wealth
excuse a lack of either.

To be ^{accomplished} culture requires two things in ^{these}
particular...a knowledge of tea and of ^{ceremonies}
flowers which knowledge is retained thru ^{life}
life. If one lived to the tenets of the ^{flower}
flower schools and tea ceremony, one would
become noble, just as we profess to be
Christians live up to the Ten Commandments.

Japanese gardening, flower arrangements
teaches one of the beauty of simple growing
things and how by selection and arrangement
one may achieve elegance though using the
most ordinary materials. ^{weeds - seed pods}

^{dandelions - seed pods - foliage branches}
stones

Flower arrangement entered Japan from China with Buddhism and it is imbued with this philosophya desire to preserve life.

Legend tells us that it originated when a Buddhist Monk went out into the field after a heavy rain and plucked some flowers and brought it into the Temple for the altar flowers. He arranged them carefully, and made a pleasing arrangement. The art of arrangement has been perfected down thru the ages and has become one of the accomplishments of a Japanese lady. *fine arts*

Different schools of Flower Arrgt.

Certain principles and virtues are usually revered by all schools.

1. Honor the old masters, the original schools of flower arrangement and the lessons taught by them
2. Keep up with the time and place, yet retain a respect for the old while learning the new
3. Respect your elders whether they are of a lesser or greater knowledge in the art and always show tolerance for all fellow students of flower arrangement whatever their school

4. Crafts... appreciate the work of the

Character building principles: potter, etc

Be thankful to the Creator for the flowers and the enjoyment everyone receives from them, both on the part of him who arranged them, and of him who may view them.

Wherever one goes where flowers are arranged ~~courtesy~~ *reverence* before them to acknowledge Gods work in creating such beauty and to do honor to him who arranged them.

Refrain from talking about extraneous things while arranging flowers.

So it is in Flower Arrangement....one learns not only how to bring out the beauty of nature thru flowers and foliage, but also learned *restraint* patience, understanding, graciousness, *each single flower is important*

1. Outstanding quality of Japanese Flower arrangement, it appeals to the heart more than the eye. *not as much as flower* Japanese arrangements are like good friends, we love them for their inner beauty and because of it, they are outwardly beautiful. A flower composition should contain something from one's soul.

form of design
2. Points of interest, Heaven Man and Earth are visible in the arrangement *rather make child* *symbolic of life*...different levels. These are the most important things in life...their philosophy *Prune - extra foliage or branches not in design*

3. Balance...non symmetrical. *the balance of nature*
Few flowers, one, three, five.....to bring out the beauty of the few.
Containers are simple in line..large neck openings, no decorations on outside...the container should be the background....it should enhance the arrangement

Height = 1 1/2 to 2 1/2 times diameter or width
H = 1 1/2 to 2 1/2 times W = 1/2 to 2/3

Flowers look up
Supports pin frogs, split stick holders,
to cover " wedged frogs.
Planks, mats, etc. serve as a frame

A Japanese believes and strives to portray in his art the truth that as one grows older, he grows wiser, that hardships build character. A gnarled and twisted branch suggests age, growth under difficult circumstances, results in character.

APPLYING THE PRINCIPLES

V. Johnson

How to Arrange flowers

Let us go into the garden and pick the flowers you love.

Now choose a vase from off the shelf, that simple one right there above

Your ornate ones, put them aside
For flowers in such I can't abide
Stop just a moment. Did you view
Their habitat, how those flowers grew?
~~That's~~so important, don't you see
They too have souls like you and me?
Let them remain to their nature true
Give them a chance to speak to you
In a language all may understand
Yes, any race in any land,
This is what they're sure to say,
Listen to their message I pray:
I am the substance of things unseen,
Of songs unsung as heard in a dream

Of truths oft told and simple to find,
Of a love universal in all mankind!"
Now from your soul to your flowers you'll im-
part
Something deeper than beauty, that touches
the heart.

Demonstrate

1. Drac ang.
2. Lemon leaves & lemons
mat

Fan with calligraphy on it

Reed container - black
wooden bowl - dried ^{eyed gum}

Mat - ^{leaves} lemon leaves

Blue green - Roses
^{malayana}

Lacquer what like
Bamboo vase = arry +
golden

Blue Piderdal Impatiens
yellow dahlias

Pine + Large Coral
Dahlias

Wooden Basket
Impatiens

Pillow vase

Jupes = ^{lemon container}
green ^{from} Potchrip

Experience to be among th 27 delegates from the U.S. to the World YWCA Council Meetings in London in Sept. Approx. 300 delegates from YWCA's in 62 different countries attended the 16 day sessions at Royal Holloway College Campus. at Egham. The college is about an hours train ride from London, so we could go into town during the free hours.

Representatives from World movements attended as consultants from UN, UNESCO, W.C. of Churches, World Alliance YMCA and Amis de Jeune Fille. A number of students from other countries attended, but we missed young adults who are a large part of our local programs.

Since the Council meets only once in 4 yrs, there was certain legislative business which had to be decided upon...adopted a new constitution

to meet the demands of a world movement today, election of officers, and budget and finance matters. However, I was more deeply impressed by the scope of the YWCA movement around the world. When you join the Y locally, *then* you become ~~affiliated with~~ the YWCA nationally and world-wide....and that means YWCAs in all the different countries, you are affiliated with women and girls participating in similar programs around the world.

In the discussions and during the coffee hrs. in the morning and afternoon, a delightful English custom, we had an opportunity to learn about the activities of the Y's in other countries, their particular concerns.

KOREA & GERMANY--The YWCAs ~~are~~ working with refugee problems helping families make adjustments. Many homeless girls in Korea from 16-24 yrs need training in homemaking farming, weaving and in studying the language.

HONG KONG they are building nurserie for children of working mothers, because after the change in govt. many people came to Hong Kong to live the population has increased from 1 M to 3 M and many mothers must carry the respons of being the wage earner as well as the homemaker. The YWCA also conducts literacy classes for factory girls. Miss Tan explained it was difficult to get teachers since they must be screened very carefully.

LEBANON: Dr. Harfouche a brilliant medical Dr. interested in Child Welfare told how the YWCA has helped the women there. Women wore veils as a symbol of their detachment and disinterest in Public Affrs. The YWCA movement has helped lift the veils and women are more active in community life, civic affrs and are becoming tained as leaders, nurses, lawyers and in medicine.

In AUSTRALIA & NEW ZEALAND, a new project of YWCAs is helping to form

the 50-50 clubs. 50 Australians & 50 Newcomers. Y has provided hostels for Asian students. During the Spring the YWCA held a membership Conference in Australia & delegates attended from the Pacific Area countries. This opened new windows, for it is only recent that Asians or people of other races could go to Australia even to visit. The YWCA members there can help since the organization purpose is based on building a fellowship of all women & girls. Membership is open to every woman and girl no matter what race, religion or economic or social level. Interracial Charter of Y in U.S. adopted in 1946, we do not believe in segregated group work. However, there are many associations working toward interracial inclusiveness.

Mrs. Paw of Burma...open my eyes, I think of you as one of us belonging to the Orient, but when I close my eyes you seem so American she couldn't understand this strange

combination. Among the American delegations there were 6 representative of other races. Gave an opportunity to explain the peoples of America, how we came to be, what we did, how we lived, some of our problems.

I was also impressed with the quality of leadership in the YWCA movement around the world, brilliant women, dedicated, devoted to helping the YWCA meet the needs of women and girls in their communities. Fine quality of spirit, adventure & courage

Because of the language differences, we had the technical apparatus & translators to give direct translation of the talks which were all given in English...delegates could participate immediately in the discussion.

One of the most significant decisions was that as a world movement we accept the commitment to work for peace. Some of the YWCA movements in countries where there have been

wars, hydrogen bomb testings, etc. appealed to the World Council for peace. One of the work groups studied the ways in which we could work for peace, consider pooling resources on atomic energy, cooperate with UN. promote human rights and fundamental freedoms for peace is not only absence of war since lack of freedom is a threat to peace...that we work for education for all, love of fellow men, respect basic principles of International law.

Our specific task in the YWCA is to help in the development and growth of women and girls thru groups as persons & contributing members of the community.

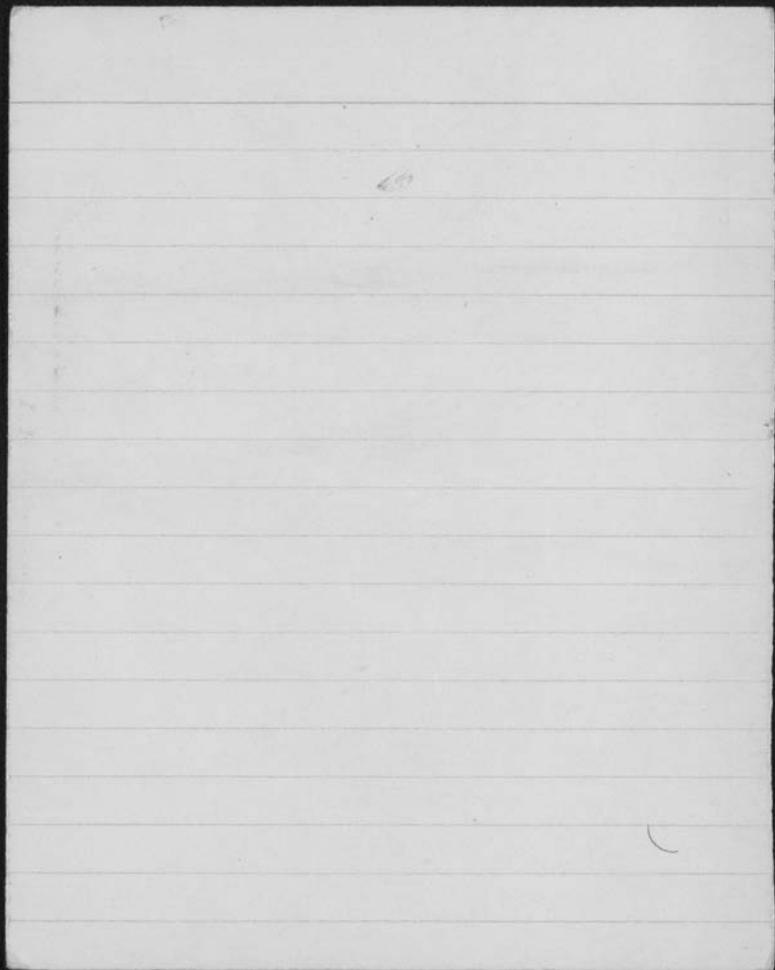
Living together in this college setting, eating our meals together, taking excursions on our holidays, gave us a wonderful opportunity to realize that our similarities were

greater than our differences, the world seems closer, their concerns become our concerns, ~~the same~~ the person to person relationships helps us to understand a little more the problems which these countries are facing today. & The purpose of the YWCA becomes more significant in our lives.

NEUKOLLN YWCA Center in Berlin, last station before the East Sector. and in the Industrial Section of Berlin. This Center was built thru the help of American friends and the YWCA. It offers recreational and an education program with women, girls, young boys and children. Modern building, up to date equipment German staff help.

REFUGEE CENTER in Berlin, Dr. Gerhartz 900 young people come from East Sector of Berlin to pass exams, physical as well as on character & attitudes. When they pass tests

wait until papers are drawn up and are flown from Berlin to western parts of Germany. Teachers had just completed exams after many days and were waiting for the time of the ~~kr~~plan



The panel members have ably
~~brought out~~ ^{presented} the point that
America is a nation made up of
the peoples of the world....it
was Walt Whitman who celebrated
the diversity that is America's
strength. In metallurgy, it is
never the purest metal that is
the toughest, in order to make
it tough, ~~you~~ must combine it
with other metals, so it is with
human beings, we in America
are an alloy of all the peoples
in the world....we have the
blending of cultures which
makes this nation unique and ~~should~~
^{make} strong. It is a gift to be
proud. As one writer says,
"Let's not apologize for the
amazing variety of our human
material here in America, let us
rather glory in it as the source
of our robust spirit and ^{great} ~~great~~
achievements. Let's not deny
there are differences in race and
that our country has all the
~~57~~ varieties of God's humanity,
let us merely make clear that

these differences cannot be measured on any scale of good, better and best. They are all equally valid and all must continue to contribute to the magnificent mosaic of American life. "

Think of all we would miss if we subtracted from the grand total of America the contributions of our racial and religious and economic minorities, what would remain in music, arts, sciences, literature?

It is this vision of a society wonderfully rounded by reason of its many racial contributions of a "nation teaming with nations" that should be emphasized in American education.

letting down
Going into the techniquesI might list some of the ways in which we can bring an appreciation of the cultures of other people s in our school system.

Nov. - World Fellowship Week.
 Nominating Committee
 Prepare annual Mtg ^{2 PM.}
 Dec. Annual Reports ^{Foral}
 Quarterly ^{Service}
 Jan - Annual Meeting ^{Program}
 National Statistical ^{election}
 Report
 Winter Term.
 Feb. Interracial Sun Observed.
 Lenten Service N.F.S.

Mar 1, 26 Postage
 to Langworthy
 April spring term for
 Cocooned.
 May Staff Setting up Conference.
 June Reports -
 July & Fall Folder.
 Aug -
 Sept -
 Oct Fall Term.

Many of us are content in speaking the English language, compared to people in Europe and the Orient who learn to speak 2-3-4 languages our knowledge is limited. In other countries foreign languages are required in their curriculum. *in elementary grade* This study may not seem important until one begins to travel, one finds the lack of another language a tremendous handicap in interpreting people and customs and oftentimes prejudices and fears result because of the lack of understanding. So as my first point, I would suggest ^{to} the encouragement of *the study* other languages.

Schools can help in bringing about a deeper appreciation of the cultures of other nations by teaching unbiased facts in the classrooms, *+ clarify discussion* it is necessary to be well-informed. *about group* Timing is a most important factor for it is necessary that during the students formative years, an

understanding of minority groups and their problems be presented. We know that prejudices are not inherited, ^{regarding minorities} but are acquired through misinformation and misunderstanding through associations and ^{with prejudices} adult prejudices. There are many excellent books available in the public libraries giving facts of the peoples of the U.S. and the world. Human Relations Councils ^{or like organizations} in various cities have many publications for distribution. Many of the better magazines carry articles on intercultural and international affairs. Publications of the Bureau for Intercultural Education are available....these books and periodicals might be made ^{more accessible} ~~available~~ ^{for} school libraries and classrooms. ~~Reviews of~~ books might be given and student discussion on problems of minorities can be encouraged.

It is well to know people as well as to know about them, contacts must not be artificial or forced but natural thru a common interest. Get acquainted with culturally diverse people in your neighborhood, their friendship is an enriching experience. Our present pattern of racial segregation in churches as well as in neighborhoods makes it more difficult for ^{the} natural means of contact....but schools are really a good center in the community where people of all origins may meet as equals and find common ground through the pursuit of some common interest.

In the past, colleges have encouraged exchange students from other countries....some schools have had University Cruises etc. I hope someday soon ^{an exchange of students} it can be carried through on the high school level. It is only thru direct interpretation and contact that ^{an genuine & full} appreciation will be achieved.

Presenting exhibits in the arts of other peoples, ^{& countries} displays of nationality costumes, crafts, treasures, textiles, demonstrations of folk dances, some of the folk festivals native of certain countries could be displayed or presented by the group. ^{Course in} ~~Course in~~ Appreciation of ^{Museum} ~~Museum~~ ^{of other countries} ~~is~~ an excellent way to learn the culture of another country.

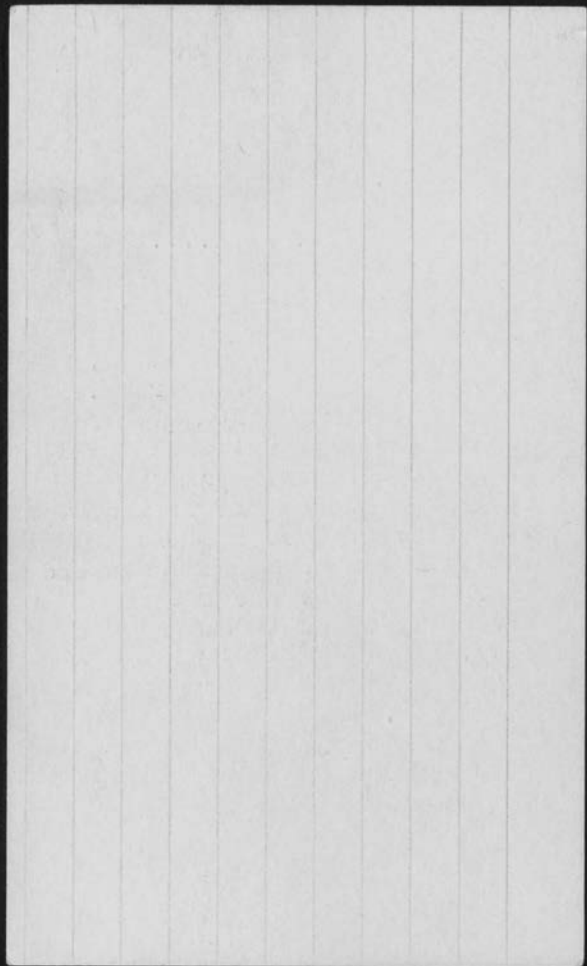
"I've always been a little shy about ~~presenting~~ ^{showing} things that were Oriental.....thinking that it wasn't American ...that it was foreign and perhaps no one but our own group would be interested and ^{yet} I've always felt honored when someone asked about some of the ^{showing} ~~arts~~ ^{for children's} festivals or customs of the Orient.....I was delighted that someone else appreciated it.

"Around the World" in St. Paul" by Alice Sickels describes the Festival of All Nations where

people of more than 30 nationalities have learned to work, eat, play together and to become acquainted with other Americans. This book portrays the cultures of the peoples who live in St. Paul....^{manifestly} the book is ^{now} ~~one~~ the required reading list ~~of~~ Wellesley College.

Coming back to the Festival, those who are in or near St. Paul will have the opportunity of seeing the Festival which will be presented next spring by the International Institute, this is a fine project in which students and adults can see ~~and~~ learn to appreciate the diversity in cultures of this city.

Thank you.



Sept. 23, 1970

ADVENTURES IN THE ORIENT
and Expo 70

Spring is a delightful season to tour the Orient since it is cool and is not crowded as in summer or early Fall. Beautiful cherry trees were in bloom in the Mount Fuji area, the people were celebrating Boys Festival Day (May 5) when all boys and men are honored as women and girls are honored on March 3. Many homes had the ^{colorful} paper carps displayed....one carp for each son. With Expo 70 in Osaka, it was a special attraction this year. This was the first Expo ever held in Asia so as it closed last week, they had over 65 million people attending.

The five of us: introductions: Mildred Pfaff, Evelyn Mitsch Lillian Quarfoot, Laura Webster and myself...started from St. Paul via N.W. Airlines on Apr. 22 and returned the last week in May. The speed with which the planes travel today of over 600 miles per hour at 35,000 ft altitude made it possible to leave St. Paul at 8:15 a.m. and arrive in San Francisco at 9:55 a.m. and in Honolulu at 2 p.m. with about 1 hr stopover in each place and be in Tokyo that eve at 7:05 p.m. (we lost 1 day) but it was actually the same day for us.

Since St. Paul's Sister City is Nagasaki, Japan and since they were celebrating the 400 yr since opening their seaport, we went there first. We met official City members, the Mayor greeted us for in Nagasaki he is the chr. of the Sister City Committee. and we met a number of people from the YWCA and had lunch with them at a very lovely Chinese Restaurant. In the evening the Mayor and Mrs. Morotani invited us to a beautiful Japanese dinner with entertainment.

In order to get Hotel reservations in an Expo year, we returned to Tokyo and joined the Cartan Tour with 11 other people from all over the U.S. It was a congenial group and we enjoyed traveling together, many similarities in interest, photography, art, shopping, eating and walking.

SHOW NAGASAKI PICTURES.

Ruth Tanbara

TOKYO

MT. FUJI,

Mildred Pfaff.

KYOTO

(Miyo Yamada, Exec. Dr. of Kyoto YWCA greeted us at Hotel. They have a new YW there.

PEARL ISLAND

NARA and
EXPO 70

Ruth Tanbara.

We spent 2 days at the Osaka Expo. We stayed in the Kyoto Int'l Hotel and went to Expo by Bus, it was about 15 miles. They brought us back about 4:30 p.m.

The EXPO was well planned and many wonderful buildings and exhibits. It was clean and much ceramic tile used on the walks. We did not have to wait in line since we selected the buildings where there were shorter lines and our guide did arrange for us to see the buildings without waiting.

CANADA outstanding

US. had the Moon stone and very popular

Switzerland - grace and charm
unusual *unique*

Japan. Germany Greece.

We were entranced with the moving sidewalks and it was a step saver.

LAURA WEBSTER.

HONG KONG

saw Miss Tan, President of the Hong Kong YWCA they are building an Apt. Guest House and Hotel so the next time when you go to HK, you can stop there. We joined the HK YWCA since Miss Tan was just opening up a Membership Drive.

SINGAPORE

saw Tiah Edrus

BANGKOK.

Our group parted here with 2 staying a few days longer in Bangkok and with a stopover in Honolulu.

Three of us journeyed ^{on} and went to

NEW DELHI

EVERLYN MITCHELL.

AGRA

JAIPUR

TEHRAN, IRAN

ATHENS, GREECE

R.T. saw classmate in Greece

ROME AND HOME or London.

After 16 or 17 plane rides, it was a wonderful experience.... travel is broadening. Nice to see friends of many years standing doing wonderful projects and studies...saw a number of my relatives. We were glad to be home after about 33 days. We left London in the morning and returned direct to Detroit and St. Paul.

San Francisco

A. Honolulu

1. Tokyo Airport.

NAGASAKI 2 Street view

3. Confucian Temple

4a Air view of Nagasaki.

TOKYO. and NIKKO

4. photo of group

5. Chinzanso Garden Restaurant

6. Asakusa shopping for Tourists

MT. FUJI. 6 b. Nikko road, 6 d Nikko Monkey
6 c. Nikko Temple 6 e. Nikko Cat

7. Mt. Fuji

8. Mt. Fuji Cherry Blossoms

9. Hotel Fuji View

10. Sleeping on Floor

(11) Cherry Tree

12. Cottage (Honeymoon)

13. Indoors of cottage

(14) Evelyn & Cherry bloss.

(15) Cherry Tree

(16) Closer view of blossoms

(17) Blossoms down the lane

17b.

18. Bullet Train goes 125 mph.

19 Food samples in windows of rest.

PEARL ISLAND.

20. To Pearl Island

21. Mr. Mikimoto statue

22. Pearl Divers

ISE SHRINE.

23. Ise arrival and gift from Mayor

24. On Bridge to Ise shrine

25. School children going to shrine

26. Up the steps to shrine

27. School children pose for photos

28. Laura and Bouquet

NARA.

29 Deer

30. Deer and Mrs. Mitsch feeding them

31. Torii to shrine

32. Temple of Buddha

33. Buddha in Temple

EXPO 70 Osaka.

34. Expo and Group

35. Russian Pavilion and crowd

36. Crowds to Canadian

37. View of Expo from above

38. Moving side walks

39. To Japan Pavilion

40. Hostesses in Japan Pavilion

41. Entrance Flower Arrgt -cherry in Si

42. Fountains At Expo

43. Expo Bldg.

44. Expo Bldg.

45. Japan Pavilion

46. Swiss Pavilion

47. Group Moving sidewalk on left.

48. Bldgs.

49. Fountains

50. Pagodas

51. Paused to refresh ourselves with icecream

52. Field

53 Night scene

KYOTO

54. Bold Pavilion Kyoto

55. At our Hotel Garden

56. House Bldg in Japan

HONG KONG.

57. HK at night

58. HK daytime

59. Refugee Center

60. Children at Center

61. Victoria Peak

62. Tiger Balm Garden - grotesque

63. Pagoda, Tiger Balm Garden

64. Miss Tan and R.T. (Pres HK YWCA)

(65) Miss Tan and VP of HK YWCA

66. Bldg the Apt. Guest House Hotel HK YWCA

67. Ladder Steps

(68) Entrance to Shatin Heights Hotel

69. Repulse Bay

70 Repulse Bay Hotel

71. Borderline of Red China

HONG KONG continued.

72. Hakas in mountaings
73. Gardens growing mulberry bush
74. Ferry - Sunset boat ride
75. " Ride to Floating Restaurant
76. Scenes along the boat ride
77. @ " "
78. " " "
- 79 Floating Restaurant
80. Junks in River
81. River boats
82. Sunset.

SINGAPORE:

83. Bus Trip in Singapore
84. Crocodile "
85. Tia Edrus (was in St. Paul 4 yrs. ago)
86. Int Hotel Erwan Deputy Pr. Minister there.
87. Klong Trip (canal) do washing, bathing, businesses, selling.
88. " " Lumbermill
89. Prayer Houses
90. Hanging Pots flowers
91. Red blossoms
92. Temples
93. Palace
94. Emerald Buddha Palace

NEW DELHI

95. GATE new Delhi
96. Hotel Rajoot
97. Parliament
98. Bldg. in New Delhi
99. Snake Charmer
100. Bldg dupl of Taj Mahal not white
101. Marble Palace
102. D. Cotter Brown
103. D. Cotter Brown home
104. New Delhi street
105. Embassy U.S.
106. " "
107. " "
108. Fountain U.S.

NEW DELHI continued.

109. R.T. U.S. Embassy Gardens
114. AGRA. Taj Mahal Hazy day
111. Gateway to Taj
112. Entry
- 113 Taj with group
114. " " "
115. Night pictures (do not go there unless there is moonlight)
116. Taj. Mahal
- 117 Closer view
118. close view
119. Marble inlay
- 120 Tomb.
121. People go to shrine constantly.
- 122 Camels - Jaipur
123. Jaipur
124. Bambaugh Palace Hotel
125. Pink City
- 126 Art Museum
127. TEHRAN street
128. Hotel Eehran Palace
129. People
130. Palace of Shah
131. " "
132. Ceiling lights.
133. " "
134. Cut mirror walls silvery
135. Drown Jewels in Bank Vault
136. "
- 137/ "
138. "
139. "
- 140 ATHENS GREENE ACROPOLIS.
141. Parthenon
142. Ruins
143. Ruins
- 144 Greek Theatre
145. Columns
146. close up of ruins.

Bangkok

ATHENS GREECE continued.

- 147. Close up of ruins
- 148. Acropolis
- 149. High above the city
- 150 Acropolis
- 151. Sounion
- 152. "
- 153. "
- 154. "
- 155. Sounion at Sunset.
- 156 Downtown Athens
- 157. Sponge Man
- 158. Via Veneto
- 159. Sidewalk cafes
- 160. Basilica
- 161. St. Peters
- 162. Capitol
- 163. Trevi Fountain
- 164. Colosseum
- 165. Closeup of Colosseum
- 166. Roma (She wolf nursing Romulus and Remus
- 167. Hillside Scene
- 168. Relig. Bldg. Rose Garden
- 169 LONDON ENGLAND. Changing of Guards
- 170 LONDON BIG BEN Parliament Bldg.
- 171-London- Buckingham Palace



Ruth Taulara

Flower Arrangement
at home

B 1

Portland Reunion
1990

Mr. Chairman, JACL Members and Friends:

The outstanding response to the Reunion of over ⁹²⁷.....
attending is evidence of the devotion and interest
in Portland, Oregon. I know it takes a great deal
of planning and preparation to organize this 3 day
^mmeeting and my ^{deep}gratitude to the dedicated committees
for this successful reunion.

I bring special greetings from former Portland
residents living in St. Paul and who are not present
tonight....to name a few Henry Makino.....Tom ^{illness}.....
Kosobayashi had special responsibilities to attend:

*Noted
Johnny
line
man* Time flies, ^{now}it has been 55 years since I moved from ^{left}
Portland to ^{business}Berkeley, California,,,returning once for
a Class Reunion at Oregon State University and once
to visit Mrs. Maeda long-time family friends.

We moved to St. Paul during the War years when we
evacuated voluntarily on March 2¹⁹⁴² to Reedley, California
and on the 2nd order to evacuate in August, we were
given the option by the U.S. Army Provost Marshall
a former classmate from Jefferson High gave us ^{she}
choice of either going to Camp or volunteer and move
to the Midwest ^{to}and help resettle people from the
Relocation Centers. So for 3 years, Mr. Tanbara and ^{care}
I volunteered to build community acceptance in the
Twin Cities....many residents had not known Japanese
Americans before, so we gave talks to groups in
schools, churches, organizations ...and assisted
registering students to continue their education
in Minn. colleges, ...helped in finding housing,

employment, medical care for over 100 families. *& their families*
George Suzuki was the first student to enter
Macalester College in St. Paul. . The Military
Intelligence Language School was at Fort Snelling
in ~~St. Paul~~ and with others from Minneapolis, we
chaperoned the Dances on Saturday Nights. A
number of the Army soldiers were from Portland and
had been in the Pre school classes I taught in the
1930's at the Manley Community Center and the
Centenary Wilbur Methodist Church. So the resettling
and the Ft. Snelling Language school reunited us with
many Portland friends.

I am sure the reason we stayed on in St. Paul is
that in many ways one is reminded of Portland.

1. It is similar in size, both are residential cities
majority own their homes and both are friendly cities.
2. Like Portland, we have the changes of Seasons...only
the Winters in St. Paul are more severe, the temperature
goes down to 30 (below degrees F. we have more snow and
ice.
3. I miss seeing beautiful Mt. Hood. *It was a glorious sight to see from the place on Hwy 101 just before my house* Minnesota is flat
but there are 10,000 Lakes. I remember the
Willamette River where we used to walk across the
Broadway ^{or} Steel Bridges to go to town. *Today there are so many freeways*
The Mississippi River with its Bridges *is in*
St. Paul ~~St. Paul's~~ Town Center.

4. I remember the soft pure water, always so refreshing and cool. The water is very hard in Minnesota. The special large delicious Oregon Strawberries....the Hood River Apples, the beautiful City of Roses where roses grow in profusion in many gardens ~~here~~. The Royal Chinook Salmon of Oregon is far superior to the Salmon Trout of the Great lakes. I remember the Rose Festival parades every June, when we participated as ^{school children of} ~~students~~....St. Paul has the Winter Carnival parades with its Queen and Royalty during the January snow season.

5. The Weyerhaeuser Lumber Firm ^{and the Paulsen NW} originated in St. Paul and the families are living there.

When i visited your Forestry Center I noticed the Talking Tree was a gift from the Hill Foundation.. the Hill family are early settlers and residents of St. Paul, ~~the~~ grandfather James J. Hill, was Founder of the Railroad Industry connecting the Midwest to the West Coast. The grandson, Louis Warren Hill was the founder of the St. Paul Nagasaki sister City committee 35 years ago, He started the First Sister City with a ~~city~~ ^{city} in Japan. So there is a friendly connection between the 2 Cities Portland and St. Paul.

I will always appreciate my education in ^{the schools here} ~~Portland~~ and Oregon. ~~The U. of Minn is located in the Twin Cities and I have studied there.~~

it has been a sentimental journey for me to
 renew friendships, ^{new} see the ^{gigantic} wonderful progress in this
 City and I will always be grateful of being
 "MADE IN PORTLAND" Thank you.

~~to meet many of the delegates
 who were former members
 students when I taught
 their the Kindergarten teacher
 class~~

to meet a number of
 the delegates who
 were in the Japanese
 Kindergarten ~~class~~ or Sunday School
 class when I was their teacher. X