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March 14, 1942

Mr. David Trevithick
State Welfare Commission
Capitol Building
Salt Lake City, Utah

Dear Mr. Trevithick:

This letter is apropos of my telephone call to you Friday (March 13th) concerning the discussion I have had with a group of American-Japanese citizens during the morning of March 9th. We discussed a number of plans for registering and zoning incoming Japanese after they had admitted the necessity of checking and localizing in various areas the Japanese population of the State. The main suggestions along these lines were:

- 1). Have the incoming Japanese register at given points or point upon entering the state.
 - a). The Japanese-American Citizenship League headquarters in Salt Lake City and Ogden might be of assistance in this.
 - b). Data required:
 - 1). Name
 - 2). Citizenship status
 - 3). Number in family
 - 4). List of personal belongings
 - 5). Type of work in which previously engaged
 - 6). Financial status
 - 7). Locality of settlement
 - 8). Intentions of length of time expecting to remain in locality.
 - 9). Previous place of abode.
- 2). Through the cooperation of county commissioners and/or welfare boards and state officials some

zoning system should and could be worked out.

- a). This might be by counties or by given geographical areas.
 - 1'). The county basis might make for more efficient administration, providing some State control or centralizing body would integrate activities, etc.
- 3). Specific passes should be given to each Japanese settling in a given area with the understanding that this pass or registration card should be carried with him at all times, and that he or she is not to leave the respective district without the permission of some administrative officer of that district.
 - a). On this pass could be:
 - 1). Name
 - 2). District
 - 3). Occupation
 - 4). Address
 - 5). Finger prints and/or photograph.
 - b). On the back could be space for signature and dates for district administrators in case the person had to leave the district for specific business - or special permits might be worked out.
- 4). A paramount consideration would be for some state vitally concerned (such as Utah) to take the initiative to suggest or make plans for some sort of Western States Minority Commission to study and integrate the minority evacuation and settlement program.
 - a). Groups to be considered:
 - 1. Federal
 - 2. Various states.

I am sure cooperation for some such program would be forthcoming from the Japanese-American citizens in Utah, at least this was the impression and understanding I had on Monday during my talk with a number of them.

Sincerely yours,

Elmer R. Smith

Mr. David Trevithick
State Welfare Commission
Etc.

Dear Sir:

This letter
is

7 Approps of my telephone call
Friday, March 13th, concerning the
discussion I had with a group of
American-Japanese citizens on ^{on March 9th}
zoning and registration of Japanese as
they come into Utah. We discussed
a number of plans after these
Japanese had admitted the necessity of
checking activities and locality of settlement.
The suggestion along these lines would
be:

(1). Have incoming Japanese register at
given points or point upon entering the
State.

(a). The Japanese-American
Citizenship League headquarters
in Salt Lake and Ogden might
be used in this.

(b). Data required:

- 1). Name
- 2). Address, & American Japanese
Citizens.
- 3). Number in family
- 4). List of personal belongings
- 5). Type of work ^{which} previous engaged.

- (6). Amount of money or financial status.
- (7). Locality for settlement.
- (8). Intentions of length of time remaining in locality.
- 9). Previous place of abode.

(2). Through the cooperation of county commissioners or/and county welfare boards and state officials some zoning or districting system should and could be worked out.

a). This might be by counties, or by geographical areas.

b). County basis might make for more efficient administration providing some state centralizing body would integrate activities.

3 (See 4).

~~(3)~~ (4). A paramount consideration would be for some state vitally concerned (such as Utah) to suggest or make plans for some sort of Western States Minority Commission to study and integrate the ~~Japanese and other~~ minority evacuation

settlement program. Some type of inter-state program is vitally needed and to be put into ~~off~~ practice immediately.

A). The Federal government, and various welfare agencies ^{of the States & Federal govt.} need to know what each is doing and coordinate their actions accordingly.

(B). Specific passes should be given to each Japanese settling in a given area with the understanding that this pass or registration card should be carried with him at all times, and that he or she is not to leave the respective district without the permission of some administrative officer of that district.

a). On this pass ~~should~~ ^{could} be

- 1). Name (Dist. No. —)
- 2). Citizenship standing.
- 3). Occupation.
- 4). Address.
- 5). Finger prints w/ a photograph.

(b). On the back could be lines for signature of district administrative officer ~~in~~ ⁱⁿ cases of the person ~~leaving~~

had to leave the district for
specific business.

I am sure ~~some~~ cooperation
for some such program would be
forthcoming from the Japanese-
American Citizens in Utah, at
least this was the understanding I
had Monday during my talk
with a number of them.

Sincerely yours.

February 10, 1942

Edith Terry Bremer,
National Institute of Immigrant Welfare, Inc.
2nd West 45th Street
New York, N. Y.

Dear Miss Bremer:

Professor Rose H. Widstoe turned your letter and that of Mr. E. G. Harrison to her over to me late Saturday night (Feb. 7) and the material on "Identification Procedure" arrived yesterday (Feb. 9) afternoon. Due to the time of receipt of these nothing was done on assisting alien registration.

At the present time an attempt is being made to organize a Utah State Committee for Minority Defense and Cooperation. Enclosed find a brief outline of the project. This plan was conceived by me soon after the outbreak of hostilities with Japan. I had a chance, through my capacity as an anthropologist intensely interested in the race and minority group problems in Utah, to see much misery and economic helplessness among the Japanese during the F. B. I. round-up of aliens. Due to this, the suggested program was proposed and submitted to the State Welfare Board, but as yet no results have been attained.

I am very much interested in your organization and if I can be of any assistance in my personal capacity please let me know.

Sincerely yours,
Asstt. Prof. Anthropology-Sociology

Dr. Jim Kurnada -
NC Intype Bldg.
5-4307

Name.

4-1634

Hampton
Gardner

Check on Rev. R. P.

1) Douglas - 624 McCormick.
1341-Westmth Ave (7-0158) Bldg.

2) Write to Edith Terry
Bremer, National Institute
of Immigrant Welfare,
Inc. nd West 4th St.
N. Y.

3) Explain problem of receiving
letter to Mrs. Widstoe, Ross H.,
on Feb. 7th.

4) Explain suggestions
being attempted in
Wah.

5) Suggest problem of
cooperation with
Nat. Institute in
personal capacity ~~as~~
racial and two.

Dr. Bealey:

Will you please let
Miss Bremer know concerning
the disposition of this responsibility.
I will let her know that I
has asked you to make this
assignment.

Rose H. Widtsoe

February 3, 1942

Mrs. Widstoe
University of Utah
Salt Lake City, Utah

My dear Mrs. Widstoe:

At the request of Mrs. Edith Bremer, we are sending you under separate cover, quantities of the following informational material about the Identification Procedure:

AR-AE-21, which indicates the questions the applicants for Certificates of Identification will be required to answer when they go to postoffices to make application.

AR-AE-26, a summary of the proclamations of the President, prescribing regulations for the conduct of alien enemies.

Copy of the regulations for issuance of Certificates of Identification.

We are indeed grateful for the generous offer to facilitate the program. If you require more material please do not hesitate to let us know.

Thank you again for your cooperation.

Sincerely yours,

Earl G. Harrison

EARL G. HARRISON
Special Assistant to the Attorney General

THE NATIONAL INSTITUTE OF IMMIGRANT WELFARE, INC.

New York, New York

January 28, 1942

EXECUTIVES' LETTER -- 1942

From: Edith Terry Bremer, National Institute Office

Dear Friends:

This brings you the first official Instructions and Regulations governing applications of the new Certificate of Identification to Aliens of Enemy Nationalities just off the press in Washington. And also two samples of the Notice to Aliens of Enemy Nationalities. And a Poster.

This office has already arranged with Mr. Earl Harrison at Washington to send you direct twenty-five copies of Instructions, which are for workers, helpers and advisers only, and a quantity of the sheets Notice to Aliens of Enemy Nationalities. But please see Postmaster without waiting for them.

As you know, the same Earl Harrison who conducted so effectively the 1940 registration is called back to the Department of Justice to carry out this far more serious "Program for Identification". In spite of the grim fact that the safety of our country requires such a precautionary measure, we know Mr. Harrison will do the utmost to see that the same good will and regard for rights and dignity of the individual will be present in this new situation. Certainly we can all reassure our foreign born people on that. Mr. Harrison asks the help of all and will welcome any move for cooperation, suggestions and any information on what takes place.

Dates:- As you know, applications will be taken for the western states of Arizona, California, Idaho, Montana, Nevada, Oregon, Utah and Washington, in the short week of February 2nd to 9th, inclusive. All other states from February 9th to February 28th, inclusive.

Who Must Apply: Note that Koreans, Austrians and Austro-Hungarians, if they were registered as such in 1940 or abroad at the Consulates, need not apply. See Section 2. All other citizens and subjects of Japan, Italy and Germany must.

But persons formerly subjects of Germany, Japan or Italy and now without a country, must register. This includes many "Refugees!" But it is necessary.

Item 15 on Alien Notice Sheet. This is considered of great importance. Although listed as "voluntary", Mr. Harrison hopes we can encourage applicants to write about themselves under 15. It will be a very helpful thing. Here is where people who feel hurt at having to register as "enemy aliens" such as Germany's refugees, may make their real situation clear.

Cooperation Suggested: Many things will at once suggest themselves as to what an agency such as yours might do or inspire other organizations to undertake to help allay fears, prevent confusion, or exploitation, and to augment a spirit of true American good will in the communities. The purpose of this Executives' Letter is to list things which might be done:-

1. Wire this office the quantity of Notice Sheets you could get distributed. Unlike the 1940 registration, there will be no questionnaire which people can take home to fill out. This Notice Sheet is all there is. Time is short. We all know of the "pockets" of people who were just so

we also take an interest in reading
Japanese people elsewhere in the State.
Please pardon the not correctness. We are the
wondering against time to get there out, after the

sure it couldn't be for them in the 1940 registration. Italian mothers whose children are born here and the older folk of many nationalities especially had to be the objects of tactful persuasion before. Perhaps more so now!

2. Contact the Postmaster of your city now with offers of interest and possibility of help.
3. Offer to place Volunteers at tables in the post office lobbies to answer questions now, as to what will be expected when registration opens.
4. Arrange for meetings of responsible officers of organizations of Japanese, German or Italian societies and clubs to talk over the most helpful ways of reaching all the people having to get the "Identity Books". Invite Postmasters and the U.S. District Attorney to meet with them.
5. Photographers: note each applicant must bring with him three copies of the small 2 x 2 light background photographs. A field day for the photographers! Could you arrange with the postmaster for use of a list of trust-worthy photographers who will cooperate by charging only a fixed low price?
6. Alien Registration Receipt Card: Applicants must present Alien Registration Receipt Cards. In spite of the steady efforts to impress on foreign born folk the importance of these cards, carelessness, failure to understand, and neglect to report change of address will cause a good deal of trouble now. Few families remembered to register "Antonio" or "Thomas" when he passed that fourteenth birthday. Could you start a new educational drive now throughout all nationalities in your city on the great importance of these cards?
7. Unlike 1940, persons must apply for Identification books at the Post Office nearest their place of residence. This point will probably require considerable explanation.
8. Study carefully Section 7. and consider whether the delivery of the Identification booklet by a postman at the home of the applicant might in certain cases cause unhappy notoriety for the unfortunate individual. If so, could you offer this agency's office as the place which an Alien might specify as the place where he would come to be personally identified by the postman and receive his book?

The alien would have to designate to the post office that fact. The postmaster would then send post-card notice to the home address, notifying him of arrival of Identification Certificate and to report at the designated office to receive it. I discussed this point in my telephone conference with Mr. Harrison's office in Washington. There is no regulation preventing such service. Please let us know if in your city, you think such procedure would be necessary.

Note Section 8 (b) - one copy of the Form of Application (AR-AE 22) goes straight to the regional or local Federal Bureau of Investigation anyway, the other copy going to Washington.

9. Volunteers as "Scriveners" at Certain Busy Offices. No one but employees of the U.S. Post Office Service may be designated as an identification official to take the application But (f) of Section 6, states what I discussed with Mr. Harrison's office a week ago, that an applicant may fill in Form AR-AE 22 "through a representative." It is recognized that among certain groups of

Japanese, Italian and of the older German people, there will be many who can not understand English well and who write it less. These must have help in writing down their answers to the questions.

Many people will come to your well known office for such help. But for others -- could you arrange a "Scriveners" desk in the post office lobby? People can talk over the questions with them and have the true answers written out which they can present to the official clerk.

We all know of the fine courtesy to all which characterized the work of the Post Office Clerks in 1940. But time is exceedingly short for the identification work. Exactness in answers is of the utmost importance. In many places we believe, a supplemental service of volunteers, provided and supervised by your own agency may be welcomed by the Post Office men, and would go far toward helping our alien residents from "enemy nationalities" to feel that their loyalty and desire in every way to meet the government's requirements is recognized and appreciated.

Identification Certificates will look more like passports than anything else.

Twelve pages. When an alien passes into the privileged company of U.S. citizens he will turn in his Book. While he remains an alien of enemy nationality, however, this book must be with him or her "at all times." If an alien desires permission to take a trip or to visit beyond his city and its immediate environs for more than one day, i.e., to stay over night, he must apply for permission to do so. The permission and date it expires will be stamped in his Book, together with any other record in regard to him. They will need to guard these books as most of them never guarded papers before. If lost or stolen, they must report in to nearest police office immediately.

Applicants for Citizenship. You know, of course, that petitioners for naturalization of Italian and German nationality who held their Declaration of Intention before December 7th, will be permitted to complete their naturalization after the 90 day emergency suspension period is over. This fact will need to be repeated countless times in the next few weeks.

That Japanese people, whose homes are here, and who like immigrants of other lands, have sincerely chosen the American way of life, may not under our laws become naturalized is a tragic thing and to my own belief, an unjust thing. It is an exceedingly sore matter with them now. We shall hope that the time will come when this ban, so clearly unjust for Chinese, Korean, Japanese and other peoples, may be lifted.

Families of Aliens Awaiting Hearings by Civilian Boards. In the meanwhile, what is happening to the resident families of over three thousand "enemy aliens" taken into custody by the F.B.I. and awaiting Hearings? Are you in touch with any of these families? Have you found where in this area the aliens awaiting hearings are lodged? Would you like more information about this and how to reach the families who are in need of help? Some may need temporary material aid pending the decision of the Hearing Board as to whether the husband will be discharged or not. You realize of course that anyone may write in a charge against anyone else. The F.B.I., like the U.S. Immigration Service, must follow up all communications. Many families who still have financial resources to carry on may need friendly visiting. The U.S. Attorneys from Attorney General Biddle down, are very ready to cooperate with responsible social agencies who are equipped to alleviate the distress, material or of the spirit, of these innocent families.

I would appreciate hearing from you in response to this letter. Best wishes for your work.

EDITH TERRY BREMER - New York

UNITED STATES DEPARTMENT OF JUSTICE

WASHINGTON, D. C.

NATIONAL INSTITUTE OF IMMIGRANT WELFARE

NEW YORK CITY

NOTICE TO ALIENS OF ENEMY NATIONALITIES
CERTIFICATES OF IDENTIFICATION

All natives, citizens, denizens or subjects of any foreign nation or government with which war has been declared, who are 14 years of age and older, and who are within the United States and who have not fully acquired United States citizenship, are required to apply at specified post offices for a Certificate of Identification.

Such Certificates are to contain the alien's photograph and must thereafter be carried by the person to whom issued.

Those who do not comply with these requirements are subject to severe penalties.

The Certificate of Identification will be a protection to you and will facilitate matters in connection with travel and other permits, passes, and exemptions which may, from time to time, be granted to individual persons in accordance with rules and regulations. The Certificate will serve different purposes than the Alien Registration Receipt Card heretofore issued to you.

In filing the Application for Certificate of Identification, you are merely giving current information concerning yourself and are complying with necessary war-time requirements of the United States Government. You are also giving evidence of your peaceful disposition and of your desire to cooperate and to conform to the laws of the United States.

These are the steps required of you:

(1) Look up your Alien Registration Receipt Card at once. You must have it, to avoid delay, when you apply for a Certificate of Identification. If you do not have it, write immediately to Alien Registration Division, Washington, D. C., stating (a) whether you lost it or never had one, and (b) your nationality and present address and where you registered—whether in the United States or outside the United States at a Consular Office, or as a seaman.

(2) Study the back of this notice. It shows the information you must have in order to file your application. Write out, or have someone write for you, the names, dates, places, or facts you will need.

(3) Obtain three unmounted photographs of yourself, with light background, 2 by 2 inches in size, on thin paper. These photographs must be taken not more than 30 days prior to presenting your application, and must clearly show a front view of the face without hat. Take the photographs with you when you go to the post office to make application for your Certificate of Identification.

(4) During such period as will be publicized in the press and on the radio, go to the first- or second-class or county-seat post office nearest your place of residence, taking with you the items mentioned in (1), (2), and (3). Be sure to go to the post office even if you do not have your Alien Registration Receipt Card. You may take a member of your family or a friend with you. If you cannot write, take someone with you who writes plainly. If you cannot get such a person, there will be clerks at the post office to help you with your application. But you must have the required information. You will be given application forms to fill out at the post office.

(5) Your Certificate of Identification must be delivered to you personally at your residence address unless different instructions are given at the post office. Cooperate in every way possible with the post-office carrier to facilitate delivery and acceptance.

These requirements should involve no expense to you except for the photographs. It is not necessary to pay any person or organization to assist you. The Government, through its post offices, will assist you as much as possible. Complete instructions and official regulations may be examined at the post office where you file your application.

Act early to file your Application for a Certificate of Identification. Then be sure to obtain your Certificate of Identification.

FRANCIS BIDDLE,
Attorney General.

EARL G. HARRISON,
Special Assistant to the Attorney General.

INSTRUCTIONS AS TO APPLICATION FOR CERTIFICATE OF IDENTIFICATION

Item 1. Name.—Write or print your present legal name.

Item 2. Registered name.—This refers to the name (not aliases) under which you registered in accordance with the Alien Registration Act. If your present legal name is the same, write "Same." If different, give the name under which you registered and explain the reason for the difference, such as marriage, divorce, adoption, court proceedings, etc.

Item 3. Present residence.—(a) Give the location of your present residence, that is, your usual dwelling place. If you live in an apartment house or tenement, give the number. (b) Give your post-office address. If same as 3 (a), write "Same." (c) Give the location of other places at which you resided since January 1, 1941, and indicate after each the length of time, such as (3 months).

Item 4. Employment.—The names of employers you have had since January 1, 1941 must be stated; give in each case the address of the employer, the approximate dates of employment, and the capacity in which you were employed. The last-named employer must, of course, be your present employer, and the last entry under "Dates" must be "to date." If unemployed at present, so state. If you operated your own shop, business, or profession at any time since January 1, 1941, write the word "self," your business address, the period covered, and the business in which you were or are engaged.

Item 5. Birth and citizenship.—(a) Give your birth date in full. (b) Name the country of which you are a citizen or subject. If you have lost all foreign citizenship, write "None—last a citizen of _____," and name the country of which you were last a citizen or subject. If you wish to give any further explanations of your citizenship or subject status, write "See answer 15" and explain under item 15.

Item 6. Relatives in the United States.—Give the names, state the relationship, and give the addresses only of living parents, brothers or sisters, husband or wife, or children in the United States.

Item 7. Answer the question "Yes" or "No" as to whether you have any children actually serving in the military, naval, or other service in the armed forces of the United States, including the auxiliary arms of service. If the answer is "Yes," give their names and branch of service. It is not necessary to give addresses.

Item 8. Relatives outside of the United States.—(a) Give the names, state the relationship, and give the last known addresses only of living parents, brothers or sisters, husband or wife, or children outside the United States. (b) If any of the relatives mentioned in (a) above are, or when last known to applicant were, serving in the armed forces of a foreign nation, state this fact in the space reserved for "Address"—as "Serving in (army, navy, air corps, etc.) of _____," naming the country.

Item 9. United States citizenship.—(a) If you have applied for first citizenship papers or received them or petitioned for naturalization since August 27, 1940, write "Yes"

and state which and when and where. Otherwise, write "No." (b) Answer "Yes" or "No" whether you have ever been refused or denied naturalization in the United States. If "Yes," state the court, place, and reasons or causes given, and whether said reasons or causes have since been removed.

Item 10. Foreign naturalization.—If you have ever taken any steps toward naturalization in a country other than the United States, answer "Yes" and state the time and place and country. Otherwise, answer "No."

Item 11. Oath of allegiance.—If you, at any time, have ever taken an oath of allegiance to any country, state, or nation other than the United States, write "Yes" and state the time, place, and country. Otherwise, write "No."

Item 12. Presidential Proclamations, and Regulations.—A summary of the provisions of Presidential Proclamations, and Regulations concerning the conduct of aliens of enemy nationalities is available at post offices and may be obtained there. You should read such summary or have it read to you, and then state whether you have complied. If you have been granted any kind of exemption, you should so note.

Item 13. Selective service.—If you were registered for selective service, write "Yes," and state where and your number. Otherwise, write "No."

Item 14. Organization affiliations.—You must state the clubs, organizations, or societies of which you have been a member or with which you have been affiliated at any time during the past 5 years, either in the United States or abroad. If any listed membership or affiliation has ceased, state the approximate date. If you spent any part of said time outside the United States, include a statement of your foreign political party or national organization affiliation during such time.

Item 15. Additional information.—You are not obliged to write in any information under this item, and no penalty or prejudice attaches to your failure to do so. This item merely gives you an opportunity to make any voluntary, additional statement concerning yourself. These are suggested topics: (a) How you acquired your present foreign citizenship status (by birth, naturalization, decree, etc.); (b) brief history of your citizenship, whether you lost it by expatriation or decree; (c) whether you left your country of origin because of racial, religious, or political persecution or restriction, and, if so, when and under what circumstances; (d) names and addresses of not more than two persons, now living in the United States, who knew you in your country of origin or who know you here and will vouch for your loyalty. If you give any such names, however, you must accompany them with a written statement, under oath, substantially as follows: "I have neither given anything of value nor obligated myself in any manner whatsoever to obtain permission to use the above names." This must be so stated and must be the fact. If anyone attempts to influence you in any manner with respect to the use of his name as a reference, it should be reported to the Identification Official.

(The above instructions indicate the information you will need to fill out the Application for Certificate of Identification. See other side for instructions as to where and how, and what you will need, to submit your application)

PRINCIPAL POINTS IN LECTURE TO
EDUCATION AND NATIONAL DEFENSE CLASS --OGDEN
Feb. 18, 1942

ANTHROPOLOGICAL IMPLICATIONS OF WAR AND DEFENSE.
(E.R. Smith)

- I). Anthropologist and his concept of War.
 - A). Early forms of aggressive acts.
 - 1). Not war in our sense.
 - B). Early conflicts of civilization
 - 1). Egyptian
 - 2). Assyrian
 - 3). Alexander Great
 - 4). Hannibal
 - C). Modern Total Warfare.
 - 1). Factors:
 - a). Military force and organization and control over all aspects of a culture.
 - b). Political Control plus Administration and Military power.
 - c). National purpose.
 - d). Imperialism and policies.
 - 2). Results of Total War.
 - a). Family, school, law, economic activity forced into "patterns of unity".
 - 1). Are not allowed to function as forces seeking own relationships.
 - D). In past war tended to function as a constructive force.
 - 1). Stimulated cultural cross-fertilization.
 - 2). Today Total war, in terms of "forced unity" gives disjointed culture.
 - a). Germany as example.
- II). Present conflict involves a clash of cultures.
 - A). Effects*
 - 1). More powerful culture revolutionizes the environmental conditions making certain groups incapable of re-adaptation. Thus die out.
 - 2). Gradual culture assimilation and amalgamation.
 - 3). Relative segregation of small culture pockets, maintaining themselves within the sphere of influence of a stronger culture.
 - a). Basis for minority groups.
 - 4). Culture-bearers may meet with strong and persistent opposition on the part of natives who may resist cultural contamination with great determination.
 - 5). Absorption of intruders without taking over much of the culture of the conqueror.
 - B). These should all be considered in any form of educational policy and/or philosophy and peace planning for the post-war period.

Japanese -
Germans -
Italians -

{ 2726 total
enemy aliens
registered.

Japanese refused
housing in S. L.

3 children average Jap
family in Utah.

No Recreational facilities
in Layton. (K Davis Co).

Ogden - J. A. C. L.
35

See Lake J. A. C. L. sponsors
Basketball. Dancing

Local Japanese paper,
for distribution of
information,

DEC 28 1941

2 Copies

SUGGESTIONS FOR A STATE COMMITTEE FOR
MINORITY DEFENSE AND COOPERATION

PROBLEM:

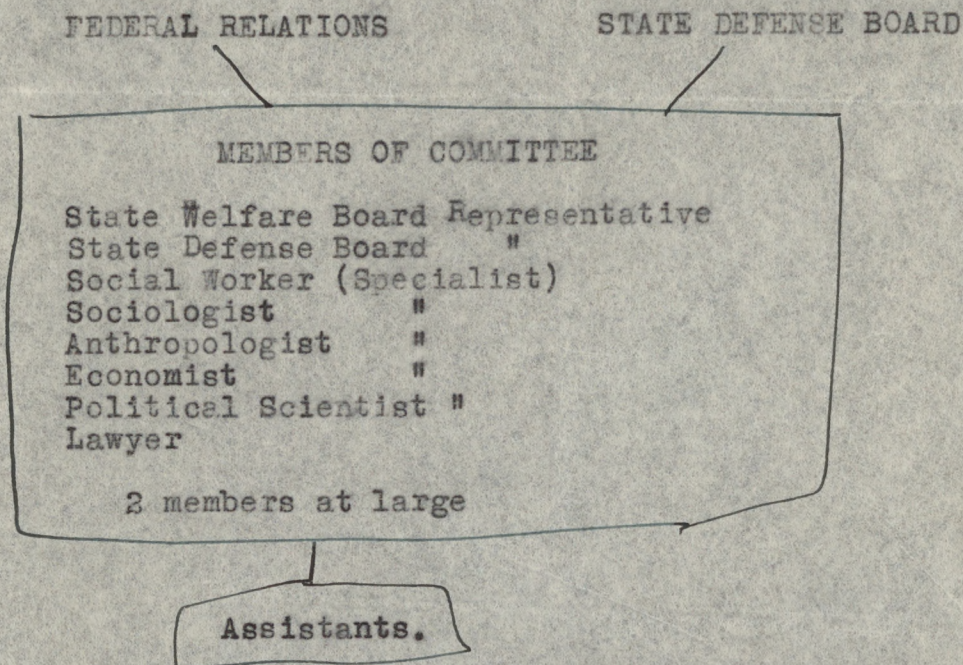
- A). There are in Utah at least 2100 Japanese, and an unknown number of Germans and Italians. Of these there are 1381 American-Japanese citizens and 829 foreign born Japanese, while the German and Italian groups are as yet definitely known only thru alien registration.
- B). The Japanese problem seems the most pressing since physically they are the most recognizable. Within recent days the problem of caring and directing many of the Japanese, especially citizens, into jobs where they can be of use to defense and society instead of a liability has become acute. There are a number of families whose fathers have been put under observation or whose sources of income have been drastically cut or ceased altogether. These are now wards, literally, of the government or state, and also the morale of these young American-Japanese citizens is in danger if we allow them to be shoved altogether into the side-wash of democratic activities.

OBJECTIVES OF COMMITTEE:

- A). To survey possible places for employment of Japanese, etc., as well as to check or make a study and recommendations for broadened agricultural activities, etc. under the supervision and help of the committee or appointed representatives. Thus creating material goods for the defense program instead of becoming wards ~~of~~ the government.
- B). To carry on a program of education for the purpose of morale building as well as a defense and democratic measure for the present and for the future.

C). To assist in all ways possible the federal government in keeping track of various activities possibly of a subversive nature.

PERSONNEL AND ORGANIZATION:



It is recognized that the Japanese, etc. may cooperate in helping their needy, but this does not seem an advisable defensive measure, especially where morale, educational and creation of material wealth for carrying on defensive work is concerned. It is also recognized that the Japanese, etc. are not to be put in key defense jobs, and also that many white Americans refuse the Japanese-Americans any type of employment because of fear, prejudices, and pure hatred. These 1381 Japanese in Utah, as well as an undetermined number of Germans and Italians, could be put to creative work for defense in the democratic manner if the machinery for assistance and supervision was set up, which this committee could easily become.

BASIC PRINCIPLES ON THE ORGANIZATION
OF A STATE COMMITTEE FOR MINORITY
DEFENSE AND COOPERATION.

(E.R.Smith)

I- EMPLOYMENT PROBLEM

BASIS FOR PROBLEM:

- 1). Aliens -- often the bread-winners for a given family -- lost their regular job, thus throwing the family income out of order.
- 2). Citizens (2nd generation minority groups) -- suspended from various types of work -- mines, railroads, mills and manufacturing plants -- or individual businesses have declined because of their racial or national status.
 - a). This has brought about a decreased income or in many instances have completely cut off any income.
- 3). Aliens have been taken to various camps for the duration leaving a family at home without any guaranteed source of income.
- 4). There is a growing problem concerning the 2nd generation minority groups (especially the Japanese) growing out of the fact that in many types of work 2nd Japanese are not wanted or are not ~~desirous~~. Thus it is necessary to find out ~~what~~ these groups can do.
- 5). There should be a desire on the part of the majority groups for these minorities to do creative work instead of increasing defense burdens and taking more wealth and financial aid away from defense projects to aid these groups.
 - a). Self-help thru specific minority group participation may be possible, but it has doubtful value for various sociological - psychological reasons.
- 6). A type of creative work for the minorities of the 1st or 2nd generation (especially the 2nd generation) will have a positive psychological effect as well as a morale building factor for these groups.
- 7). Economic instability, especially in situations where little income or none at all is available, has its physical repercussions. Bad food, insufficient food become as a basis for irritability, apathy and finally incapacitation, either physically, psychologically or both.

ORGANIZATION:

The larger committee should be divided into at least one sub-committee for Economic Welfare and Cooperation whose main business would be (1) to study possible available jobs and areas of work of given kinds -- such as agriculture or truck-farming -- and make this information available to the necessary organizations interested in employment. These organizations might be - the State Employment Service, and U.S. Dept. of Agriculture.

This sub-committee might for reference purposes and to speed up occupational selection organize a system for the gathering of occupational material direct from the minority groups concerned by family to family canvas, or, if this information is available from some other source, use these sources for the master file. This should speed up the other aspect mentioned above.

MEMBERSHIP OF SUB - COMMITTEE
To be worked out.

II). MORALE AND / OR EDUCATIONAL ASPECTS:

PROBLEM:

- 1). The minority groups have already received a certain amount of differential treatment in our cultural scheme, and focuses our attention on the fact that we are not fully knit together into an integrated unit.
 - a). Past misunderstandings, in times such as the present, are magnified in the minds of these groups and new misunderstandings appear, thus creating a wider distance between the minority and majority groups.
- 2). Such misunderstandings create fertile ground for 5th column activity unless constructive steps are taken to counteract such activity.
 - a). Such 5th column activity has been carried on in other countries, etc.
 - b). If such misunderstandings are to be understood by both sides and if some of these are to be wiped out, the most efficient way is to do it in the democratic manner.

PROGRAM:

- 1). A program could be organized with the Democratic principles as the basis for its operation in connection with the economic steps already mentioned -- one of these approaches is of doubtful value

without the other.

- 2). Morale meetings might be held at convenient centers where talks and discussions could be carried out on:
 - a). Steps in cooperation.
 - b). Plans discussed and presented for co-operative activities in specific communities.
 - c). Discussions of national problems as related to the common good on a Democratic basis.
- 3). A recreational program might be organized for the purpose of decreasing the negative feelings resulting from racial discrimination. Also, a recreational program would furnish wholesome types of activity - releasing nervous tensions and feelings of demoralization due to lack of activity. Such a program would tend to create certain wholesome psychological reactions to situations harboring various negative factors which are present in a given pronounced minority group.
- 4). Types of possible recreational activity:
 - Basketball
 - Baseball
 - Softball
 - Tennis
 - Horseshoes, etc.

Movies of given types have their possibilities here.

ORGANIZATION:

The other members of the committee that were not serving on the Economic Committee or another selective committee.

- a). The State Department of Education would undoubtedly have an interest here

Elmer R. Smith
"THE IMPACT OF WAR"

Lecture Three: Racial Minorities and the War, by Elmer R. Smith,
Assistant Professor of Sociology and Anthropology.

A. Introductory Remarks.

1. The problem of racial minorities is very much a problem of world politics and national philosophies.
 - a. Men the world over are at present writing their theories and prejudices of race in "blood, sweat, and tears."
 - b. We can no longer shut our eyes to a clear, scientific view of problems of race and racial minorities in our war effort.

B. Meaning of Race.

1. Anthropologically speaking, no one is sure exactly what race is. No other word seems to be used so frequently and with as many meanings as the word race.
 - a. Race from the purely physical anthropological point of view has to do with quantitative physical traits.
 - b. Race is, technically speaking, an abstraction.
2. Race, from the point of view of racial minorities as we conceive of such in our society, is a sociological concept. It is a term with its meaning or meanings wrapped in social phenomena and in social phenomena alone.
 - a. As a matter of fact, in its last analysis and in terms of social relations -- in war time as well as in peace time -- so-called "race problems" are, in the modern world, essentially caste problems, and caste attitudes.

C. The Racial Minority in War Time.

1. In a crisis situation the various minority groups or caste groups find themselves in new situations comparable to the dominant group, but unable to meet these new situations on an equal footing with the dominant group.
 - a. The problems of the minority groups thus tend to increase and in most cases become even more acute.
 - (1) Increased high cost of living without comparable increase in low paying jobs.
 - (2) Activities in armed forces are not comparable.
 - (3) Poor educational training and opportunities restrict occupational advancement.
 - (4) Social ostracism restricted racial minorities from being fully represented in policy making activities in time of crisis.
2. Our ways of "race thinking" hinders the adequate use of potential man-power.

D. Barriers to Minority Racial Group Future Participation.

1. As an idealist one might say the near future and present incidents will develop more tolerance of the racial minority and allow for more participation in social life of the nation. As an anthropologist one would hesitate to be so optimistic.
2. Reasons for possible failure of minority racial groups from gaining more rights and privileges.
 - a. We, as a nation of dominant whites, have never been tolerant of racial minority groups. No matter what "lip service" was paid to the foreigner, from Colonial days our "fathers showed little liking for stranger within their gates."
 - (1) This cultural heritage will not be easily overcome.
 - b. We have developed in the United States what in reality constitutes a caste usually referred to as a "racial minority". A caste in this sense is a specific, socially limited status group.
 - (1) This caste system has become part of our cultural heritage designating groups in which sexual relations, social participation and economic relations are taboo.
 - c. Racial prejudices live on indefinitely when even the direct causal factors are decreased or entirely disappear.
 - d. Our whole social-cultural system is interwoven with a set of myths concerning race which satisfy our emotional and aggressive scape-goating. The word myth seems to be warranted in describing the following for a purely objective and readily verifiable examination upon the basis of anthropology demonstrates that these prejudices are highly fictitious.
 - Myth 1: All racial-minority group members have the same status in their own group and in society as a whole.
 - Myth 2: All persons having certain physical characteristics have the same personality traits and culture.
 - Myth 3: All persons belonging to a certain racial-minority group are capable of doing -- and even born to do -- only certain kinds of work.
 - Myth 4: All that the racial-minority peoples demand of a country is to have enough food to keep alive and a place to sleep.
 - Myth 5: The youth of racial-minority groups cannot be Americanized because of their racial heritage.
 - e. Education has failed and is failing to aid in the emancipation of racial-minority groups by its teaching of racial intolerance through the schools.
 - (1) Textbooks carry all sorts of "loaded" and prejudiced statements concerning race and racial groups.
 - (2) Education teaches men to do more and more of what they have already done too much.
 - f. The propaganda barrage which has been laid by Axis spokesmen and their imitators in this country is still a force to be reckoned with now and later.

- g. There is the possibility of increased friction between racial groups brought about by new intimate contacts in industry and the armed forces, with the potential development of tensions and conflicts.
 - h. The identifying of certain minority groups with the "enemy".
3. Upon these basic facts barriers to future majority-minority racial cooperation seem to be far from breaking down, unless of course a lot of unforeseen circumstances arise.
4. Some possible factors decreasing majority-minority conflict.
- a. The War Aims of the Four Freedoms, Atlantic Charter, etc. in the period of reconstruction will make for the extension as well as the preservation of democratic liberties for all peoples of every "border, breed, and birth."
 - b. The war might be expected to decrease prejudice against groups within America because of the more specific recognition of the enemy outside.
 - c. Hostility against minority groups might be expected to diminish if the cooperation of such minority groups is required by the majority for the proper and efficient prosecution of the war effort.

E. Summary.

1. Points intended to be made by the discussion.
- a. Democracy is the best form of life for a free and intelligent people made up of all racial groups. Every citizen of every group must have an effective voice in regulating the manner in which he or she shall live.
 - b. All of us are responsible for the mistakes that have made and are making this great crisis in our history. The present conflict, at home and abroad, is as much a conflict of ideas as of armed forces and mechanical might. It is for us to decide whether it is the spirit or idea of the Nazi racist, or the spirit of democracy, of freedom and brotherhood, which is to become both national and international. But, we have our own house to put in order as well as the houses of others.
 - c. We have for too long taken our democracy and American racial minority group tolerance for granted, and lived too easily off our prejudices.
 - d. Racial discrimination and prejudices against various minority groups in the United States, even to the second and fifth generations, have aided in giving our racial minority groups reasons to believe that their interests and those of the Nation may not be identical.
- - - - -

SELECTED READING LIST

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An excellent brief statement of the various aspects
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2. Sellen, Thorsten Minority Peoples in a Nation at War, The Annals
of the American Academy of Political and Social
Science, Philadelphia, 1942. \$2.00
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the United States in the field of racial and
minority groups.
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The whole problem of race, both from the biological
and social points of view, as analyzed by an out-
standing anthropologist. Written in semi-popular
style. Excellent.
4. Huxley, J.H. and Haddon, A.C. We Europeans, Harpers and Brothers,
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6. Radin, Paul The Racial Myth, Whittlesey House, N.Y. 1934. \$2.50
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-- X -- -- WHAT SHOULD BE OUR POLICY TOWARD AMERICAN -- X -- --
CITIZENS OF JAPANESE DESCENT?
(Elmer R. Smith)

MR. MODERATOR AND
LADIES AND GENTLEMEN AND MEMBERS OF THE RADIO AUDIENCE :

I discuss the question tonite as a free-lance anthropologist -- one of those persons interested in studying man objectively instead of emotionally -- and I represent no specific group in the state or out.

The answer to the question WHAT SHOULD BE OUR POLICY TOWARD AMERICAN CITIZENS OF JAPANESE DESCENT? can be given in one sentence -- "Our policy toward the American-Japanese citizen should be based upon the AMERICAN WAY, upon the foundation stones of the FOUR FREEDOMS and THE ATLANTIC CHARTER."

Check

What Should Be our Policy toward
American ~~Japanese~~ ^{Born} Citizens of Foreign Parentage?
Japanese Exclusion?

members of the
Ladies & Gentlemen & Radio Audience:

I discuss the question tonight
as a free-lance anthropologist - one
of those people interested in studying
man objectively instead of emotionally,
and represent no specific group in
our part of the state.

The answer to the question

can be given in
~~a very short~~ sentence — "Our Policy
toward the American-Japanese citizen
should be based upon The American
Way, upon the foundation stones
of the Four Freedoms and the
Atlantic Charter." This statement, however,
needs explanation: We are in one of
the great transitional periods of human history,
new problems have arisen demanding
that we as a people must
solve ~~these~~ ^{these problems} without abandoning our
principles of civil liberty, of racial
and religious equality, of freedom
of thought and speech and opportunity.
These principles are challenged
by men who say we ~~have been~~
can not solve our racial-minority,
our economic, our political problems.
by their use of ^{these principles} and these men

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hold before us - all of us - inviting
blueprints of other ways of living together.
Every reasonable ^{woman - school -} man, can - and
must - work out ^{solutions of} our problems today
~~and~~ as other solutions have been
worked out ~~in the past~~ to meet the
problems of other days - by sticking
to our principles and adapting
our practices.

In presenting a suggestion as to
how to organize a policy for handling
our Japanese-American citizens,
~~as they enter Utah from areas~~
~~where they are no longer permitted to~~
~~stay~~ ^{no those who are citizens of this state} ~~we should have the~~ ^{the}
basic principle of our Constitution ^{should be} before
us in terms of - "We hold these
truths to be self-evident" - that all
men were created equal - equal
in their right to life, liberty and
the pursuit of happiness. That
every American, ~~no matter of~~
what border, breed nor birth,
has the right to function as a
free, creative human being. If we
keep ~~this in mind while~~
"these truths to be self-
evident" - in our decisions met a
~~the Japanese~~ ^{and the} ~~coming into our state~~ we will
be not only building ~~the~~ a finer

foundation for democracy in the future, but will be helping to fill the boats in the foundation of the present.

With this as a basis for any type of policy dealing with our Japanese-Americans, the following plan has been outlined and presented to groups interested in the state ^{and} elsewhere.

With these principles before us, we all must recognize that many problems face the Japanese as well as ourselves in the regions designated Monday as defense areas.

However, this may be, the fact that we have American-Japanese uprooted from their homes, losing their jobs, ~~being~~ being told that they must "move on", creates a condition comparable in many respects to the persecution of the early pioneers of this valley when they were in the east.

A policy of assistance — a policy that is coordinated among the various regions affected and the army — if the army it must be — has not been worked out, at least not to my knowledge. Worse still, the Japanese-American Citizens themselves have not

been asked to cooperate in any such matter - and if we are to function in line with our democratic heritage some recognition should be given them.

As a student of humanity I suggest that ~~as~~ a coordinated committee ~~of~~ composed of members ^{from} the various states concerned, ~~the~~ a representative of the federal government or army, and officers of the American-Japanese Citizenship League be organized for the purpose of stating policies to ensure some sort of economic & social stability for these people forced to tear themselves away from their life-activities due to no fault of their own. This

~~The program of such a~~
committee could ~~be~~ have under it like committees for the respective states concerned.

The program of such a set-up as this would have as its basic foundations the following:

- (1) The problem of decreasing economic instability and freeing the American-Japanese from the fear of want.

We should remember in

a tentative plan has already
 been submitted to state officials
 dealing with ~~the~~ most aspects of this
 problem.

this case that bad food,
 insufficient food becomes a
 basis for irritability, apathy, and
 finally incapacitation, either
 physically, psychologically or both.

(2). A resettlement program in terms
 of designated areas should be
 worked out, this settlement or
 settlements to be either permanent
 or temporary for the duration upon
 sound geographic principles.
 However, we should remember
 that there are all types of Japanese,
 farmers, laborers, middle class and
 professional people, and thus a
 blanket statement or policy can
 hardly do the justice our
 principles of democracy demand.
 We should also recognize, as
 evidently one of our County Com-
 missioners in the meeting
 at the Capital Monday
 did not, that we cannot
 expect the Japanese labor to
 be transient - he must have some
 place to go when the transient
 jobs are ~~over~~ done.

(3). Health problems ^{and supervision} are of
 great ~~and~~ importance in ~~this~~
~~people~~ especially to ~~the~~ a
 group of people moving out.

of one area into another.
Some specific precautions & supervision
should be marked out. In this
connection the Japanese-American
doctors could play an important
role.

(4). The morale and educational
aspects of the uprooting of the
American-Japanese is drastic
in the extreme, and yet ~~what~~
in the field of what little has
been done, this has received
the least attention.

(a). Past misunderstandings
are being magnified in
the minds of many of
these loyal Japanese
because of the radical
treatment - often ~~un~~ un-
justly - they are receiving.
New misunderstandings
are also appearing. Such
situations create fertile
ground for 5th Column
activity unless constructive
steps are taken to counteract
the ~~destructive~~ forces
undermining the American -
Japanese faith in democracy.

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(b). We should remember that in the 2nd and in many cases 3rd generation Japanese we have the possible heralds of a democratic world to other groups throughout the world. It is imperative that we shall not ~~lose~~ lose this minority group's faith in our democratic principles if we ~~hope to show the rest of the world that~~ hope to prove to them, to others and to ourselves that all forms of human problems can be worked out in a democratic manner.

(c) A tentative program has been presented to ~~the~~ specific groups concerning this aspect also, but time will not now allow me to outline it.

Outline

" What Shall We Do With Our National Minorities? "

I. Introduction.

A. What minority groups are.

II. Extent of minority groups in the United States.

A. Racial composition of the population.

B. National composition of the population.

III. Problems arising from minority groups.

A. Factors aggravating conditions.

B. Why we should be concerned.

IV. Measures that can be taken in dealing with minorities.

A. Plan advocated by Elmer R. Smith.

1. Outline of plan.

2. Discussion of Smith's contentions.

B. Generalized methods of treating minorities.

C. Can we assimilate our minorities?

D. The case for tolerance.

1. Racial equality.

2. Tolerance can be taught.

3. Discussion of implications involved in better relations between majority and minority elements.

E. What we must strive for.

V. Conclusion.

A. Further authoritative statements.

B. Where the emphasis upon the problem should lie.

Phelon Malouf
Sociology 139b
March 11, 1942

" What Shall We Do With Our National Minorities? "

At the outset, it might be well to set forth just what is meant by the term 'minority group' and to explain how it will be interpreted in this paper. According to M. H. Boehm, writing in the Encyclopedia of the Social Sciences, a minority group is a distinct ethnic group with an individual and national character living within a state dominated by another nationality; current usage restricting the meaning of the term to include only those in a defensive position.¹ Louis Wirth, discussing this subject in the National Morale issue of the American Journal of Sociology, defines the term as applying to those who, because of physical, social, or cultural differences, regard themselves as a people apart.² In this paper we will consider the term as applying to those groups in our nation which are derived from countries holding a belligerent status with our own country, as well as to other groups within the nation which have a vital relationship to our united defense efforts and to our national welfare.

Now, let us consider the racial and national composition of our population. According to the United States census of 1930, of the more than 122 million people in our country, 108 million (89%) were of the white race, including 95 million of native stock, 70 million of whom had native parentage, 17 million, foreign parentage, and 8 million of mixed parentage. There were over 13 million individuals who were foreign born. Other racial groups included: over 12 million Negroes or almost 10% of the population,

¹ M. H. Boehm, "Minority Groups", Encyclopedia of the Social Sciences, Macmillan Co., N. Y., 1932, vol. X, p. 518.

² Louis Wirth, "Morale and Minority Groups", American Journal of Sociology, vol. 47, (November 1941), p. 415.

300 thousand Indians or about 0.3% of the population, and about 139 thousand Japanese which made up 0.1% of the population.³

Where did the 13 million foreign born white people come from? Eight hundred thousand came from England, who, together with those who came from Scotland, Wales, and Ireland, made up over two millions of the number of the ~~foreign~~^{foreign} born population.⁴ Germany contributed 1,608,000 and Italy, almost 1,800,000.

Thus, we can see that there is a large number of people either foreign born or of foreign descent in this country. Naturally, these numbers do not constitute an absolute quantity of people to be considered subversive. Many of them have secured their citizenship, and many are loyal in word and in deed to our country.

Yet, there are certain problems and conditions arising from the presence of minority groups that must be discussed and remedied. Boehm lists the following factors as accentuating the problems of national minorities: (1) modern nationalism, (2) present strife, (3) intolerance of states, (4) shifting of populations by industrialism, and (5) modern methods of transportation and communication which have made possible closer ties with the mother countries.⁵ Donald Young, professor of sociology at the University of Pennsylvania, states that the influence of a dominant majority may create certain culture norms, defense reactions, and feelings of status within the minority group which further serve to distinguish the anti-minority feelings.⁶

Great social upheavals, such as the depression of the thirties or the war we now are entering, tend to cause these

³ Donald Young, Research Memorandum on Minority Groups in the Depression, Social Science Research Council, N. Y., 1937, p. 2.

⁴ Ibid., p. 3.

⁵ M. H. Boehm, op. cit., p. 518.

⁶ Donald Young, op. cit., p. 9.

feeling to run high. The worker resents those who would take away his job or work for less pay, the citizen resents those who may infringe upon his domain, and all resent those who may even be symbolic of forces that are antagonistic to us. This reflects the perpetual use of a 'scapegoat'. Wirth, in his article in the American Journal of Sociology, mentions that in times of strife we suddenly realize that we are not as united as we thought we were and we become conscious of conditions that may be detrimental.⁷

A harmonious, wholesome relationship between majority and minority groups is vital to morale. Morale is a collective phenomenon. It is based in the group. A group divided by ⁱⁿ internal strife will be weakened--a weakness which will be reflected in the morale of all. We are all residents of one country, most of these so-called minority peoples value it as high and in some cases higher than we do. A common ground of understanding and forbearance must be attained in order to permit all to work 'shoulder to shoulder' for the general good.

The more one thinks about the problem of what to do with our national minorities, the more he is perplexed by a conglomeration of claims and counter-claims. It is all well and good to say what should be done, but to actually achieve constructive accomplishments is another matter entirely. A concrete plan which holds promise of accomplishing practical results seems welcome.

A plan for dealing with this problem practically and constructively has been formulated by Elmer R. Smith, of our university. I will now set it forth, discussing its main features, together with some of Mr. Smith's contentions,⁸ and then I will

⁷ Louis Wirth, op. cit., pp. 428-30.

⁸ Material on Smith's plan was gained by a personal interview.

present added material which I have acquired from reading to further describe and evaluate this plan.

Mr. Smith recognizes the problem of Utah's 1381 American-Japanese citizens and 829 foreign born Japanese, as well as the unknown number of Japanese, Germans, and Italians throughout the nation who may be regarded as holding minority status. He proposes that a committee be established immediately with these functions: (1) to survey possible places for employment, especially for Japanese, (2) to carry on a program of propaganda-education to build morale and to promote defense and democracy both for the present and the future, and (3) to assist in keeping track of various activities which may have a subversive nature. This committee is to be comprised of welfare workers, sociologists, anthropologists, economists, lawyers, political scientists, and such men.

To Mr. Smith, the Japanese problem is the most pressing because the Japanese are so easily recognized, they are suffering economic discrimination, and they are in great need. These people can be used quite valuably in our present defense effort, and the morale of the younger Japanese must be preserved. He states that the economic discrimination against the Japanese is very serious and points out cases in which it is difficult for the family to acquire sustenance. Many Japanese youth have been forced to leave school to seek jobs in an attempt to help their families. In the majority of cases these jobs are not to be found. What will happen if such conditions are permitted to continue? The problem is much more than one of malnutrition or physical need. Japanese residents of this country who have had a benevolent attitude toward America may turn against us. Discontent will become infectious. The feelings of racial hatred will be aggravated,

and the morale both within the minority group and in the nation at large will suffer. The task here is to prevent conditions from becoming worse and to try to improve them.

Thus, Mr. Smith justifies the efforts of the committee in surveying the fields of employment to discover places where Japanese can be used. Further, the committee can attempt to secure sponsors for some of these workers, and it should cooperate with federal and state employment agencies. Naturally, it would be charged with placing the Japanese in areas and undertakings where friction would not be aroused because of their presence. Mr. Smith thinks that with the increasing emphasis upon providing adequate food supplies in this country for the embattled united nations, good use can be made of the Japanese on farms and in truck gardens. We can not afford to waste either land or manpower. The program of propaganda-education, according to Mr. Smith, has a two-fold direction: (1) it must concern itself with more thoroughly Americanizing the minority groups, and (2) it must strive to teach tolerance upon the part of our citizens toward these minority peoples. To avoid an aggravated race problem, the training must deal especially with the younger people.

Mr. Smith's plan includes some commendable features. One is the proposal for an immediate agency for relieving economic conditions within the minority groups before they ferment and become infectious. I do not think there should be any question as to the necessity or the desirability of these efforts. In cases it may be advisable to extend more governmental assistance to some of the needy groups.

In discussing another function of the proposed committee, that of assisting in keeping track of various activities which may have a subversive nature, it is only logical that the more

we know about these groups, their activities, and their attitudes, the more we can know of the direction they are likely to take. Not only that, but we can be in a better position to help direct activities along desirable lines and to suppress those that may be harmful. This feature of the plan adds to its popularity with certain administrative groups; however, its implications for 'policing' the minority groups carry it over into a field covered by our law enforcement agencies. Although I do not believe this feature should be emphasized too strongly, I do think the proposed committee can perform a valuable service in supplementing the work of the law enforcement agencies in this connection.

The propaganda-education feature of Mr. Smith's program seeks to promote harmony and good will among the conglomeration of peoples which make up the United States. Because of its long time aspects and its promise of offering a relatively permanent solution to the problem of what to do with our minority groups, I will discuss this phase of the program in some detail.

What are we to do with our American Negroes? What can we do to guard against such occurrences as anti-Semitism which may weaken us? What is the best method of dealing with our Japanese, our alien Germans, our alien Italians? Of course, I do not presume to set forth the best answers to these questions; rather I will try to discuss some of their implications with the hope that an added light may be brought to bear upon them. We can never be a strong, sturdy nation if we are internally maladjusted--the diversity of peoples within this country represents a potential or even an actual source of grave maladjustment.

Boehm sets forth the following methods of dealing with minorities: (1) treaties and negotiations, (2) movement or exchange

of peoples, (3) national legislation, and (4) education. Hitler's method is one of mass migrations, involving the shifting of millions of people back and forth across the face of Europe in the furtherance of his policy, as a part of the Germanization movement, to break up economic and political resistance, or to disrupt community unity and solidarity. Germans who have been living and working in other countries have been repatriated by the thousands, while Germans distasteful to the Hitler regime have been expatriated mercilessly. Although it is hard to get accurate knowledge as to the extent of these mass movements, the number involved, apart from the movements of troops, war prisoners, and refugees, is on a "scale vast enough to recall the time when hordes from the south and east first settled the European continent."¹⁰

I will now set forth the ideas of Gerhart H. Saenger as regards this problem. He states that our troubled times have placed much emphasis upon national, racial, or cultural unity. People who are different in language, color of skin, form of heads, behavior, or religion are taken as actual or potential enemies. In times of stress we do not act rationally. When economic troubles and war press upon us, we turn against minorities. However, the suppression of minorities cannot solve the problems and bring about peace and security. He sets forth these methods of dealing with minorities: (1) to exterminate them, (2) to assimilate into a 'melting pot' the new arrivals into a culture, and (3) to permit each culture pattern to exist side by side with the others and to function in common. He thinks this third method is not practicable. He proposes as a basic solution the elimination of recurring conflicts and misunderstandings by a process of assimilation or gradual

²⁶ M. H. Boehm, op. cit., p. 520.

¹⁰ Anthony Field, "Minorities on the Move," The Nation, vol. 152, pp. 433-5, (April 12, 1941).

merging of the groups into a homogeneous society. Such a plan, in his estimation, requires cooperation and open-mindedness, sympathetic understanding and assistance, and a lessening of economic and social discrimination.¹¹

How successful such a plan of complete assimilation would be is questionable. The concept of complete racial inter-mixture seems distasteful to many. The idea of marrying a Negro, for example, seems quite repulsive. It is doubtful if such a complete unity of groups could be achieved. This statement is substantiated by this quotation from Young: "One factor never absent is social visibility; history teaches that a minority without such visibility because of racial characteristics, cultural differentiation, or some externally enforced means of identification, such as caste distinction in dress, does not long maintain^{ain} its minority status."¹² The inference I draw is that in cases where this 'social visibility' does exist, the problem of assimilation is greatly complicated. Although such a factor does not apply too strictly to our Italian and German minorities, it does have far reaching effects upon the Negroes, Japanese, and Indians.

What then are we to do? The way of mass migrations seems ill-suited to the American concept of doing things fairly and for the best interests of those concerned. The method of complete assimilation seems grounded on the rocks of 'social visibility'. It is contrary to our philosophy to go out and eradicate these groups; in fact, it has been our policy up until the beginnings of the present emergency to somewhat encourage the individuality of the various minority divisions in order to preserve their cultures for the enrichment of our national life. The conclusion we must draw, in my estimation, places more emphasis than ever upon Mr. Smith's

¹¹ G. H. Saenger, "Assimilation and the Minority Problem", Journal of Educational Sociology, vol. 14, (Nov. 1940)

¹² Donald Young, *op. cit.*, pp. 8-9

proposal for propaganda-education. We must learn to understand these various groups, and they in turn must understand us. Above all, tolerance must be taught, for only in this way can racial distastes and hatreds be eradicated and a harmonious relationship be established among all the groups in America.

Now, we will discuss this question of teaching tolerance. An educational leader, Annette Smith, states: "Disproving the race myth is one of the most vital jobs we have to accomplish today. It is upon the Aryan race myth that Hitler built his whole dastardly program; it is upon race superiority that all of America's little Hitlers are corralling their followers. And, it is the young people just out of high school who are falling for these inflammatory arguments." She believes that the fact should be stressed that there is no pure race, and that we should use objective methods in studying race problems.

12-a

I will now include a statement from Franz Boas dealing with the question of race. "Our tendency to evaluate an individual according to the picture that we form of the class to which we assign him, although he may not feel any inner connection with that class, is a survival of primitive forms of thought. The characteristics of the members of the class are highly variable and the type that we construct from the most frequent characteristics supposed to belong to the class is never more than an abstraction ^{hardly} ever realized in a single individual, often not even a result of observation, but an often heard tradition that determines our judgment.

"Freedom of judgment can be attained only when we learn to estimate an individual according to his own ability and character. Then we shall treasure and cultivate the variety of forms that Human thought and activity has taken and abhor, as leading to

12-a Annette Smith, "Let's Tackle the Race Question", The American Teacher, Jan., 1940, pp. 13-15.
Jan. 1940, pp. 13-15.

complete stagnation, all attempts to impress one pattern of thought upon the whole nation or even upon the whole world. Then we shall find, if we were to select the best of mankind, that all races and all nationalities would be represented."

13

Leaders in progressive education believe that "Except where deliberately cultivated incold blood as a malicious instrument of self-interest, intolerance has its roots in a misunderstanding of the nature of the cultural process."

14

These statements place much importance upon a program of intelligent educational measures to create proper attitudes both within and without minority groups. The need for tolerance is further stressed by this statement from Young: "The present conflict between the caste system and racial equality will continue so long as a conflict of individual and group interests, real or fictitious, is believed by both the minorities and the majority to be involved in their relations." He states that the inevitable conflict is one between ideals and the practical demands of personal interests which may not be dismissed by an accusation of selfishness. He raises the question of whether or not we would actually accept and associate with all peoples as equals because we may be convinced of racial equality and the need to judge people individually. He also questions the practicability of minority peoples accepting the majority elements as equals. At times it would mean loss of status for them within their own groups. He believes that those who pioneer in this equalization movement will suffer some of the troubles of martyrs. He explains those who may have such an idealistic concept of complete tolerance as either (1) possessed of a feeling of being secure in their economic or social position, or (2) guilty of deluding themselves that

13 Franz Boaz, The Mind of Primitive Man, The Macmillan Co., N. Y., 1938, p. 272.

14 "The Contribution of Development to Morale", Progressive Education, May 1941, p. 45.

they can accept all men as equals even though they have not had to face such situations in real life. He concludes by saying that if such thoughts are embarrassing, "remember that man is not a free agent and that logic does not rule the world."¹⁵

Another point of view is put forward by Don Eddy in writing about the Japanese. He reports these people as feeling very loyal to our nation and as very eager to be accepted as part of us. He quotes them as believing they could be as good citizens as any, if we would only let them.¹⁶

To change the attitudes and beliefs of people is no easy or quick task. It will involve intelligent, constructive efforts over a long period of time. We must be possessed with a firm faith in the final outcome.

What is the place of a program of propaganda-education, as proposed by Mr. Smith, in this endeavor for tolerance? Are we safe in concluding that it can be an effective agency in speeding up the process of a better understanding between and within our various groups?

A committee of prominent citizens, including John Dewey, Harry Emerson Fosdick, John L. Lewis, Hugh S. Johnson, Alfred E. Smith, Robert F. Wagner, and others, believes that: "It is a patent fact that defense of the rights granted equally for all is the privilege and the responsibility of every true American. In any period, like the present, when groups work to take them away from certain citizens and to whip up an old prejudice that would serve this purpose, all citizens, whatever their party, creed, or circumstance, must for their own self protection join together in their defense."¹⁷

¹⁵ Donald Young, American Minority Peoples, Harper and Brothers, New York, 1932, pp. 585-6.

¹⁶ Don Eddy, "What Shall We Do with Our 150,000 Japs?", The American Magazine, March 1942, pp. 14-

¹⁷ "An American Answer to Intolerance", Teacher's Manual, 1939.

These men advocate that the teacher use every opportunity under the present educational set-up to stress the important parts of the great traditions of America. They list four basic approaches to the problem: (1) recognition of prejudice, (2) study of propaganda devices, (3) reaffirmation of American ideals, and (4) accurate knowledge of propaganda domains.^{17-a}

Can tolerance be taught? A study of the prejudices of 2,000 students enrolled at Washington Square center of the New York University, reveals that a decided lessening in the prejudices of 200 of these students was obtained by a special course in 'racial contributions'. For example, feelings against the Negroes were reduced about 28%, those against the Jews were reduced 30%, against the Englishmen, 43%, and against the Germans, 75%. The educators concluded that tolerance can be taught.¹⁸

How can a better attitude within the minority group be fostered? Here again a process of intelligent education is involved. We can take the case of the American Negro and the influence of Booker T. Washington. This man was quite concerned with improving the morale within his downtrodden group as well as to promote better relationships between them and the dominant white people. Naturally, the Negro was dissatisfied with his lot, especially in the upset period following the War Between the States. What did Washington do? He did not play upon their grievances, rather he tried to raise their spirits by giving them something to be grateful for, something to take pride in, something to make them feel that they were worthwhile members of our country. In founding the Tuskegee Institute, he strove to teach them to do worthwhile tasks. He taught that the Negro should not try to force the White population to accept them as equals. Rather, he believed that they should

^{17-a} Ibid.

¹⁸ Abraham I. Katsh, "A Survey of Racial Prejudices", Educational Forum vol. 5, p. 297- (March 1941).

try to fit into the picture where they could be of the most service. He strove to convince the white people, in turn, that it was to their own advantage to educate and assist the Negroes. He made an extended ^{tour} ~~trip~~ of Europe and noted the conditions he found there. He came back and reported to his people that the 'man farthest down' in Europe was much worse off than they, that, even in cases where the peoples were of the same race, discrimination and ill-treatment were very severe. He advised his people to make the best of their lot, and to cooperate with the dominant groups. The work of Booker T. Washington, although it by no means ushered in a Utopia for the Negro, stands out as an inspiring example of what can be done constructively by those who wish to understand and to do something.

Here, then, are evidences and conclusions of worth in any program designed to alleviate our minority problem, and, in the main, they substantiate the position taken by Mr. Smith. To really achieve a permanent harmonious relationship between our minority groups and our dominant elements, better understanding ~~must~~ ^{must} be promoted within the respective groups as well as among them. An intelligent method of propaganda-education can be of benefit in achieving these goals.

Before concluding, I would like to give a couple more authoritative statements. Raymond Gram Swing stresses the fact that during war the rights of minorities have not only to be recognized, they must be broadened and affirmed so that the future ¹⁹ Harry H. Laughlin believes will not be burdened with this issue. That minority peoples should prove that they are 'America first' in spirit, and that no other race or nationality rate anywhere but an extremely remote second. He states: "The hyphen and the notion

¹⁹ Raymond Gram Swing, "Challenge of Crisis", Survey Graphic, vol. 29, pp. 485-6, (Oct., 1940).

of dual allegiance must disappear if "America is to remain
20
American".

Inconcluding, I do not think that we should concern ourselves with the element of these minority peoples which are actually guilty or are suspected of being guilty of disloyalty to our country. This is a matter for the law enforcement agencies. Our concern should lie with the general masses of these minority populations which feel that they are different from us, yet are not antagonistic to us in an illegal manner. It is what these populations may become if certain forces are allowed to work unhampered that we should worry about. Boehm mentions the fact that certain subversive minorities within the minorities may exist secretly and may stir up racial or nationalistic feelings under
21
certain conditions. The leaders of such movements should be dealt with by our G-men and other law enforcement agencies. It is our responsibility to see that these minorities within the minorities are not encouraged, fostered, or made necessary. For, with sufficient provocation, they can expand and envelope the entire minority and may contribute to general strife and confusion. Ours is a task of prevention.

20 Harry H. Laughlin, Immigration and Conquest, Carnegie Institution of Washington, May 15, 1939, pp. 89-90.

21 M. H. Boehm, op. cit., p. 518.

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"A VOICE THAT MUST BE HEARD"

*(A Quotation from Secretary of War
Henry L. Stimson)*

**Extracts from statements, regarding Americans
of Japanese Ancestry, by:**

President Roosevelt
Hon. Henry L. Stimson
Hon. Joseph C. Grew
J. Edgar Hoover
Paul V. McNutt
and others

* * *

Approximately 100,000 people of Japanese descent are living today in War Relocation centers. There are ten of these centers located in six western states. They were established as temporary homes when every person of Japanese descent was evacuated from the West Coast by order of the military commander in the spring of 1942. This movement was carried out simply as a military expedient. Two-thirds of the people in relocation centers are American citizens. None of them have been found guilty of any crime or accused of any intentions against the national security.

Individual evacuees who have been investigated and found loyal or law-abiding are now being permitted to leave these relocation centers to accept jobs on farms and in factories and to resume normal living. The policies governing this resettlement have the approval of the War and Navy Departments. The program has been sanctioned by the Department of Justice as sound from the standpoint of national security and has been approved by the War Manpower Commission as a contribution to national manpower needs.

President Franklin D. Roosevelt
February 1, 1943.

*(Text of a letter from the President of United States to
Henry L. Stimson, Secretary of War)*

My dear Mr. Secretary:

"The proposal of the War Department to organize a combat team consisting of loyal American citizens of Japanese descent has my full approval. The new combat team will add to the nearly five thousand loyal Americans of Japanese ancestry who are already serving in the armed forces of our country.

"This is a natural and logical step toward the reinstitution of the Selective Service procedures which were temporarily disrupted by the evacuation from the West Coast.

"No loyal citizen of the United States should be denied the democratic right to exercise the responsibilities of his citizenship, regardless of his ancestry. The principle on which this country was founded and by which it has always been governed is that Americanism is a matter of the mind and heart; Americanism is not, and never was, a matter of race or ancestry. A good American is one who is loyal to this country and to our creed of liberty and democracy. Every loyal American citizen should be given the opportunity to serve this country wherever his skills will make the greatest contribution—whether it be in the ranks of our armed forces, war production, agriculture, government service, or other work essential to the war effort.

"I am glad to observe that the War Department, the Navy Department, the War Manpower Commission, the Department of Justice, and the War Relocation Authority are collaborating in a program which will assure the opportunity for all loyal Americans, including Americans of Japanese ancestry, to serve their country at a time when the fullest and wisest use of our manpower is all important to the war effort."

Hon. Henry L. Stimson
Secretary of War

*(Statement made in announcing the formation of a combat
team of American citizens of Japanese descent)*

"It is the inherent right of every faithful citizen, regardless of ancestry, to bear arms in the Nation's battle. When obstacles to the free expression of that right are imposed by emergency considerations, those barriers should be removed as soon as humanly possible. Loyalty to country is a voice that must be heard, and I am glad that I am now able to give active proof that this basic American belief is not a casualty of war."

Hon. Joseph C. Grew
Special Assistant to the Secretary of State and
Former Ambassador to Japan

*(From an address given at Union College, Schenectady, N. Y.
April 26, 1943)*

"The Americans of Japanese origin are an invaluable element in our population; I welcome their presence, and regret the bitter necessity of imposing on a trustworthy and loyal majority of nisei* the restraints which are made needful by the bad behavior and evil reputation of a minority. There are among Americans of Japanese race as fine people--individually--as you can find anywhere, and many of them are peculiarly anxious to repay America for freedom by making especially arduous efforts in the prosecution of the war. I welcome the policies of our government which are designed to relieve the nisei of discriminatory restrictions as rapidly and as fairly as possible, and I applaud the Army in setting up facilities whereby these Americans will be able to show the world what they are able to do.

"These Americans of Japanese origin are to Japan what you and I are to England, Scotland, Ireland, Germany, France and other European countries. They are Americans, but they are also 'the cousins in the New World'. I am proud of my trans-Atlantic cousins, and do not feel myself to be any the less American for that; and I would respect any American of Japanese descent who tried to contribute to our common, free American life those especially good qualities which he may have inherited from his Trans-Pacific origin.

"We in America are in a real sense the apostles of the future; we show the rest of mankind what men of diverse races and cultures can accomplish with a common good will. We Americans of all races and creeds, fight the evils of despotic and selfish militarism. There can be no compromise between ourselves and the arrogant exclusiveness of self-styled men-Gods of Japan--no more than between ourselves and the self-styled Aryans of Germany. In our war--against caste and privilege, wherever they may exist or occur--the contribution of Americans who are of Japanese descent is of real value; first, because they are a living proof of our non-racial free unity; secondly, because they make a valuable and wholesome contribution to the sum total of our American civilization."

* Native-born Americans of Japanese extraction.

Elmer Davis
Director of the Office of War Information

(Excerpts from a nation-wide radio broadcast on
April 23, 1943)

"The assassinations [of American flyers by Tokyo] have had no effect in this country except to produce universally a grimmer determination to fight through to complete victory-- a determination that seems to be felt by American citizens of all sorts. Let me read you some extracts from one newspaper editorial --'We know today the nature of the brutal enemy we face across the Pacific, and this knowledge should serve to intensify our efforts to achieve a speedy and complete victory. The American people will not brook a negotiated end to this war. There can be no peace with murderers. We must and will gain the unconditional surrender of our axis enemies. The enemy will give no quarter, and the salvation of our way of life rests on complete and irrevocable military victory.'"

"Those passages come from a Salt Lake newspaper called the Pacific Citizen, the organ of the Japanese-American Citizens' League; and it shows that American citizens of Japanese ancestry who have grown up in this country and absorbed the American faith in freedom and democracy feel just the same about this outrage as do all other American citizens. At Camp Shelby, in Mississippi there are three thousand American soldiers of Japanese ancestry; and they turned out yesterday and put the better part of a month's pay into war bonds, to show what they thought of this performance in Tokyo. Thousands of other Americans of Japanese blood, from Hawaii and from the relocation camps in the west, are now being inducted into the army--all of them tested and known for their loyalty to their country, and all of them just as eager to avenge this sort of behavior as are any other Americans."

oOo

Colonel W. P. Scobey, Executive Officer
Office of Assistant Secretary of War

"It is hoped that the Japanese American combat team will become one of the outstanding units of the American Army. This combat team will fight with and as a part of a Caucasian force. The War Department has faith in the loyal Japanese Americans. This is a splendid opportunity to demonstrate to the American people and to the War Department that the Japanese Americans have faith in America. A success of the program and the voluntary feature of induction will be a great step forward in the rehabilitation plans for the Japanese Americans."

oOo

Milton S. Eisenhower, Associate Director*
Office of War Information

*(From a recent letter addressed to the
Pacific Citizen, official organ of
the Japanese American Citizens
League)*

"Like millions of Americans I was deeply gratified when our government reopened the ranks of our Army to loyal Americans of Japanese descent. Those who are eligible for enlistment have an opportunity to make a particularly significant contribution to our common fight for a better world. This war will end in absolute triumph for the United Nations. This war must usher in a day of greater decency and brotherhood among all men. In such a war, the participation of men of every land, men of every descent, is the strongest possible force and guarantee for a re-born and strengthened freedom."

* Former Director of the War Relocation Authority, the civilian agency of the government which administers the relocation centers.

oOo

Hon. Harold L. Ickes, Secretary of the Interior
April 15, 1943

*(Statement at press conference after announcement had
been made that Secretary Ickes and his neighbor
had employed evacuees from a relocation center)*

"I interested myself for two reasons in the location of seven United States citizens of Japanese ancestry. The first reason is that I believe we should do all we can to ease the burden that the war has placed upon this particular group of our fellow citizens. I do not like the idea of citizens, no matter of what race or color, being kept in relocation centers any longer than need be. The second reason is that these citizens have a background of farming in California and we need competent farm help badly."

oOo

J. Edgar Hoover, Director
Federal Bureau of Investigation

*(Excerpts from testimony before the House
Appropriations Committee on the Department
of Justice appropriation bill)*

"We have had practically no trouble with the Japanese in Hawaii. I made the statement before that there has been no sabotage or espionage committee in Hawaii, subsequent to Pearl Harbor. There was espionage committed prior to Pearl Harbor, but not by the Japanese population as such, but by espionage agents and consular agents of the Japanese government.

"I want to mention briefly the work which the bureau has performed in the field of enemy control.

"Immediately following the incident at Pearl Harbor on December 7, 1941, we were called upon to effect the apprehension of potentially dangerous aliens enemies.....

"The action taken and the prompt manner in which it was taken, took out of circulation those individuals who might have been the nucleus of any espionage or sabotage rings of either Japanese, Germans, or Italians in the United States.

"I think that is the reason why we have had so little trouble from subversive agents in this country at the present time. Of course, we are constantly on the alert as to the activities of such groups that are still in the country in the alien enemy class.

oOo

Paul V. McNutt, Chairman
War Manpower Commission

*(In a letter to Director Dillon S. Myer
of the War Relocation Authority, dated
November 27, 1942)*

The War Manpower Commission heard with considerable interest the informative presentation, which Mr. Thomas Holland, Director of the Employment Division of the War Relocation Authority, gave at one of the Commission's meetings last month, on problems and relationships of the War Relocation Authority program for evacuees of Japanese ancestry with the general war manpower program.

The employment data which were contained in the written statement have given us a comprehensive background for study of this possible source of labor supply. As I understand it, the War Relocation Authority has formulated an employment program for those of Japanese ancestry who have been evacuated from the West Coast to encourage their employment and adjustment, under proper safeguards, into the customary channels of American life. This policy should have the dual effect of benefiting the evacuees, many of whom are American citizens, and of making available to the country several thousand people for employment on farms and in industry.

The War Manpower Commission thoroughly endorses the employment program developed by the War Relocation Authority and assures it the continued cooperation of the United States Employment Service in its recruitment and replacement activities.

oOo

Lt. General Delos C. Emmons
Commander of the Hawaiian Department
April 3, 1943

"Enough Hawaiians of Japanese ancestry have responded to the call for volunteers to form a combat team of approximately 4,000 men...The response to the call was highly gratifying... I believe they will make a splendid record...I hope no further call for volunteers will be made now, because many can ill be spared by Hawaiian industry."

Colonel Kendall J. Fielder
Chief of Military Intelligence
Hawaiian Department

*(Excerpts from speech given at the University of Hawaii
Forum, March 1943)*

"Without revealing secret military information, I can say truthfully that members of the Japanese race have themselves constituted our chief liaison with the Japanese community and our most reliable check on its morale, its needs and its activities.

"How differently a Himmler or a Rosenberg would have handled this delicate situation. Does anyone believe for a moment that a any of the axis crowd would give one of enemy race a fair chance to prove himself? Yet that's what was done in Hawaii--and so far it has proved militarily sound. That the situation is working out well is a tribute not only to wise administration, but to tolerance on the part of the rest of our good Americans here. We have lived up to President Roosevelt's description of democratic peoples as "men of good will."

"It would take much too long to tell you of the many concrete ways in which many of these people who were put on the spot have proved their love for America and have helped solve an otherwise ticklish military problem here. For the information of all who might be misled, there is none among us who has been led into this policy out of a mawkish sentimentality or gullibility. To us Japan and her people are a race of stubborn, hardy, despicable warrior zealots, who would stop at nothing to snuff out our lives and our way of life. Her army and navy must definitely be crushed. The question of Americans of Japanese blood is far different. They are Americans--and until they prove (or show themselves dangerously capable of proving)--traitorous, they should be treated as Americans."

oOo

Chester C. Davis
War Food Administrator
May 28, 1943

(Text of a letter addressed to the War Relocation Authority)

"The War Food Administration urges the use of persons of Japanese ancestry released by the War Relocation Authority to work on farms. Thousands of these workers were used successfully last year and are now helping to produce vitally needed farm products. Additional labor is needed. Those who cooperate in making the best use of this valuable source of farm labor are rendering a real service to the United States and the war effort."

oOo