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WAR RELOCATION AUTHORITY  
MINIDOKA WAR RELOCATION PROJECT  
Hunt, Idaho

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WAR RELOCATION AUTHORITY  
COMMUNITY ANALYSIS SECTION

September 17, 1942

To: Mr. H. L. Stafford, Project Director

The Educational work-shop has been postponed until the week of September 28th. The educational specialist from the regional office and a representative from the State Board of Education will be present here that part of the week. The purpose of the Work-shop is to complete plans and work out details for the opening of school. We hope to have most of our teachers by that time.

Many of our staff should participate in parts of the Work-shop, particularly division and section heads. The Superintendent of Education, Director of Curriculum, the principals and I would like to meet with you and Mr. Schafer on Monday or Tuesday, September 21st and 22nd to complete definite plans for the Work-shop. This program is in conformity with the instruction of Mrs. Adams of the regional office. We believe that two hours should be taken for this committee meeting. Please advise the exact time that will be convenient for you and Mr. Schafer and we will arrange our schedule accordingly.

If you have not already read or are familiar with Supplementary #2 to Administrative Instruction #23 issued August 24, 1942, we suggest that you do so before the Meeting. This is the policy statement on schools in relocation centers which Mr. Myer has released.

George L. Townsend  
Chief, Community Services

GLT/yo  
cc: Mr. Pomeroy  
Mr. Schafer



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WAR RELOCATION AUTHORITY  
COMMUNITY ANALYSIS SECTION

December 9th, 1942

I am submitting a copy of my tentative draft of the report which Dr. Adde requested. Will you please read it through and make any suggestions or criticisms which you have on this sheet? Please return this to me as soon as possible.

Remarks:

.....  
O. D. Cole - Curriculum Advisor

*file*

*[Handwritten mark]*

Copies to:

Mr. Townsend - Chief of Community Services  
Mr. Pomeroy - Superintendent of Education  
Miss Bennett - Elementary School Principal  
Mr. Light - High School Principal



MINIDOKA PROJECT SCHOOLS  
HUNT, IDAHO  
Dec. 9th, 1942

A REPORT ON SCHOOL PROGRESS AND NEEDS

What has been done?

The first colonists arrived on the Minidoka Project on August 10th, 1942. Between this date and the first of September the complete population of approximately 10,000 people moved in. Four members of the education staff were on the project during this period. The Superintendent of Education, the High School and Grade School Principals, and the Curriculum Advisor. In addition to recruiting teachers and making plans for school these people worked at many other jobs in getting the colonists located. Faculty members began arriving on the project September 15th and they also worked at miscellaneous jobs. This experience was helpful in establishing acquaintance and friendly relation with other divisions and staff members on the project.

Our Education Workshop began on September 28th. Approximately twenty Caucasian teachers and thirty-five colonist helpers were present. The first purpose of the workshop was to become acquainted with each other, with the other staff members on the project, and with the physical aspects of the project. In addition several opportunities came to us during the workshop to become acquainted with the colonists on the project and learn about their problems. The second purpose was to make beginning plans for the curriculum in our project schools. The concept of a community school in which all facilities of the project are available to the schools for learning experience and all problems of the community may be brought to the school for assistance in



solution was accepted. This philosophy was approved by the Project Director and accepted by most of the project staff members as well as teachers.

During the workshop the group created and adopted the following general aims as guides for our educational program in the Minidoka Project Schools:

1. To facilitate adjustment to the immediate environment.
2. To develop loyal, democratic citizenship, both through instruction and actual practice in the school and in the community.
3. To develop a program which will preserve and improve individual and community health.
4. To cultivate both fundamental and specialized knowledge and skills.
5. To create learning experiences that will result in the development of attitudes and appreciations leading toward an integrated personality.
6. To educate in the use of leisure time.
7. To foster the moral and spiritual growth of each individual.
8. To educate for post-war readjustment; as individuals, and as part of the family of nations.

In addition to these general aims the scope and sequence pattern shown on the attached sheet was worked out and adopted. Within this general pattern the teachers spent some time working on Resource Units in preparation for their own work in connection with the opening of school. The workshop closed on October 10th, 1942.

There were no rooms or tables available and it was impossible to start school immediately following the workshop as had been planned. The Elementary School began on October 19th and the High School began on November 16th. In the period between the close of workshop and the



opening of school teachers worked on Resource Units, examined and requisitioned material and books, and helped prepare rooms for school use. During this time committees were appointed to break down the general aims into achievement goals in the fields of Art, Mathematics, and Language Arts. Tentative forms of the Art and Mathematics reports have already been made and are being used and revised by teachers. The Language Arts Committee is still working.

The Elementary Schools have now been in operation seven weeks and the High School three weeks. Each week shows progress in organization and learning results. The administrative and supervisory staff is now giving intensive study to evaluation techniques and methods of reporting and recording educational progress. We hope to have an acceptable form of report for parents ready soon.

#### What should be done?

The following statements of what should be done next in the Minidoka Project Schools are made without reference to the relative importance of the items mentioned. The staff members would probably not agree on the relative importance of these items but they do agree that all of them should be listed.

- I. Furniture, equipment and books are much needed. All pupils including primary are now using mess hall tables which are better than nothing but not satisfactory. There are no backs on the benches and the younger pupils cannot rest their feet on the floor. Chairs and desks are being manufactured at Tule Lake and sent here to be assembled. The first shipment has



arrived. Every possible effort should be made to get this furniture assembled as soon as it arrives. Desks for teachers are being made here on the project. These should be rushed. Each room should also have book shelves, cupboards, and filing space. Equipment for the science, shop, home economics, agriculture, and library departments is needed very much. A higher project priority for the purchase and construction of such equipment would help. Also, if school needs could have a higher priority within the project these needs could be met more quickly. Many books have been requisitioned and some should be arriving soon. All possible bottlenecks should be removed to reduce the time consumed between the selection of books by the teachers and their delivery to the classroom. We understand that approximately \$7,000.00 worth of library books were ordered for us by the Regional Office. We have postponed extensive requisitioning of library books until this order or some record of it arrives. A more complete and adequate library would add much to the effectiveness of our work.

II. The completion and retention of a faculty is needed. The late start in recruiting teachers has made it impossible to recruit a complete Caucasian staff. This probably will not be true next year. The Japanese assistants and teachers secured from among the colonists are filling in, but teaching loads are still too heavy and weak spots are evident because of an incomplete faculty. The better qualified Japanese might be encouraged to stay with teaching if the wage rate for



student teachers was raised from \$16.00 to \$19.00 per month. Another incentive to hold good people on these jobs would be the securing of college credit for professional study done under the Supervisor of Student Teaching. A start has been made to get the University of Idaho to credit this work. This should be pursued vigorously.

- III. The one feature of our school curriculum which is unique is our work experience program. This offers opportunity for a practical tie-up with the community. For this reason the work experience program should be pushed as rapidly as possible. Caution should be taken to avoid exploitation of the student and boon-doggeling on the job.
- IV. There is need for a better public health program in the schools. It is difficult for the schools to move in this matter because all health matters on the project are rightly under the direct supervision of the Project Doctor. It is recommended that a public health nurse be assigned to the hospital staff to work with the schools.
- V. The completion of family living quarters on the project so that all school employees as well as other staff members can live on the project is highly desirable. This will make for greater community understanding.
- VI. School buildings which will eliminate fire hazards and provide space for special work such as shop, library, physical education, and assemblies are needed.
- VII. It is very hard to plan an educational program for people who have no assurance regarding their future status in the group.



The national office should provide us with as much information as possible regarding plans for the Japanese people after the war. It begins to look as though our project will become a temporary abode between working seasons. Under these conditions it is difficult to maintain an interest in improving conditions here. It is impossible for future policies to be determined now, but any information we can have regarding plans for these people after the war will help us solve our problems.

VIII. The next step in actual curriculum work is a further breakdown of the general aims into achievement goals. This is now in progress through committees. Along with this teachers, individually and by groups, are enlarging and refining resource units so that they will serve as guides in teaching. The best of these will be mimeographed for future reference. By the end of the first year we will have the following curriculum material in tentative form:

- A. General aims
- B. scope and sequence chart
- C. Achievement goals in some subject areas
- D. Resource units for various grades and groups.

IX. The last need will always be continued revision of all curricular plans, administrative organization, and material facilities to meet the educational needs of the community and its members.

Respectfully submitted,

O. D. Cåle  
Curriculum Advisor



Executive Office of the President

OFFICE FOR EMERGENCY MANAGEMENT

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Office Memorandum

Date: 4-12-43

TO: Mr. J. T. Light, High School Principal

FROM: H. L. Stafford, Project Director

SUBJECT:

While driving about the project the other day, I was agreeably surprised to see a large number of high school students and teachers picking up and piling brush on the vegetable garden area just north of Block 23. There is probably no better way to teach citizenship and responsibility to the community than through just such activities.

The shortage of vegetables and farm crops facing this country makes it imperative that each of us exert all effort to producing the maximum in foodstuffs. This is not only a national problem but is more acute as far as this project is concerned. It is, therefore, to the advantage of each resident, which of course includes the high school students, that they cooperate in every way in the vegetable production program.

Kindly convey to the student body and faculty my congratulations on the way in which they have entered into this program and for their continued cooperation which I am sure they are going to give.

(Signed)

H. L. Stafford  
Project Director



Minidoka Project

April 23, 1943

MEMO: To Mr. G. Townsend

SUBJECT: Work Leave for Youth Under 18 Years

A special meeting was held Thursday morning with community representatives to discuss and formulate a policy dealing with work leave of high school students and other youths below 18 years of age. The colonists were represented by members of F.T.A. organization, the Organization Commission, Internal Security, and block managers.

After two hours of discussion it was decided that:

- I. No boy(or girl) under 18 years of age to be allowed to leave the project, without <sup>written</sup> parental consent. *I having had a conference with the High School Counsellor.*
- II. It is recommended that any boy or girl in high school finish out the present academic year, but after consultation of the parents and student with the school officials, the student may be granted work leave if that decision is desired by everyone concerned.

Note: Minutes of the meeting can be obtained from the C.A. <sup>Analysis</sup> Section.



31-12-a  
okajama

George Washington



WAR RELOCATION AUTHORITY  
MINIDOKA PROJECT  
Hunt, Idaho

*Comm. Serv.*

M E M O R A N D U M

TO: ALL BLOCK CHAIRMEN, SPRING CLEAN-UP  
CAMPAIGN

April 30, 1943

The following are THINGS TO BE DONE in connection with the clean-up campaign, Tuesday afternoon, May 4.

1. Through a block committee organize the residents into a work corps. Decide what you are going to do and how.

\*\*\*\*\* Provide for:\*\*\*\*\*

2. Removal of all kindling and pieces of boards used for walks to the outside of the block. All pieces of boards 3 feet or less in length should be included. Stack this wood in piles just outside the block area.
3. Removal of all lumber over 3 feet in length to warehouse area.
4. Removal of coal and coal boxes now in front of barracks to the coal piles next to laundry and dining hall coal piles.
5. Removal of kindling, sagebrush, wood, and other combustible or fire hazard material from beneath barrack buildings.
6. Removal of small piles of coal in block and from around Recreation Halls to the block coal piles.
7. Picking up all loose rock and stone, piling it at edge of roadway where it will be hauled away.
8. Fill ruts and otherwise leveling off and raking the area.
9. Picking up and clearing all tin cans, ashes and other rubbish for 200 feet outside of block area.

A. truck and tools will be furnished each block.

Do not burn rubbish--haul it away.

Let us remember by removing rubbish and kindling we remove the attraction and protection of mice, rats, and other rodents.

George Townsend (signed)  
Chief, Community Services



PLAYGROUND AREA

Roadway

Rock  
pile

Rubbish  
pile

Merton

Beatright

Tanaka

Murakami

Rocks

Rocks

Rubbish

Rubbish

Ikeda

Onish

Riikola

Rocks

Rocks

Nikolaisen  
Rubbish

Wahl

Bauman

Rubbish

Koontz

Smith

Stull

Rocks

Rubbish

Rocks

Rubbish

Roadway

Dispensary

Roadway

Roadway

Office



high school

TO: Mr. George L. Townsend

Date: 5/19/43

FROM: R. A. Pomeroy

SUBJECT: Agenda, Mr. Stafford's Washington conference

1. When will high school construction commence? A considerable amount of the necessary materials is on the ground; authorization has been given for building; but nothing is being done.
2. How may we obtain equipment to carry on a high school industrial arts program? We have exhausted every avenue of approach that we know---surplus equipment catalogues, direct requisitions, and local purchases---and have as yet only the semblance of a shop program in the high school. Are we to abandon this department, or can we get some help in obtaining the equipment we need?
3. How can we obtain supplies, lumber and other materials, for shop classes? Our procurement department tells us that it has no priorities by which such lumber may be obtained.
4. When can we expect the new organization chart giving us the number and grade of employees in the educational section. We understand that a new chart has been worked out, but have not as yet received it. We are considerably handicapped just now when we should be recruiting teachers for the fall semester because we are not certain how many we will be allowed to employ.

We should like to point out that school enrollment has dropped very little as yet on account of the relocation program. If children do not leave the project any faster in the next few months than they are now doing, we shall need nearly as many teachers as was planned for the educational section which was fifty-eight. Special permission from the Washington office some two months ago gave us authority to employ five more people in the junior senior high school, thus building the total number of the school faculty to sixty-three. This number does not seem excessive for a student body of approximately 2,100 children when it is remembered that a considerable number of these people are supervisor and administrators who do not do any of the class room work.

5. When may we expect authorization for the alternation of barrack buildings which will be used by the elementary schools for another year? This work should



soon be started in order to have the building ready for the fall semester. It will be remembered that Mr. Gibson and Mr. Thunburg visited the project and took them to Washington plans and request for approval by the War Production Board.

6. Some weeks ago a list of science supplies and equipment for the high school science classes went to Washington to be presented to the War Production Board for their approval. When may we expect the Board's action on this list?



Hunt High School  
Hunt, Idaho  
May 19, 1943

MEMORANDUM TO: Mr. G. L. Townsend, Chief of Community Services  
FROM: Jerome T. Light, High School Principal  
SUBJECT: Information on high school needs for Mr. Stafford  
to take to Washington conference

1. The greatest need in Hunt High School is for tools and materials with which to conduct scientific, vocational, and industrial arts classes, including electrical work, mechanical work, woodwork, tailoring, cooking, and the usual science courses. We have asked repeatedly for the purchase or transference of everything that might be needed for vocational classes, expecting to use these also for industrial arts courses when not otherwise occupied.

We have been informed through various sources that other government agencies such as N.Y.A., C.C.C., and W.P.A. have adequate supplies of all such materials. Our information comes both through catalogs prepared by the Procurement Division of the United States Treasury and men in this region who have been or are associated with one or more of these agencies. Specifically, one of the officials of the Idaho State Department of Vocational Education stated that at Weiser, Idaho, there were enough tools and equipment to supply a "dozen" vocational carpentry shops. We have been frustrated in our desire to conduct these agencies directly by conflicting orders from our Regional Office, and efforts to obtain items listed in the catalog through the proper channels have been almost fruitless. A small amount of such equipment is in process of being transferred to us, we understand, but it is not nearly enough. We suggest, specifically, that our Washington office make arrangements with people in authority to have adequate amounts of such items transferred to us promptly.

We have the teaching personnel needed to conduct a good vocational program. Trainees from such programs could make considerable contributions to the war effort and we feel that assistance should be provided to Hunt High School for this purpose just as it is being provided to other public schools.

2. Another need practically as great as the above is for a definite decision and prompt action concerning the high school buildings. The temporary housing, even as anticipated when nearly the whole of Block 23 will be made available, is entirely inadequate. Conflicting orders have kept us at a standstill.



6 We have been told that the high school buildings would definitely be constructed at the first possible moment, to be made approximately January 1, 1944. More recently we had a memorandum from Washington stating that no high school building will be constructed unless work on them had proceeded to such an extent that abandonment of the project would result in economic loss. We could take action and make immediate improvement in our educational program if this question were settled either way. It will be very much better if we could have the buildings, especially as they include a large auditorium and a gymnasium, which is urgently needed by the entire Project. Some results of the indecision are as follows:

1. We are unable to furnish our classrooms with cupboards, book cases, window shades, and the like because on the one hand lumber and other materials are too scarce to make temporary construction of these things feasible, and on the other hand, the uncertainty of the construction of the new facilities do not go into the new rooms for use temporarily in the present rooms.
2. The present rooms with but a single doors are decidedly unsafe. Again, the uncertainty make it impractical at this time for us to install additional doors.
3. The lighting facilities, both natural and artificial, are grossly inadequate. We are unable to obtain materials to make temporary corrections of these lacks.
4. The heating facilities in the rooms are very bad. We should construct screens around the stoves to keep radiant heat from striking pupils located near them and to send the warm air to the remote corners of the room. Again, the uncertainty in the situation prohibits us from proceeding to correct these faulty situations.

3. Another need possible related to the first item is for sufficient typewriter, adding machines, calculating machines and the like to conduct vocational courses for secretaries, bookkeepers, and other commercial students. Efforts are being made to teach typing skills in the evening on typewriters used during the day by administrative offices. This is inadequate because only a few students can be accommodated in this manner. We could double or triple our classes in these important skills if we had sufficient typewriters devoted for school use.



4. An item which may or may not belong here is the need for a larger staff of high school teachers than has been authorized up to the present time. If we succeed in obtaining the total number of teachers authorized and retain our present high school enrollment, the ratio of teachers to pupils will be 1 - 39. This is approximately the ratio the War Relocation Authority recommended that we follow. We are now using uncertified colonist teachers, but they are rapidly being relocated.

For accreditation purposes in the State of Idaho, it is stated on the application blank that a teacher-pupil ratio of 1 - 30 is a maximum and if this maximum is exceeded in any particular, it is a violation of the standard and must be explained as an emergency exception. It further states that no teacher shall teach more than six classes per day with the recommendation that none of them teach more than five. Nearly all of our teachers teach six, and in one instance, seven.

It further states that a maximum of 160 students hours per day for any academic teacher shall be maintained. Our teachers teach more nearly 250 student hours per day. This will be reduced slightly when we have obtained our full quota of authorized teachers, but it will not approach the maximum for accreditation.

Probably the reason for this excessive load on the high school is that the original estimates of the number of pupils in the high school and elementary schools respectively were wrong and thus an inadequate staff was provided for the high school. It happens now that we have twice as many students as the elementary schools and only 50 per cent more teachers authorized; whereas we should have more nearly 150 per cent more teachers authorized to conform to the usual ratios maintained in elementary and high schools respectively. This is assuming that the ratio in the elementary schools at Hunt is approximately what it should be.

5. Facilities for properly conducting physical education activities are almost entirely lacking. We cannot even conduct the physical fitness program recommended for high schools. to say nothing of an adequate program of sports. We have no place in which either boys or girls can change their clothes before and after their gym periods and we do not have space for lockers and the like necessary if they are to take showers in conjunction with these periods.

Ordinary athletics equipment is available to us in only very small amounts. We are at a special disadvantage because to get. In as much as our youths are now eligible for entrance



into the military forces, I feel that some special arrangements should be made to see that we have an adequate amount. Requisitions have been on file and efforts have been made to fill them since August 1942.

6. We do not have enough drinking fountains in the block. This lack has been very serious up to the present time, but as the weather grows hotter, it may become a serious menace to health, and perhaps to the educational program in the school. I frequently, during warm spells this spring have become extremely uncomfortable for lack of water and am aware that the more active youngsters need it much more than I do. Some steps have been taken to correct this shortage, but they should be facilitated if possible.



WAR RELOCATION AUTHORITY  
MINIDOKA PROJECT  
HUNT, IDAHO

M E M O R A N D U M

May 20, 1943

TO: Mr. H.L. Stafford, Project Director

I would appreciate having the following matters discussed while you are in Washington.

I. HIGH SCHOOL

1. When may we begin construction on the high school? Some materials are on hand and authorization has been given for building. If it seems unwise to build all high school buildings, would it not be wise to construct the gymnasium auditorium at least.
2. The biggest problem facing us in the operation of the high school is obtaining necessary equipment for industrial arts work. We have no shops at the present time. Tools and materials are needed for electrical, mechanical, woodwork, tailoring, cooking, and the usual science courses. Although we have tried to get tools and materials transferred from other agencies or purchased second-hand, we have been unsuccessful. We have exhausted every avenue of approach. We have learned from reliable sources that surplus tools and equipment are still held by the N. Y. A., C.C.C. and W.P.A. in this state. Would it be possible for us to deal directly with these agencies in getting some of this material transferred? To go through the national office in securing these seems almost hopeless in realizing our objective. We have the necessary teaching personnel to conduct a good vocational program but we would like to know whether this program should be abandoned or whether we might expect some help in obtaining the necessary equipment and supplies.
3. How may we obtain lumber for necessary benches, cupboards, and tables for vocational and industrial arts classes? Mr. Mann tells us that we had no priorities by which lumber and related materials may be obtained.
4. If high school buildings are not to be built, how may we obtain the necessary priorities to construct cupboards, bookcases, and purchase window shades for present barrack classroom? Mr. Gibson and Mr. Thunburg several weeks ago took with them to Washington plans and requests for approval by the War Production Board of all alterations to present buildings used for elementary school purposes. We have heard nothing from them on these proposed plans. If high school buildings are not to be built plans for renovation and remodeling of present barrack building



5. Some weeks ago a list of science supplies and equipment for the high school science classes was sent to Washington to be presented before the War Production Board for their approval. When may we expect some word on this request.
6. It should be kept in mind that present school rooms have a single door, one outlet in the center of the room and windows are such that lighting is grossly inadequate. If present stoves are to be used again next year, there should be some type of metal shield placed around this stove to prevent radiant heat from striking pupils located nearest to the stove while those removed are cold.
6. Typewriters, adding machines and other business office machines are needed for commercial courses. Should we attempt to obtain such machines for these classes. May they be obtained?
7. Everyone I believe would agree that our schools should meet the standard for accreditation. Thirty children to one teacher is the maximum for accreditation in this state, and that no teacher teach more than six classes per day. Since some of our teachers are exceeding this limitation and in practically all cases the teacher-pupils ratio is beyond thirty, we need more teachers. It is imperative therefore that we have as soon as possible an organization chart giving us the number and grade of employees in the educational section. We need this badly at this time to begin recruiting teachers for the fall semester. Few children have left the projects so that our school enrollment has dropped very little and the present rate of relocation does not indicate that many children will be leaving the project. It considering teacher-pupils ratio, the supervisory and administrative personnel on the education payroll should not be considered but only classroom teachers.
8. Weather conditions in this area make it impossible for us to conduct any kind of physical education program for five or six months of the year because we have no indoor space neither do we have showers or space where students can change clothing for athletic purposes. With the emphasis on the physical fitness program need to know the plans to be approved by Washington before initiating anything from the project level.
9. A few boys under fourteen years of age with previous farm experience are anxious to participate in the agricultural program. Present regulations prevent the employment of such youths. In the light of the demand for agricultural workers could not his policy be liberalized to permit assignment of some of these youths on a part-time basis?

### III. ELEMENTARY SCHOOLS

Physical facilities of the classrooms will be fairly adequate if we secure the approval of the proposed plans of alternations as discussed with Mr. Gibson and Mr. Thunberg in their



recent visit. We need the approval on these plans if necessary work is to be done by the opening of school in August.

#### IV. WELFARE SECTION

Families with limited financial means are hesitating to go out with no more cash available to them than the \$100 provided by Administrative Instructions 45 (Revised). As a result most of the persons taking advantage of these grants are single individuals rather than family groups. We recommend increasing maximum allowance and the Project Director be given some discretion in determining the amount needed by a family. Relocation plans should be worked out on case basis. It must be remembered that many persons leaving this project are going to Chicago, Cleveland and other distance quite remote from the project.

It is not clear from the instructions on travel grants whether or not the whole family should apply at one time in order to be eligible for a grant. If one person goes out now and make application for himself only can the rest of the family make application later? I think they should be permitted to do so.

The present policy of accepting persons who have gone out on indefinite leave only when it is absolutely necessary is retarding the relocation program. Might not a liberalization be made of this policy?

Some of the younger women who have gone on indefinite leave wish to return to the project to be under the care of their mothers during the latter part of their pregnancy. This is particularly true of wives of soldiers. Some of these cases will involve hospitalization. Relocation would be enhanced if it were possible for some of these persons to return. Housing and other facilities near army cantonments are particularly acute so that the center offers a real haven for such persons.

#### V. COMMUNITY ACTIVITIES

With the arrival of a Community Activities Supervisor anticipated the middle of June, this phase of the program should be increased.

#### VI. COMMUNITY GOVERNMENT

The Proposed Charter for Community Advisory Council together with the Code of Organization of the Council is now in Washington. We asked for telegraphic comments and suggestions on this type of organization to reach us prior to tonight's meeting. Since we have not heard, we are assuming that this type of organization is satisfactory.

#### VII. MISCELLANEOUS

We receive frequently from other projects requests for information written by evacuee employees. This has been particularly true of Block Managers, Community Government, Community



Activities personnel. Letter which have reached us have apparently been written without the knowledge of the Project Director. Should not some policy statement be made by the National Office relative to inter-project correspondence involving project evacuee organization?



COPY

WAR RELOCATION AUTHORITY  
Minidoka Project  
Hunt, Idaho

WAR RELOCATION AUTHORITY  
COMMUNITY ANALYSIS SECTION

M E M O R A N D U M

May 20, 1943

TO: Mr. H.L. Stafford, Project Director

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5. Some weeks ago a list of science supplies and equipment for the high schools science classes was sent to Washington to be presented before the War Production Board for their approval. When may we expect some word on this request?

It should be kept in mind that present school rooms have a single door, one outlet in the center of the room and windows are such that lighting is grossly inadequate. If present stoves are to be used again next year, there should be some type of metal shield placed around this stove to prevent radiant heat from striking pupils located nearest to the stove while those farther removed are cold.

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7. Everyone I believe would agree that our schools should meet the standard for accreditation. Thirty children to one teacher is the maximum for accreditation in this state and that no teacher teach more than six classes per day. Since some of our teachers are exceeding this limitation and in practically all cases the teacher-pupil ratio is beyond thirty, we need more teachers. It is imperative therefore that we have as soon as possible an organization chart giving us the number and grade of employees in the educational section. We need this badly at this time to begin recruiting teachers for the fall semester. Few children have left the project so that our school enrollment has dropped very little and the present rate of relocation does not indicate that many children will be leaving the project. In considering



teacher-pupil ratio, the supervisory and administrative personnel on the education payroll should not be considered but only classroom teachers.

8. Weather conditions in this area make it impossible for us to conduct any kind of physical education program for five or six months of the year because we have no indoor space neither do we have showers or space where students can change clothing for athletic purposes. With the emphasis on the physical fitness program throughout the country, facilities should be provided but again we need to know the plans to be approved by Washington before initiating anything from the project level.
9. A few boys under fourteen years of age with previous farm experience are anxious to participate in the agricultural program. Present regulations prevent the employment of such youths. In the light of the demand for agricultural workers, could not this policy be liberalized to permit assignment of some of these youths on a part-time basis?

### III. ELEMENTARY SCHOOLS

Physical facilities of the classrooms will be fairly adequate if we can secure the approval of the proposed plans of alterations as discussed with Mr. Gibson and Mr. Thunburg in their recent visit. We need the approval on these plans if necessary work is to be done by the opening of school in August.

### IV. WELFARE SECTION

Families with limited financial means are hesitating to go out with no more cash available to them than the \$100 provided by Administrative Instructions 45 (Revised). As a result most of the persons taking advantage of these grants are single individuals rather than family groups. We recommend increasing maximum allowance and the Project Director be given some discretion in determining the amount needed by a family. Relocation plans should be worked out on case basis. It must be remembered that many persons leaving this project are going to Chicago, Cleveland, and other distances quite remote from the project.

It is not clear from the instructions on travel grants whether or not the whole family should apply at one time in order to be eligible for a grant. If one person goes



out now and makes application for himself only can the rest of the family make application later? I think they should be permitted to do so.

The present policy of accepting persons who have gone out on indefinite leave only when it is absolutely necessary is retarding the relocation program. Might not a liberalization be made of this policy?

Some of the younger women who have gone on indefinite leave wish to return to the project to be under the care of their mothers during the latter part of their pregnancy. This is particularly true of wives of soldiers. Some of these cases will involve hospitalization. Relocation would be enhanced if it were possible for some of these persons to return. Housing and other facilities near army cantonments are particularly acute so that the center offers a real haven for such persons.

#### V. COMMUNITY ACTIVITIES

With the arrival of a Community Activities Supervisor anticipated the middle of June, this phase of the program should be increased.

#### VI. COMMUNITY GOVERNMENT

The Proposed Charter for Community Advisory Council together with the Code of Organization of the Council is now in Washington. We asked for telegraphic comments and suggestions on this type of organization to reach us prior to tonight's meeting. Since we have not heard, we are assuming that this type of organization is satisfactory.

#### VII. MISCELLANEOUS

We receive frequently from other projects requests for information written by evacuee employees. This has been particularly true of Block Managers, Community Government, Community Activities personnel. Letters which have reached us have apparently been written without the knowledge of the Project Director. Should not some policy statement be made by the National Office relative to inter-project correspondence involving project evacuee organizations?



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STATE OF IDAHO  
DEPARTMENT OF EDUCATION  
BOISE

March 28, 1945

Arthur Kleinkopf, Supt. of Education  
War Relocation Authority  
Minidoka Project  
Hunt, Idaho

Dear Superintendent Kleinkopf:

This is to advise that some one or more members of the State Board will visit you on or before June 1, the exact date will be given you two weeks in advance.

We shall have to wait until the State Board of Education meets April 19-21 to decide upon this.

Respectfully submitted,

G. C. SULLIVAN  
State Superintendent of  
Public Instruction



Administration Policy in regard to  
Work Leave for Youth Under 18

- I. No boy (or girl) under 18 years of age to be allowed to leave the project, without written parental consent and having had a conference with the high school counselor.
- II. It is recommended that any boy or girl in high school finish out the present academic year, but after consultation of the parents and student with the school officials, the student may be granted work leave if that decision is desired by everyone concerned.



Thomas Tohru Ogawa  
ISN 18-46-J-65 CI  
Barrack 1 Co. 5 Comp. 8  
Lordsburg Interment Camp  
Lordsburg, New Mexico

TO:

Mrs. G. Meadows  
Teacher, Grade One  
Minidoka Project Schools  
Hunt, Idaho

I am sincerely appreciative of your thoughtfulness in providing me with a copy of the school report on my daughter, Lila Mae. The report is, of course, of extreme interest to me, and has brought me a measure of happiness in the thought that Lila Mae apparently is progressing satisfactorily. The obvious comment that I as her father must make, is that I am deeply concerned, in fact, quite alarmed that you have conspicuously omitted the usual mark against 4, 2, of the left-hand column, surely an indication that you do not believe her to be happy, will adjusted. I am no psychiatrist, nevertheless I have confidence that I can help her, ever from here, so I feel I must make every effort to instigate remedial measures subsequent to discovering the conditions responsible. I therefore would be very grateful for your able assistance in this, for whatever enlightenment you may be able to furnish. Lila Mae is extremely sensitive, and, even discounting parental pride, I believe she is intelligent above average: so I am afraid she feels rather keenly the fact of my internment. I hope "Daddy's girl" is merely saddened, bewildered by my long absence. Many thanks again, and with sincere regards.

Yours,

Tosm. Tohru Ogawa



UNITED STATES  
DEPARTMENT OF THE INTERIOR  
WAR RELOCATION AUTHORITY  
MINIDOKA PROJECT  
HUNT, IDAHO

In reply, please refer to:

TRAINING PARTICIPATION REPORT

This is to certify that MR. ARTHUR M. KLEINKOPF  
has satisfactorily completed a five-hour training program  
in the elements of supervision. This program consisted  
of five discussion meetings on the following topics:

1. The Responsibilities of Supervisors
2. The Importance of Organization
3. The Development of Desirable Traits
4. Cooperation
5. Training Your Employees

Basic text material for the program was the  
pamphlet, "Conferences for Supervisors."

*Edward Huberman*  
Edward Huberman  
Assistant Project Director  
Community Management Division





*Mr. Light*

*Where are  
materials*

WAR DEPARTMENT  
SERVICES OF SUPPLY  
Office of the Director, Special Service Division  
Washington, D. C.

*File*

For the Attention of Educational Administrators and Guidance Officers:

Young men and women who must leave school or college to enter military service should be informed about educational opportunities provided through the U.S. Army Institute. The inclosed catalogs of the Institute, "What Would You Like to Learn?", are provided for the use of counselors, deans and other guidance officers of schools and colleges. The Army Institute catalog lists courses available to members of the Army, Navy, Marine Corps, and Coast Guard. It will assist school officials in helping students about to enter the service to plan continuing programs of education.

*file  
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library* { School officials can help students in two important ways, --by providing adequate information and by emphasizing careful advance planning. In addition to the catalog there are inclosed posters for display on school bulletin boards. Special announcements in school newspapers and faculty bulletins and by other means are recommended. Students should be encouraged and helped before they leave school or college to make careful advance plans to insure wise use of their time devoted to education while in the service. The objective might well be to plan with each student prior to induction A DURATION PROGRAM of courses -- approved courses which will be accepted for graduation or degree requirements.

Additional copies of the catalog and poster, and other information, may be obtained by writing to the Commandant, U.S. Army Institute, Madison, Wisconsin. It is not expected that a catalog will be provided each student about to enter the military service. All Army posts have a supply of catalogs and application forms.

For the Director:

*F. T. Spaulding*  
FRANCIS T. SPAULDING  
Colonel, N.M.B.  
Chief, Education Branch.



OPEN LETTER TO THE RESIDENTS  
OF THE MINIDOKA RELOCATION CENTER

Dear Friends:

Since I returned to Minidoka six weeks ago, many of my friends whom I knew the first year the project was opened have asked for my opinion about their future and the whole relocation program. Since it is impossible to meet and discuss this with each of you personally I am taking this means of giving to you my opinion and convictions on these matters.

Many of you will remember I came to Hunt just as the army engineers were beginning construction and before the project was even named. There was then nothing but sagebrush, teeming construction activity and dust,--and what dust. I shared with the evacuees those hardships and early adjustments to a new way of life in the center. I worked with the leaders among the evacuees in making this place as liveable as possible under the difficulties and circumstances. I have marveled at the spirit of you people. Then, after one year here, I left for work in the East. While there I kept in touch with the center, observed carefully the changes in program and reactions of the general public. I have been back with W. R. A. now three months, the first month in Seattle and the remainder of the time here. Upon returning I saw a profound change in the evacuees, their thinking, attitudes and behavior. These changes are for the most part understandable but most regrettable. It is perhaps much easier for me to see these changes than it is for the evacuees themselves since they have been a part of the gradual changes and therefore not fully conscious of them.

Most of the leaders in the community and many others of you know me and are fully aware that I have no axes to grind. I have but one interest and that is the persons of Japanese ancestry in these United States. I have but one motive in bringing some of these matters to your attention and that is to do what I can to improve your future and success.

In order that you understand the reasons for some of the statements which I shall make, a little background is necessary. This country was thrust suddenly into a world wide conflict at a time it was still hoping to avoid going to war. The opening of hostilities was sudden and gave a temporary advantage to its enemies. Nationals and children of the nationals of



one of the enemies were concentrated along the coast line nearest to the homeland of Japan. Events at that time made it necessary, in the minds of those charged with the responsibility of waging war (viz. military) that these nationals and their families be removed from the coastal area in case of an invasion by the enemy, an invasion that seemed then all too possible.

Whether subsequent events has justified the steps taken only history will determine but certainly the preponderance of American opinion has supported the action taken. And whether the action was done as efficiently, as painlessly and humanely as possible under the circumstances must be determined in the future, but it has happened. You and I are still a part of that action. To me it is useless and senseless at this stage to attempt to analyze, justify, defend or criticize that action. Instead we should ask ourselves, "What are the next steps, what must we do now to make the best of the situation."

When doing our planning to bring all persons of Japanese ancestry into the stream of American life once again, there are a number of distinct groups that should be taken into consideration. The first and by far the largest group, the one which I must admit quite frankly about whom I am very, very much concerned, is composed of those, who by virtue of being born on these shores, are American citizens, the Nisei. Most of them through education and association with other Americans of various racial and national parentage are Americans, in thought, actions, deeds and aspirations just as much as any of the rest of us. The thought that they could make a satisfactory adjustment in Japan, even if they wished on their own free will to go there, is just as unrealistic as for me to expect to make a satisfactory adjustment in the country of my ancestors, which I could not. The American public has accepted these Nisei and expect them to reside here as any other American. This attitude on the part of other Americans is borne out by the fact that schools in various parts of the country, at the time of evacuation, made various special provisions for the Nisei, and special scholarships were made available to them. Also, the Nisei are found throughout the country working in various ways in American society. These Nisei have jobs as school teachers, artists, newspaper men and women, nurses, doctors, dentists, eye specialists, scientific research specialists, farmers, secretaries, bookkeepers, and many more too numerous to mention.



This raises the question as to the extent to which children in those formative years are adjusting to the American culture, ways of life, thinking and aspirations while in a Relocation Center. Contrary to the commonly accepted ideas the "Japanese culture" in the United States is not Japanese at all or at the most not like the present day culture of Japan. Those Issei and Caucasians, as well as Kibei, who have come from Japan in the past ten years tell me that what we have here is a mixture of Japanese and American culture perpetuated by people of Japanese ancestry whenever they congregate together. This is borne out by the fact that many Kibei when they return from Japan after a number of years living there, find that their own age groups are not willing to accept them as one of their members or they to accept the Nisei on an equal basis as themselves. Many of the Kibei and visiting Nisei to Japan find themselves forming their own segregated groups in Tokyo, Nagoya, Kobe, Osaka, etc. in order to find a common type of understanding and activity. This phenomena is no different then that of any other cultural or ethnical group, such as the German, Russian, Jewish, Chinese, etc., which has settled here. So what do we have in a Relocation Center? It is a culture which is neither pure Japanese nor pure American. It is however enough Japanese that it causes all kinds of emotional conflicts, difficulties and hardships among children who, when they leave here, attempt to make an adjustment in a normal American community. They can, however, make the adjustments if given the chance to "go out" at the present time and again take up their previous social activities in a normal American community. Many young college and high school students are proving their worth in other communities now in competition and cooperation with their fellow Americans, as are Nisei in other "walks of life". Therefore, if Japanese parents of American citizens are really interested, loyal, and honorable to their children (and I am sure they are) they will grasp the opportunity and will make every effort and every sacrifice NOW to resettle their children into normal communities with adequate schooling where integration and cooperation can take place and where the economic welfare and happiness of the individual can be realized as a legitimate member of society. Every day they remain here increases those conflicts and difficulties of the child. I am sure no parent wishes his child to be like that of the resident of one of the centers, who when taken into town spoke of the grocery store as a "canteen", the movie house as the "Rec Hall", and the cafe as a "mess hall".



Sincere friends of Japanese Americans and students of the problem have urged dispersion of the Japanese population throughout the United States rather than again building up "Little Tokyos" in highly concentrated areas. The reason for this is that assimilation will come quicker, and if the group is widely distributed there will be less reason and opportunity to single them out as a threatening minority.

I shall make no attempt in this letter to estimate the percentages of the other groups but merely list and comment upon them without regard to their relative importance in the listing.

There is the group of parents of older Nisei who have relocated and who are merely awaiting final housing plans or jobs or both before leaving but who are making plans nevertheless to leave as quickly as possible.

There is the group of wives of servicemen whose parents or the parents of the husband are physically unable to earn a livelihood and who see in a Relocation Center a measure of security until the servicemen return or until they are forced out by the closing of the center.

There is the group of Issei businessmen whose previous business was for the most part with other Issei or Nisei and their success in business was dependent upon a fairly heavy concentration of persons of Japanese ancestry. This is perhaps the most unfortunate of any group. Most persons in this group are at an age when they would have liked, and probably had laid careful plans, to turn their business over to one of their children when they returned. This is now impossible and for these men the adjustment is most difficult for many must either begin an entirely new type of business in another section of the country or work for someone else. But such persons must certainly realize by now that they cannot depend on big concentrations of their own people on whom to earn a livelihood. It must also be recognized by this group that they are not alone in having to make this radical shift. There are now thousands of other people in America, and there will be more later, who have been working in one type of job for a number of years but find that they are forced by changing circumstances to shift to other types of jobs. Just the other day a number of instances were called to the attention of the American



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people where many young and old alike were now taking jobs entirely different from that to which they had become accustomed within recent years. It is recognized that the adjustments may not be easy, but many persons are making and have made the changes, and it is certain that persons of Japanese ancestry are not inferior in this respect to other people living in America. However, we must recognize that the longer we put off this job the greater will be our problems of adjustment and the fewer will be our chances to find a job nearer to our "heart's desire". Opportunities must be taken advantage of at the time, or they may slip forever from our grasp!

There is a small group of those who secretly wish, to return to Japan to spend the rest of their lives. Americans generally have no quarrel with those who may wish to return to Japan. To most Americans that is understandable, but one thing which Americans will not tolerate is for such persons to make a nuisance of themselves by creating dissention, attempting to persuade others not to relocate or otherwise sabotage a sound program. The honorable and safest thing for such persons to do is to announce their intentions and then sit back and keep quiet until the day they can be repatriated. By their tactics of stirring up discontent and opposing relocation they are causing very great embarrassment to those here with whom they share a common ancestry and such activities are a disservice to the country of their birth and to which they owe allegiance.

The group of infirm and aged who have no means of support, at least at this time, may be returned to the states from which evacuated, and in some cases to other states of their choice, and receive the same assistance as any citizen whether it be in a hospital or in their own home through old age benefits.

The widows with dependent children or others requiring public assistance can secure such continuing assistance as is provided any other person, citizen or alien, according to the standards and regulations of the state in which they choose to relocate. Although such assistance cannot provide a college education for the children it does provide for the minimum necessities of life on a decent standard. It should be realized that many of these persons would have been in this position during these war years even if they had not been moved to a relocation center. Other groups, not of Japanese ancestry, have found themselves in this



category, and it was with these types of persons in mind that the federal and state governments instituted a few years ago public assistance and welfare grants. These grants, however, are so organized that the persons may receive them while living in a normal community and giving their children as well as themselves the benefits of participation in and cooperation with others of the community. The segregation of such persons and families into poor houses and farms is recognized by all persons interested in the problem to be had for society generally, and that is the reason why there are objections to the continuation of some sort of a "relocation center" for persons of Japanese ancestry who fall under this category or grouping.

Another group is an evacuation produced phenomena. It is composed of those able bodied persons who have lost their ambition and self respect and who are just sitting here in the comparative security of the center and permitting the government to support them. They may be parents of those children discussed above, they may be young men and women of working age or they may be middle age or older Issei who can still work and would have continued to work if evacuation had not occurred. Center life has done something devastating to them. The longer they remain here the more excuses they can round up or the more they can rationalize why they shouldn't leave the center just now. To many way of thinking such able bodied persons are a detriment to their families and a menace to the future success of many whose ancestry they share.

One small group is composed of those unrealistic persons who in spite of the developments of the past two years and the tremendous power of the Allied nations are holding out for some miracle to happen and for Japan to emerge victorious. They hold that if that happens it would be better to be in a Relocation Center. Fortunately the American public is not aware of this minute group for if it were, public sentiment would turn against all evacuees instead of being "for" the evacuees and wanting to lend a helping hand to them. The point of view held by this group should be referred to as just plain stupid.

There is a small group excluded from the West Coast only and still a smaller number who are presently detained here. It is hoped the situation with respect to these will change soon.



There are still some who fear for their personal safety. To me this point of view cannot be supported on the basis of the facts. Of the over 50,000 who have relocated not one single person has been killed, only a half dozen during the past three years have experienced any bodily harm and this number is actually less than in pre-evacuation days. Before evacuation such incidents were not news, the papers did not play them up but now they do. Actually today other minorities like the Armenians, Mexicans and Negroes experience more of these so called incidents on the west coast than do Japanese but do not receive the newspaper publicity, and this for obvious reasons. The fearful attitude expressed by this group does not receive sympathy among the general public for the number of incidents are so very few as to be quite unimportant. It is true there have been a few incidents in southern California but none in the northwest and only two or three throughout the remainder of the country. This uncourageous attitude is not consistent with the great record the persons of Japanese ancestry have made in this country in days past, or of the magnificent record made by those of Japanese ancestry in this war. After all most Japanese immigrants landed here as strangers with only a suitcase, a few dollars but with a great amount of courage. Where is that courage now? I can only conclude that most persons who say they do not wish to relocate for this reason are using it merely as an excuse.

The War Relocation Authority through its director, Mr. Myer has set January 2, 1946 as the closing date for the centers. It is most unfortunate that evacuees generally have not, through the years past, been students of American political action and government administration. For if they had been, they would not question for a moment that announcement. It was stated in all sincerity at the time of evacuation that the centers would operate for the duration of the war. But such a pronouncement was based on the conditions present and foreseeable at that time. Subsequent events have so altered the situation as to cause a new statement of policy and the establishment of a procedure to carry out that policy. Such a change in policy is nothing new in government, this or any other government. There is nothing unique in it or discriminatory toward the evacuees. After all, the war is over in Europe, Japan did not invade this continent, the Philippines have been retaken, Okinawa and Iwo Jima occupied, Russia has renounced its non-aggression pact with Japan,



nor is our great former president, Mr. Roosevelt still living. We have, in a measure, had quite a change in administration and a new congress. All these factors are new and for the most part were quite unpredictable three and one half years ago. It is plain folly to hope for the carrying out of that original policy and continuation of the centers for several very plain reasons.

From where does the money come to keep the centers going? Congress appropriated the funds in prior years because there was a necessity for it. What is Congress? It is composed of elected representatives of the people, Congressmen represent public opinion or act the way they think the public feels about matters. Now Congress has said the emergency is over as far as the centers are concerned and evacuees need no longer remain in them. In fact, so reasons the American public through Congress, there are millions of jobs and employers pleading for help, so why should the government continue to support such a program? I am aware of the arguments used by some evacuees to answer such reasoning. Some few of the arguments have merit but most of them are pure rationalizations which will not have the slightest influence in changing the present policy or having Congress appropriate more funds.

What will happen then if evacuees do not avail themselves of relocation opportunities and the American public becomes aware that many evacuees are sitting back and refusing to take their rightful place in the economic life of the country? It certainly does not require any imagination or conjecture to realize the reaction. Only one thing can happen. Instead of the public displaying acts of good will, newspapers printing editorials in behalf of evacuees, job opportunities and aid of many kinds being offered there will break forth from the American public an outcry of denunciation, withdrawal of job opportunities, agitation for renunciation of citizenship and for deportation of all Japanese aliens and a quickening of the "anti" movements never dreamed of. There will be a wave of adverse opinion the like of which persons of Japanese ancestry never thought possible. These are not "scare" thoughts. They are real and as possible as the air we breathe. I am writing to you very frankly and expressing to you what I know the friends of the Japanese-Americans in high places (and they have many now) are thinking but dare not say publicly hoping that the evacuees will see the consequences and act accordingly.



Housing is difficult to secure in many cities for any of us but there is always some moving by families and in these moves over 50,000 evacuees have managed to find housing. The remainder, too, can find it.

The exact type of work done before evacuation or the business and at the location it was carried on will not now be possible for many but where in all common sense do evacuees see the situation getting better or will be better "after the war". With reconversion in industry necessary thereby causing job layoffs, with servicemen being discharged and competing for jobs, getting married and wanting separate homes where do evacuees get the idea "it will be better to wait and see what happens" or "we will stick it out until camp closes". Persons holding such views are not only unrealistic they are downright ignorant of the total situation on the outside.

And what about funds to keep these centers going? There are hundreds of instances in which Congress has liquidated programs by refusing to appropriate funds. The W.P.A., N.R.A., N.Y.A., and numerous farm programs are only a few of the more recent cases. It is only wishful thinking to expect that Congress will appropriate more funds. The budget for the fiscal year 1946 which began July 1, 1945 has been passed and no more funds will be forthcoming for the reasons discussed above. I do not know the exact plans W.R.A. may have for those who persist in remaining to the very last, but I can assure you their lot will be an unhappy one and they may awake some cold, windy day in the fall to find themselves without any aid whatsoever and little sympathy from any quarter. What I am attempting to convey here is what I believe to be a most realistic appraisal of the situation based on past events and the possible temper and reactions of the general public and Congress. In my work of the past two years I participated in activities with the Bureau of the Budget and I had an opportunity to observe at first hand the appropriations committee at work. I know how their minds react. It is in this realm of finance and economics that we must be very realistic whether we wish to be or not. At the time Mr. Myer was before the appropriations committee of the house of representatives, he was seriously questioned as to why any money was needed for the carrying out of the relocation program when most of the residents within centers were free agents to resettle in most any area of the United States.



The congressmen were very insistent that the period of national emergency was over as far as keeping the great majority of persons of Japanese ancestry in centers was concerned, and that they were now free to return back into American life and become legitimate members of that society. It was only with the very definite and absolute understanding that centers would be closed by at least January 2, 1946 and that no additional funds would be needed, that any appropriations were forthcoming at all. This is the stark and cold reality of the situation! After all, as I mentioned before, programs very much like W.R.A. have been closed in the past by the recognition on the part of the congress that the "emergencies for the existence of such agencies were over" and that, therefore, it was no longer good business nor good government to continue financing them. These agencies or bureaus dealt with hundreds of thousands of Americans of all sorts and not with a small racial minority, yet they were terminated upon the same basis as W.R.A. is being terminated--lack of appropriations past a given time because the emergencies calling them into existence were no longer recognized by the American people as being justified.

I am returning to Seattle where I hope to make my home after the war. I expect to be associated with the Seattle area office of W.R.A. until it closes. My office will be in the Walker Building 1306 Second Avenue. Any service or assistance which I can render in that area I hope you will feel free to call upon me. The Seattle, Portland, Yakima and Tacoma district offices are located in the Seattle area. To those of you who wish to return there I am sure you can make a success of it, housing can be found, there are plenty of jobs. Hosts of prominent, influential persons are awaiting you, determined that you shall be accorded every right and opportunity. For those who wish to resettle elsewhere in the United States there are untold opportunities. I have too much respect and admiration for persons of Japanese ancestry to think they cannot make this difficult adjustment. Millions of American share this conviction. You must not disappoint them. You can and must for your own welfare relocate before the center closes this fall.

I trust that in the years ahead as we might meet the scars of evacuation will be healed and we can look back on this experience without bitterness and with hope, understanding and courage for the future.

Sincerely yours,  
/s/ George L. Townsend