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TEACHER PERSONALITY TRAITS

and

SELF-RATING FORMS

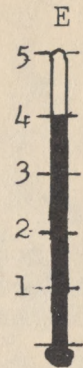
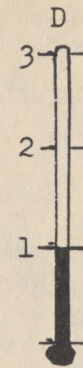
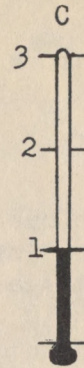
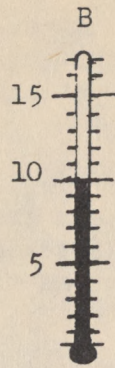
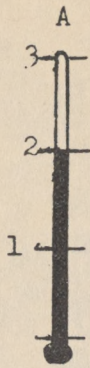
by

LESTER K. ADE

EDUCATION CONSULTANT

WAR RELOCATION AUTHORITY

PERSONALITY ANALYSIS



Total Points

19

118

19

20

34

Standard

21

119

21

21

35

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
10	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	10
Excellent	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	Excellent
8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	8
GOOD	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	GOOD
6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	6
Fair ....	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	Fair
4	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	4
Poor ....	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	Poor
2	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2
Lacking	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	Lacking
0	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
A. FORCE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Physical																																
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Emotional																																
B. DIRECTION																																
Sincerity																																
Judgment																																
Dependability																																
Justice																																
Tact																																
Sympathy																																
Loyalty																																
Adaptability																																
Self-Control																																
Cooperation																																
Punctuality																																
Neatness																																
Humor																																
Refinement																																
Courtesy																																
Affability																																
Conventionality																																
C. EXPRESSION																																
Voice																																
Language																																
Facial Expression																																
D. EFFECTIVENESS																																
Leadership																																
Initiative																																
Originality																																
E. PROMISE																																
Ambition																																
Industry																																
Perseverance																																
Use of Criticism																																
Interests																																

EXPLANATION OF THE PERSONALITY ANALYSIS SCALE

by
Lester K. Ade, Consultant
United States Office of Education

Each of the qualities described and evaluated is marked on a ten point scale. Seven is arbitrarily taken as an acceptable standard for a good teacher. Nine is taken as the standard for an excellent teacher.

There are five divisions to the scale: Force, Direction, Expression, Effectiveness, Promise. For each of these divisions the figure of a thermometer is used with a number of calibration points corresponding to the number of qualities within that division. Thus the first division has three qualities, the second seventeen, and so on.

When the teacher has been rated, the number of qualities in which she is regarded as "good" is ascertained. The thermometer representing that division is then blackened up to that point. Thus in the example used the teacher is regarded as "good" in two of the seven qualities of division One and the thermometer is blackened up to the number two. In the Second division the teacher is regarded as "good" or better in ten of the seventeen qualities in the division and the thermometer is blackened up to the number ten. In division Three the number of adequate qualities is only one, in Four it is one, and in Five it is four.

Below the thermometer is given the actual total score and the possible score. Thus in division One a total score of thirty could be made if the teacher were considered perfect in each of the three traits. The actual scores are four, eight and seven and the teacher scores nineteen out of a possible twenty-one. Thus the sheet gives a picture both of the number of traits possessed in adequate measure and the total score against a possible perfect score.

In use, the supervisor will be provided with scoring sheets and the Personality Analysis sheets on which there will be only dots indicating the numerical points, blank thermometers for blacking out the number of acceptable qualities, and blanks for indicating the total number of points scored. If student teachers or teachers in service have a copy of the Definitions and are given a copy of their analysis summary, they will be able to analyze their own weaknesses and will have available a statement of the positive qualities which they should strive to develop within their own personalities.

PERSONALITY TRAIT DEFINITIONS
(By Lester K. Ade, Consultant, U.S. Office of Education)

A. ASPECTS OF FORCE

In general the effectiveness of a teacher is determined by the force of her influence and its direction. Aspects of forcefulness may be physical, intellectual or emotional.

The Ideal Teacher

1. Has PHYSICAL VIGOR. She gives the impression of vitality, stamina, endurance and physical capacity to carry the teachers work without detriment to health. She has good posture. Her health gives an adequate foundation for a wholesome disposition. She is not irritable.
2. Has INTELLECTUAL VIGOR. She grasps an idea clearly, arranges her ideas logically, organizes them comprehensively. She can illustrate graphically and made her point forcefully.
3. Has EMOTIONAL VIGOR. She is dynamic. One is conscious of her presence. She gives adequate expression to her feelings. She is emotionally responsive. She exhibits no undue restraint or repression. She is confident - not timid, shy, or self-conscious. She is emotionally sensitive - not lifeless, wooden, inert. She is appreciative of beauty and fine sentiment.

B. FORCE HAS SKILLFUL SOCIAL DIRECTIONS

Force may be wasted by reason of arousing opposition, or it may be effective by reason of skillful social direction, thus inspiring cooperation.

The Ideal Teacher

4. Is SINCERE. She is frank and genuine. She does not pose. What she says is what she believes rather than what she thinks will win favor. She is not a bluffer. She will readily admit a fault, but will defend herself if put in an unjust light. She does not make undue excuses. She is intelligently honest and courageous.
5. Has GOOD JUDGMENT. She has common sense. She can distinguish what is important and what is of small consequence. She does not make a mountain out of a mole-hill. She does not choose extreme courses of action. He is temperate. People respect her opinions and decisions. She can give definite reasons for her conclusions. She weight issues fairly and carefully.
6. Is DEPENDABLE. She can be relied upon to carry out what she has undertaken. She is thoroughly honest, reliable and trustworthy. She would not cheat in an examination or in securing undue credit in her work. She fulfills her promises. She is not "slippery"
7. Is JUST. She goes by the facts. Her decisions are impartial. She is open-minded and fair. Her influence is always toward a fair deal for everybody. She can decide against her friend if the facts so warrant.

8. Is TACTFUL. She can impart unpleasant information without giving offense. She administers the truth to others in palatable doses. She does not antagonize unnecessarily. She is considerate of the feelings and viewpoints of others, and governs herself accordingly. She believes in leading rather than in driving. She can adapt herself to the frailties of human nature.
9. Is SYMPATHETIC. She has a fellow feeling and a kindly responsiveness toward the troubles of her associates. She is a pal to whom one turns for emotional helpfulness. She is not easily bored by others. She gets the viewpoint of the other person. She is kindly in her attitude. She is not sarcastic. She understands people. Her associates are not afraid to tell her their troubles. She shares their joys.
10. Is LOYAL. She is true to the institution to which she belongs. She upholds its regulations. She will point out its strong points if it is unjustly criticized. She defends truth and right principles. She respects confidences. She offers constructive criticism when appropriate.
11. Is ADAPTABLE. She can adjust herself satisfactorily and quickly to new conditions. She gets into step herself instead of expecting everybody else to do so. She is not greatly disturbed by unexpected changes to which she is expected to conform. She does not become fossilized.
12. Is SELF-CONTROLLED. She does not lose her temper. She can inhibit an impulse to chat with her neighbor during a public lecture. She is not easily ruffled or disturbed. She meets emergencies calmly. She does not get hysterical. She has an even disposition. She is not unduly excitable. She can carry out a distasteful action gracefully.
13. Is COOPERATIVE. She is helpful and unselfish. She thinks of the interests of her group rather than of her own. She can find time to do reasonable things that she is asked to do to assist her associates or the activities of the school. She volunteers assistance when it is needed. She recognizes that there are two phases of cooperation: (1) giving (2) taking.
14. Is PUNCTUAL. She gets to her classes and other appointments in time. She gets her work done on time. She does not procrastinate.
15. Is NEAT. Her person and clothing are well cared for. She is clean in dress. She puts materials in their proper places. She does not allow her locker to become untidy. She puts waste paper, etc., in its proper receptacle.
16. Is CHEERFUL. She has a sense of humor. She enjoys life. She can play as well as work. She radiates good cheer. She has learned to eliminate ordinary worry. She dissipates gloom. She does not complain about petty grievances. She is a good loser and a good sport.
17. Is REFINED. She is well-bred. She is not loud, coarse or common. She is sensitive of the finer things of life. She is never vulgar. She does not make herself conspicuous by doing unconventional things such as eating on the street or chewing gum in public.
18. Is COURTEOUS. She is attentive when spoken to. She greets people pleasantly. She is respectful and considerate in addressing those older or younger than

herself. She treats a child as she would like an older person to treat her. She does not interrupt unceremoniously. She knows and does the correct thing at social functions. She is not snobbish.

19. Is AFFABLE. She is agreeable. She secures a ready response to her advances. She makes a good impression upon those with whom she talks.
20. OBSERVES THE CONVENTIONS OF HER PROFESSION. Her manner and dress on the street are not such as to attract attention. She conveys the impression of going about her business and so avoids embarrassing situations. She respects the ethics of her profession.

C. FORCE FINDS EXPRESSION

The avenues through which a teacher's force may be expressed are the voice, speech and language, facial expression, poise and gesture.

AVENUES OF EXPRESSION

21. VOICE. The ideal teacher's voice
 - a. Is easily heard by her audience.
 - b. Is pleasant to listen to. Is not harsh, shrill or "piping".
 - c. Is expressive of emotional coloring.
22. SPEECH AND LANGUAGE. The ideal teacher
 - a. Enunciates clearly and distinctly.
 - b. Uses adequate, accurate and choice diction. She does not exaggerate. She does not use low grade slang. She is not slovenly in speech.
 - c. Does not in private use profane or vulgar language.
23. FACIAL EXPRESSION AND GESTURE. The ideal teacher
 - a. Shows animation and enthusiasm in her face when she talks. She is not expressionless, colorless, dull, heavy.
 - b. Has dignity without stiffness.
 - c. Has flexibility of manner and expression.

D. A FORCEFUL PERSONALITY

When elements of force are well balanced and organized in a personality it should make for leadership, such as a teacher is called upon to exhibit.

RESULTANT EFFECTIVENESS. The ideal teacher

24. Has LEADERSHIP. She is good at planning and at carrying out her plans. She can delegate work to others when they show inability to direct themselves. She can secure the cooperation of her associates. People like her and respect her. Her associates have confidence in her ability to successfully carry out an important part of an undertaking. She has formed a habit of succeeding.
25. Has INITIATIVE. She is not stuck in an emergency. She can help carry on in the absence of direction and supervision. She can make a prompt decision when necessary and act upon it. She has a self-starter. She often contributes without being especially called upon to do so. She puts new life into old institutions.
26. Has ORIGINALITY. She is resourceful. She can supply ideas when working on a

committee. She contributes positively to the life of the school. She has the attitude of expecting to do more than she is required to do, and of expecting to see more than she is shown.

E. THE FORCEFUL TEACHER POSSESSES THESE ATTITUDES
MAKING FOR PERSONAL AND PROFESSIONAL GROWTH

The future effectiveness of a teacher depends largely upon her rate of growth.

The Growing Teacher

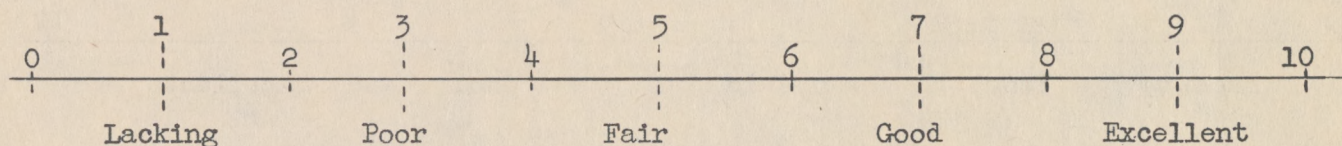
27. Is AMBITIOUS. She very much wants to succeed. She takes her profession seriously. She is not indifferent. She plans for the future. She aims at something definite in the way of growth and attainment. She has high ideals.
28. Is INDUSTRIOUS. She is willing to work hard and regularly. (She does not defeat this end by neglect of health and recreation.) She is not lazy. She does more than the minimum requirement.
29. Is PERSEVERING. She does not give up easily. Her New Year's resolutions last more than a week. She sticks to her job until it is finished. She is patient in times of discouragement.
30. Is RESPONSIVE TO CRITICISM. She does not take offense at suggestions offered. She does not carry a chip on her shoulder. She reacts positively by careful, open-minded reflection until she has gotten the point, and by practice of it until mastered. She realizes that a wise man can learn from a fool, but that a fool does not learn from a wise man. She appraises her own work fairly.
31. Is RESPONSIVE TO MANY INTERESTS. She makes many first hand contacts. She gets acquainted with different types of people. She knows where the natural history museum is and what it is. She has a hobby. She has read many books including the "best-sellers". She is gradually building up a rich and varied cultural background of experience and knowledge, but she does not allow her energies to become dissipated by taking up every new thing.
 - a. Why not rate yourself?
 - b. Then beat your own record
at each subsequent rating!

PERSONALITY RATING FORM
(By Lester K. Ade, Consultant, U. S.
Office of Education

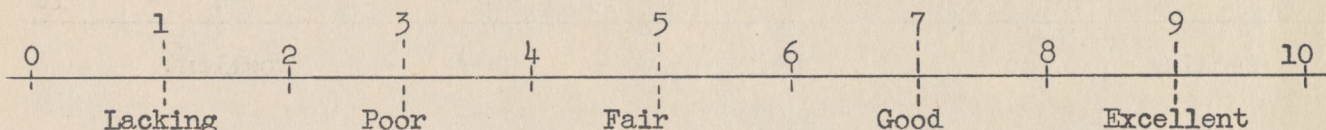
Scale

A. ASPECTS OF FORCE

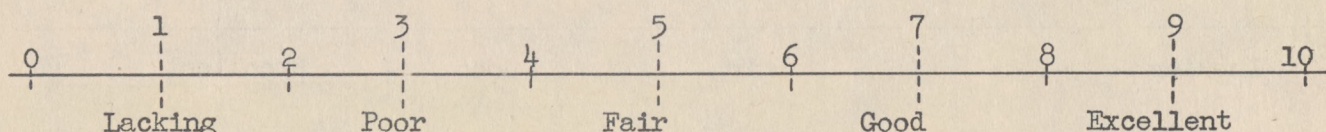
- (1) Physical Vigor (Vitality - Endurance - Good Posture - Good Health)



- (2) Intellectual Vigor (Grasps ideas clearly - Arranges them logically - Organizes comprehensively - Illustrates graphically)

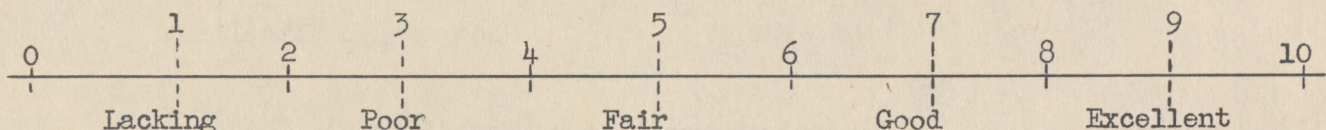


- (3) Emotional Vigor (Dynamic - Emotionally responsive - Confident - Sensitive - Appreciative - Not timid, shy, self-conscious, lifeless, wooden, inert)

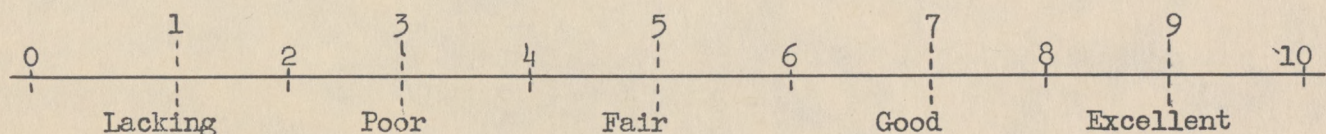


B. FORCE HAS SKILLFUL SOCIAL DIRECTION

- (4) Sincerity (Frank - Does not bluff - Honest - Courageous)

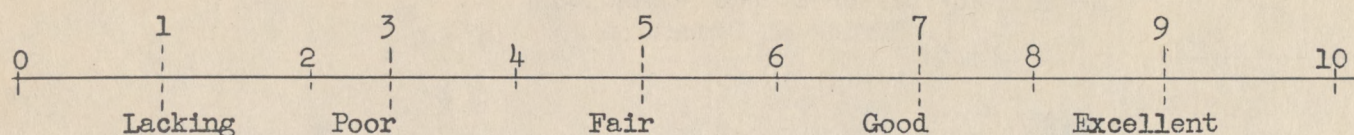


- (5) Judgment (Common sense - Temperate - Conclusions carefully considered)



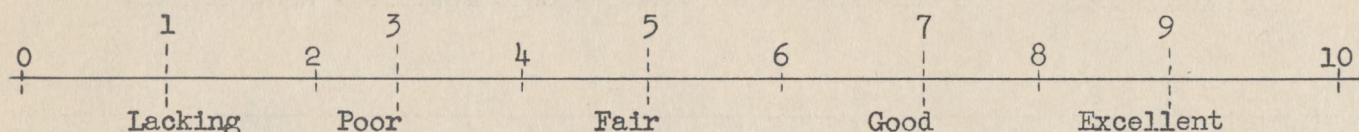
(6) Dependability

(Reliable - Trustworthy - Finishes what she starts)



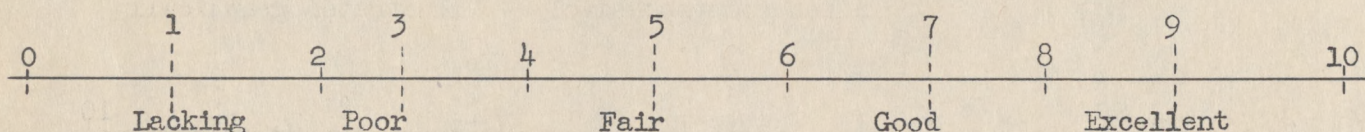
(7) Justice

(Decisions based on facts - Open-minded)



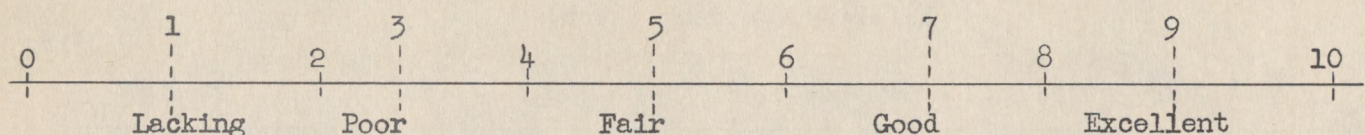
(8) Tact

(Considerate of the feelings of others - Does not antagonize)



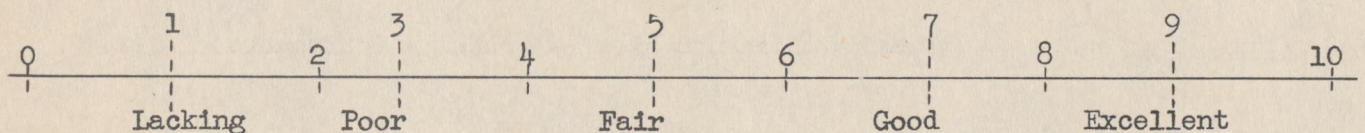
(9) Sympathy

(Gets the viewpoint of the other person - Attitude is kindly)



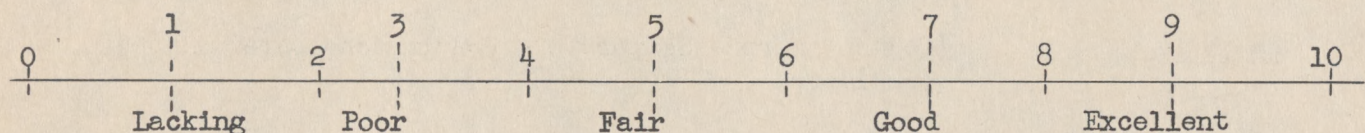
(10) Loyalty

(Stands by the institution to which she belongs. Supports those over her)



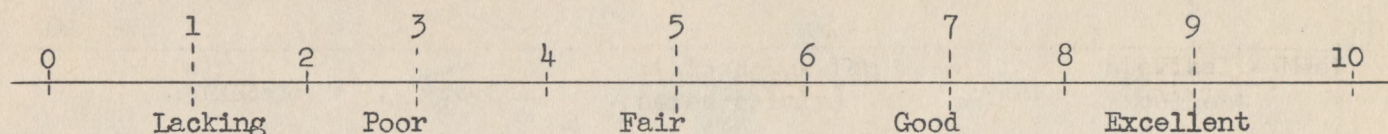
(11) Adaptability

(Adjusts herself to new conditions)



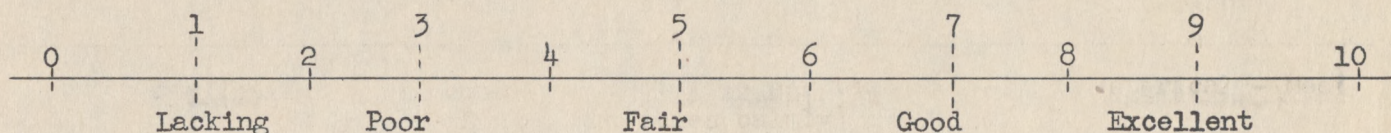
(12) Self-Control

(Does not lose her temper nor get hysterical - Meets emergencies calmly)



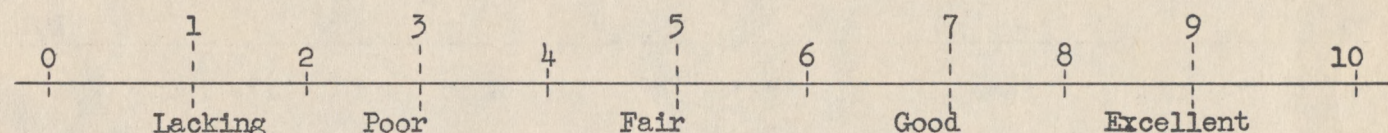
(13) Cooperation

(Helpful and unselfish - Volunteers assistance)



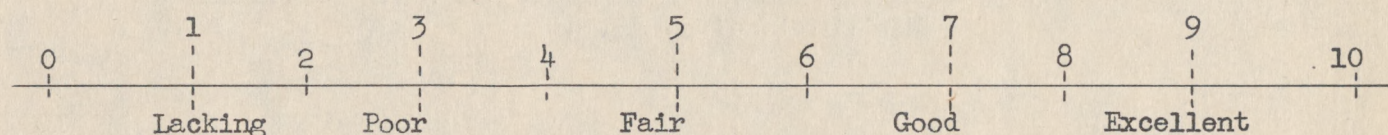
(14) Punctuality

(Always on time - Does not procrastinate)



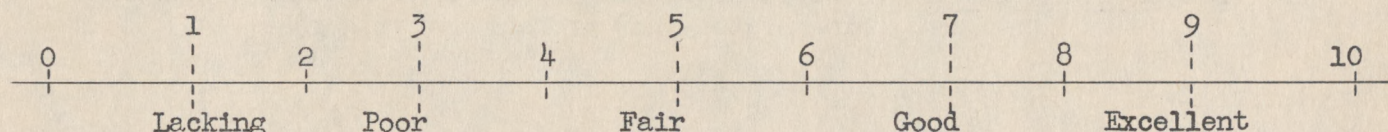
(15) Neatness

(Cares for person and clothing - Keeps her materials always in good order)



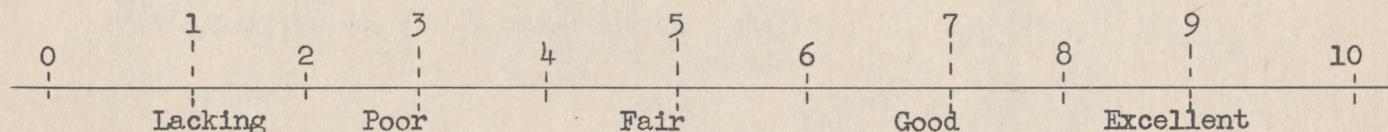
(16) Cheerfulness

(Enjoys life - Sees the fun in things - Is a good loser)



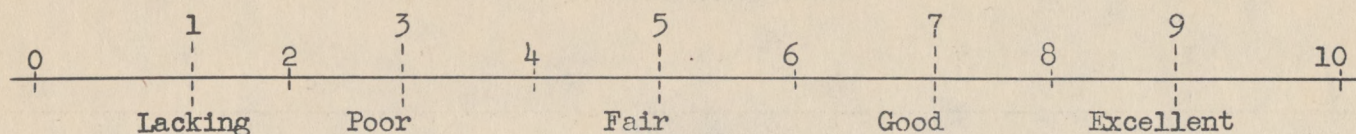
(17) Refinement

(Well-bred - Not loud nor conspicuous)



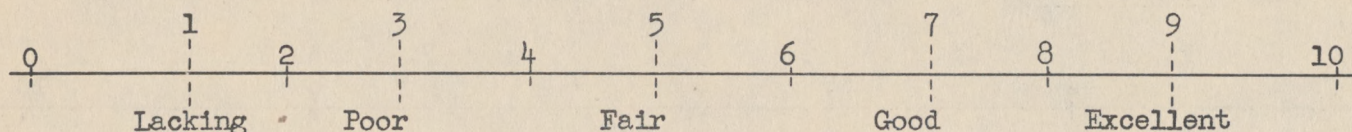
(18) Courtesy

(Is attentive, responsive, considerate - Not smobbish)



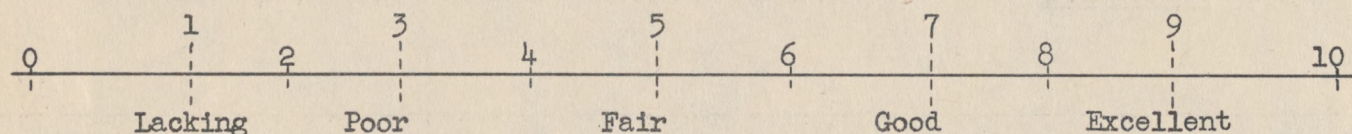
(19) Affability

(Agreeable - Responds readily to advances of others)



(20) Conventionality

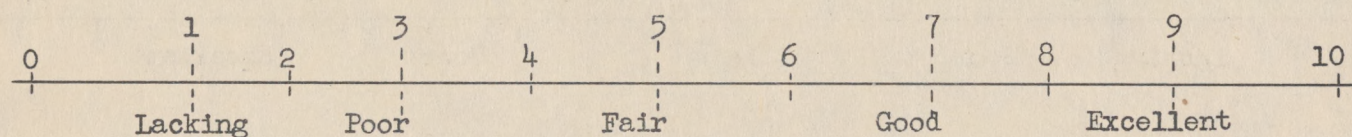
(Does not depart radically in behavior)



C. FORCE FINDS EXPRESSION THROUGH

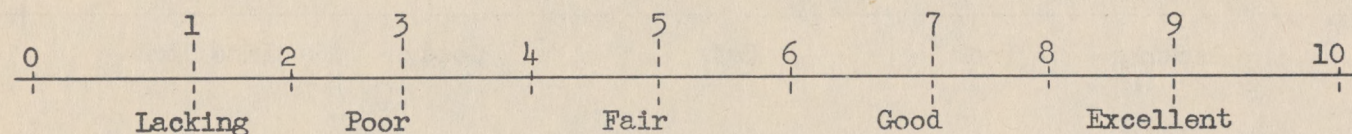
(21) Voice

(Easily heard - Pleasant - Not harsh or shrill -
Has emotional coloring)



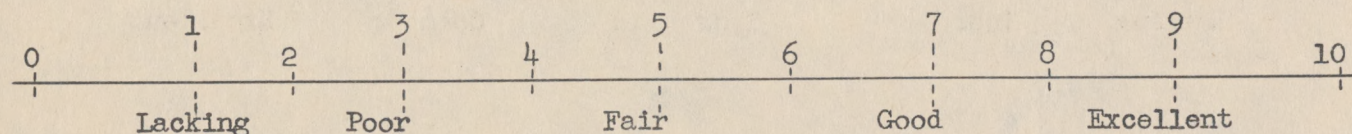
(22) Speech and Language

(Enunciates clearly - Uses good diction - Does not
exaggerate - Not profane nor vulgar)



(23) Facial Expression

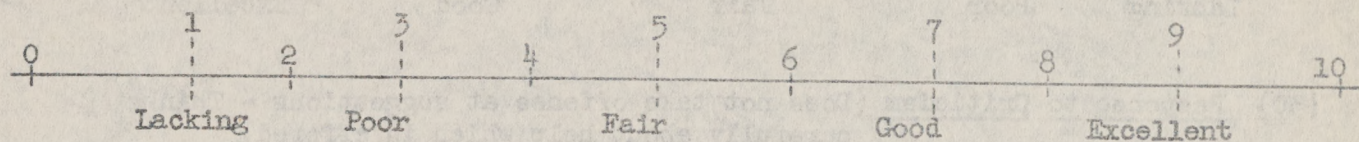
(Animated - Enthusiastic - Dignity - Flexibility
of manner)



D. A FORCEFUL PERSONALITY HAS

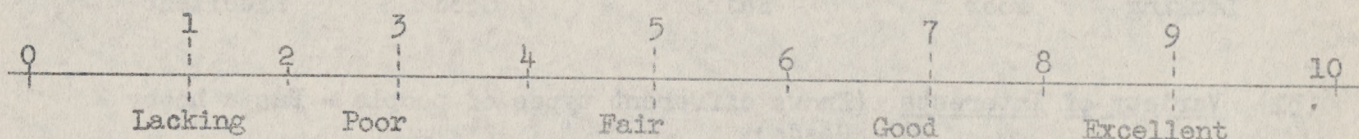
(24) Leadership

(Plans well - Delegates work carefully - Secures cooperation)



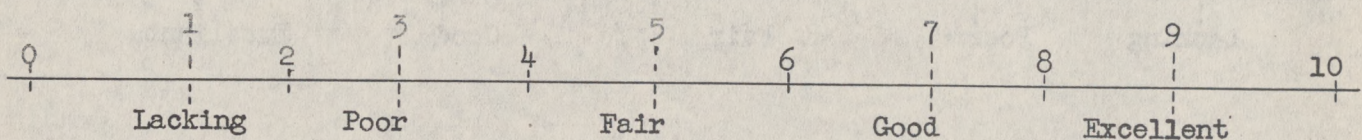
(25) Initiative

(Finds a way to accomplish her purpose - Decides promptly - Acts quickly)



(26) Originality

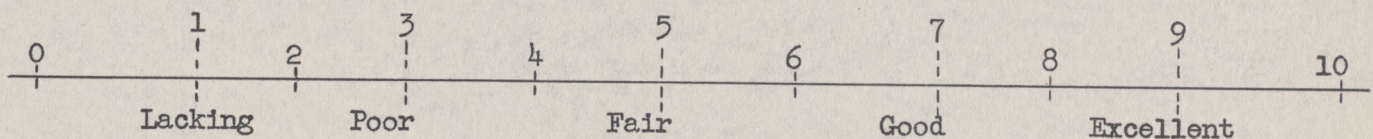
(Resourceful - Has fresh ideas - Makes contributions)



E. THE FORCEFUL TEACHER POSSESSES THESE ATTITUDES
MAKING FOR PERSONAL AND PROFESSIONAL GROWTH

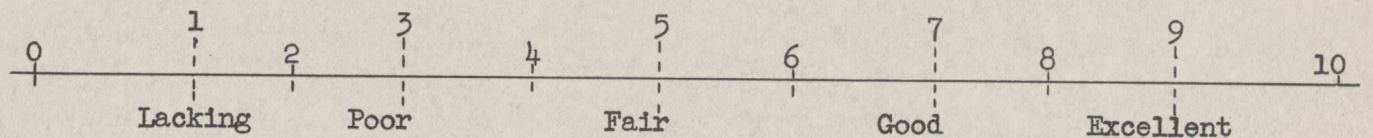
(27) Ambition

(Wants to succeed - Is serious - Has a definite purpose)



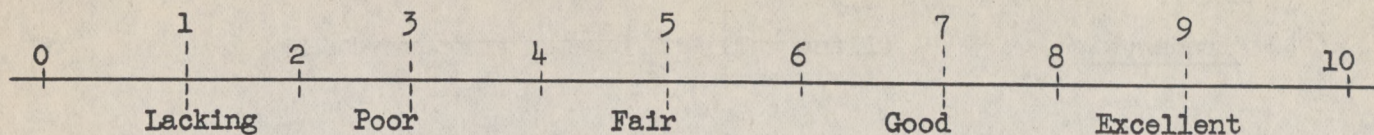
(28) Industry

(Works hard, regularly - Does more than required)

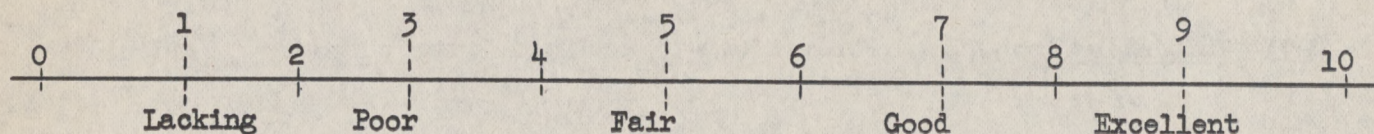


(29) Perseverance

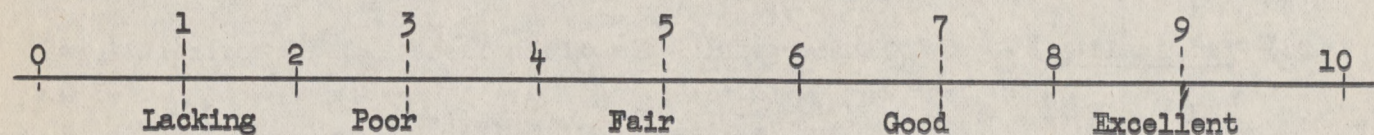
(Sticks to her job - Is patient)



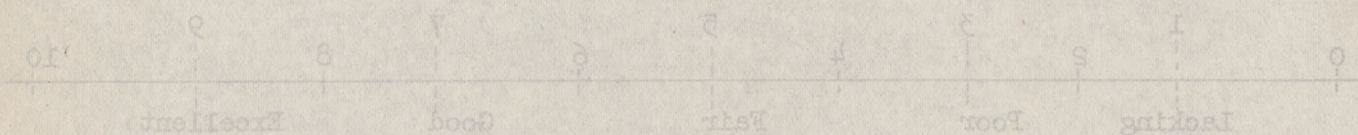
(30) Response to Criticism (Does not take offense at suggestions - Thinks carefully about help which is offered)



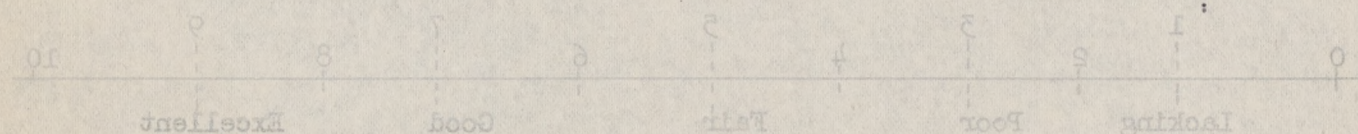
(31) Variety of Interests (Knows different types of people - Has a hobby - Reads)



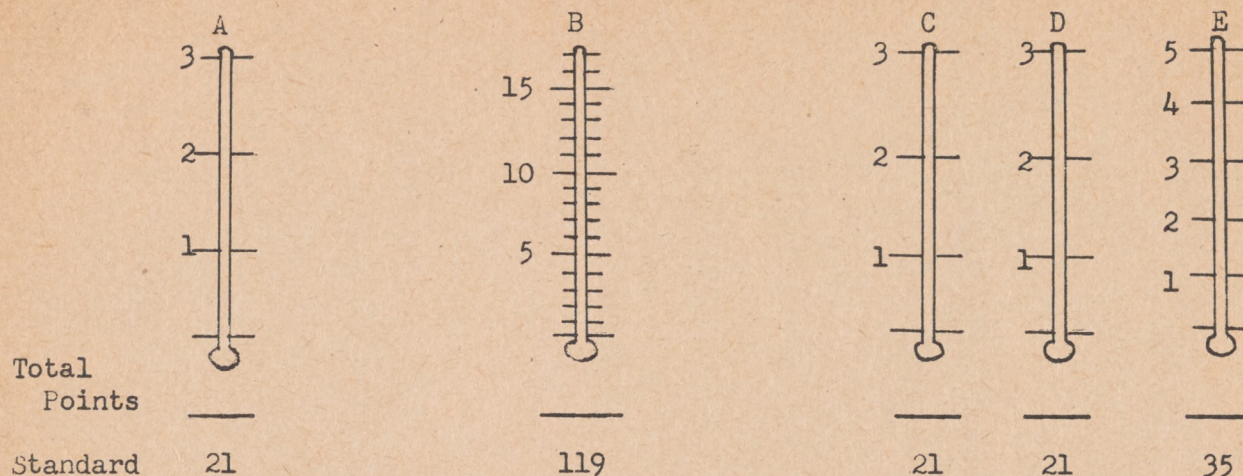
(27) Ambition (Wants to succeed - Is serious - Has a definite purpose)



(28) Industry (Works hard, regularly - Does more than required)



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10	10							
Excellent	Excellent							
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Poor....	Poor							
2	2							
Lacking	Lacking							
0	0							
A. FORCE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	C. EXPRESSION			21	22	23	D. EFFECTIVENESS			24	25	26	E. PROMISE			27	28	29	30	31
	Physical.....	Intellectual.....	Emotional.....	Sincerity.....	Judgment.....	Dependability.....	Justice.....	Tact.....	Sympathy.....	Loyalty.....	Adaptability.....	Self-Control.....	Cooperation.....	Punctuality.....	Neatness.....	Humor.....	Refinement.....	Courtesy.....	Affability.....	Conventionality.....				Voice.....	Language.....	Facial Expression.....				Leadership.....	Initiative.....	Originality.....				Ambition.....	Industry.....	Perseverance.....	Use of Criticism.....	Interests.....

E 2.63

THE TEACHER AND THE WAR RELOCATION PROJECT

THE BIRTH OF A COMMUNITY: Circumstances surrounding the evacuation and resettlement in areas under military restrictions of large groups of people of Japanese ancestry, of whom a majority are American citizens by birth, create conditions which profoundly affect the educational program and the place of the schools in the relocation centers. The communities have not sprung into existence in response to any of the usual causes - discovery of gold, or oil, or opening up of factories, or construction, and so forth. They are created by an act of government because of military necessity.

The population of each center is made up of individuals and families brought together from many different localities. The restrictions under which these new communities must operate will combine to create an environment totally unlike anything they have experienced before. It limits freedom of movement, right to engage in private enterprise, and prescribes arrangements for housing, eating, and general living. In return every member is guaranteed security and protection, a common measure of food, shelter, clothing, medical attention, and schooling, and opportunity to work for a small fixed wage. The communities are temporary in their present character, and are expected to disperse or be greatly modified after the War. The restrictions under which they now operate are also subject to revision as circumstances permit.

The evolution, out of amorphous assemblies of individuals and families brought together in numbers from ten to twenty thousand persons, into self-governing and self-supporting communities is a pioneering task of herculean proportions. The changes in family life and relationships which will be brought about by the new housing and living conditions, the

changes in economic relationships through the virtual disappearance of private enterprise, and in civic and social relationship through the absence of familiar forms of community organization and control, will cause a radical alteration of old social and economic patterns and require the creation of many new ones. In such a society every individual is a pioneer who must not only find his place in society and the community, but help to create the body of that society as he goes.

It is important that the teachers have some understanding of the conditions which have given birth to the community in which they are employed, the environmental background and problems of the people, and the nature of the educational task involved.

THE ESTABLISHMENT OF THE WAR RELOCATION AUTHORITY: War in the Pacific, including sinking of American ships in American coastal waters, and continuing danger of attacks against Pacific Coast cities and war industries, made it necessary to consider the entire western coast as a potential combat zone.

On February 19, 1942, President Roosevelt issued Executive Order No. 9066, empowering the Secretary of War or designated military commanders to prescribe military areas and to exclude any or all persons from such areas.

Lieut. General J. L. DeWitt, commanding general of the Western Defense Command and Fourth Army, issued Proclamation No. 1, March 2, 1942, defining military areas No. 1 and 2, on the western frontier. It was announced that future exclusion orders to cover all of Area No. 1, and certain zones of No. 2, would affect Japanese aliens, American-born persons of Japanese ancestry, and certain other aliens.

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establishing the War Relocation Authority to formulate and carry out a program for the planned relocation of persons evacuated from military areas.

In an order issued by Lieut. General DeWitt March 27, 1942, it was announced that effective at midnight, March 29, voluntary evacuation from the military area would cease, and after that date all evacuation would be on a planned, orderly basis to War Relocation Authority Relocation Areas.

Since March 29th, 1942, additional orders have been issued from time to time by Lieut. General DeWitt, applying first to the most sensitive and critical zones within the military area, evacuating persons of Japanese ancestry assembly centers throughout the military area to await completion of Relocation Centers, where they will be settled for the duration of the War.

EVACUATION-A MILITARY NECESSITY: Those entrusted with providing for the nation's defense were faced with the following considerations:

1. In the event the West Coast should become an actual zone of combat, the intermingled presence of nearly 120,000 persons of Japanese ancestry among the population would be the possible cause of turmoil and confusion which could seriously jeopardize military operations, without regard to questions of the loyalty of this group as a whole or of any individuals among it.

2. Although a large proportion of the Japanese group might be found loyal to the United States, or loyal under most conditions, military considerations did not permit the risk of putting an unassimilated or partly assimilated people to an unpredictable test during an invasion by an army of their own race.

3. The safety of the Japanese against possible emotional upsurges on the part of the remainder of the population was of grave concern. That this was a real danger was amply demonstrated by several incidents both in the military areas and elsewhere.

4. The report of the Committee Investigating National Defense Migration pointed out that "Voluntary settlement outside of prohibited and restricted areas has been complicated, if not made impossible for an indefinite period, by the resentment of communities to, what appear to them, an influx of people so potentially dangerous to our national security as to require their removal from strategic military areas." Governors protested and emphasized that resettlement was a federal responsibility.

Once the Japanese were removed to the assembly centers and to the interior, the elements of danger in these situations both for the Japanese and for the Nation were considerably reduced.

THE PROBLEM: The problem encompasses the lives and associations of nearly 120,000 individuals of Japanese ancestry who have been living in Military Area No. 1. The sudden uprooting of a whole segment of population arises from stern military necessity. The military and civilian agencies of the Federal government are cooperating to enable this mass migration to proceed in a planned, orderly, and decent manner.

The Japanese group is not preponderantly alien, as commonly supposed. Of those migrating, about 63 per cent are American-born citizens; 37 per cent are aliens of Japanese birth. The aliens, "Issei", are largely an older group who came to this country as laborers and farm workers. Their

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average age is around 58 to 60. The citizens, "Nisei", are largely a young group, most of them educated or being educated in American schools. Their average age is around 22. More than one fourth of the entire population is made up of second-and-third-generation children under 15 years of age.

In 1940, nearly 50,000 Japanese, age 14 and over, were employed in California, Oregon, and Washington. (This does not include the thousands of unpaid family workers who have helped to operate family stores and farms.) About 45 per cent of the paid workers were engaged in agriculture. These were not just farm laborers, but ranged from highly skilled managers, owners, renters, and irrigation experts, down to "stoop" laborers who hand-tended the intensive vegetable and fruit crops. About 24 per cent of the workers were engaged in wholesale and retail trade, and this group is particularly conspicuous in the marketing of farm produce. About 17 per cent were in personal service - house servants, gardeners, maids, and so on. About 4 per cent were in manufacturing, and 10 per cent were engaged in other industries and commerce.

About 3 per cent of the Japanese population - some 3,100 - are professional people, including doctors, lawyers, architects, nurses, airplane designers, artists, ministers. More than 1,000 of the young people have been attending colleges or universities each year.

The Federal Government is attempting to handle the evacuation and the relocation of this group with the smallest possible economic and social loss to the areas being evacuated and to the evacuees themselves.

As swiftly as possible, these people must be given the opportunity to make use of their talents for the welfare of the nation and their new communities. And not the least part of the job is the physical task of moving such a large number of families in a short time and re-locating them in suitable areas.

RELOCATION AREAS: An important consideration was to select areas where only a few, if any, persons now living on the land would be displaced and where the attitude of surrounding communities was not antagonistic. Another requirement, particularly for an area with limited internal agricultural possibilities or with a long winter season, was that it offer opportunities for the establishment of industries capable of using considerable non-agricultural labor. In brief, each relocation area was selected to meet the following requirements:

1. The area must provide WORK OPPORTUNITIES throughout most of the year for the population relocated there, such as
 - a. Development of land for irrigation, conservation of soil resources, flood control operations, and range improvement.
 - b. Agricultural production for foodstuffs required by the relocated community and to aid in the Food for Freedom Program.
 - c. Manufacturing of goods requiring a great deal of skilled hand labor, including products needed by relocated communities, and in the national production program. Some possibilities are wood products, clothing, ceramics, netting, woven and knitted materials.
2. Each area must be accessible to TRANSPORTATION, LAND, WATER, POWER, adequate to meet the needs of the new community.
3. Each area must be able to support a MINIMUM POPULATION of 5,000 persons. A minimum of protection, efficient administration of the program, and the effective development of community services

such as schools, hospitals and fire-control facilities dictated the decision that communities be at least this size.

ADMINISTRATION OF RELOCATION AREAS: Broad general concepts have been laid down for the relocation centers. The communities will be as nearly self-contained, self-sustaining and self-governed as possible to make them. The project residents will perform a majority of all community services. They will engage in agriculture and industry, producing commodities for their own subsistence and for the War effort of the nation. The over-all administration will be provided by the War Relocation Administration and such external protective services as are necessary by the United States Army. The evacuees will be provided shelter, food, medical and hospital care, education and recreation. They will have freedom of religion. Families will, of course, be kept together. The pattern is designed so that the evacuees will be able to pursue a semblance of normal life, rear and educate their children, and to engage in productive occupations in the relocation centers.

In general, the work pattern for the evacuees consists of five general classifications. These are:

1. Services necessary for the operation and maintenance of the relocation communities.
2. Production of agricultural commodities needed for the subsistence of the relocation centers and, where possible, for sale to or through the Office of Lend-Lease Administration to provision the United Nations.
3. Manufacture of various needed products for the projects and the Nation.
4. Useful public work, such as the development of land for irrigation, reclamation, etc.

5. Private employment outside the relocation projects where such opportunities are present and under conditions laid down by the War Relocation Authority.

The range of types of employment will be very similar to that in a normal community with an agricultural and industrial base. All evacuees who are employable and more than 16 years of age, both men and women, may apply for employment. There will be much work for clerks, stenographers, machinists, nurses, reporters, accountants, doctors, and lawyers. Individuals will have the opportunity to work at the occupations for which they are most fitted by training and experience. Additional opportunities will be provided to adapt old skills to new jobs and to acquire new skills and new techniques.

CONSUMER ENTERPRISES: Due to their isolated locations, all of the War Relocation Projects will find it necessary to create and maintain their own consumer stores and services. Evacuees will be encouraged to organize their own enterprises which will be operated on a non-profit co-operative plan. The War Relocation Authority will assist by providing instruction and guidance to the evacuees in the organization and management of these enterprises in accordance with approved consumer co-operative principles. In addition to consumers' co-operatives various production enterprises such as garment factories, furniture plants, farming operations, dairies and pottery works will be initiated on the various projects.

Through the Division of Community Enterprises in the Regional Office, stores have been organized and placed in operation at the Manzanar, Tule Lake, Gila, and Colorado River Projects. Types of enterprises so far set up include canteens, clothing stores, soda fountains, barber shops, beauty shops, and the old-fashioned general store. Within the

near future, it is expected, shoe repair shops, stationery stores, book stores and radio repair shops will be established. Arrangements are under way for the organization of similar community enterprises at other projects.

TASK OF THE SCHOOLS IN THE RELOCATION CENTERS: The primary task of the schools in the relocation centers is to develop an education program which will promote understanding of American ideals and loyalty to American institutions and train for the responsibilities of citizenship, of family, and for economic independence both on the projects and in communities to which the students may return. The schools must provide the interpretation necessary to help individuals and groups to adjust to the shocks of evacuation and to the unusual conditions of life within the relocation centers, and prepare them for reabsorption with a minimum of handicap and friction into normal civilian life. The schools must be responsive to conditions and needs within each center, and at the same time maintain standards which will enable students to transfer without prejudice to other schools, to enter colleges, and to obtain outside employment; and they must provide sufficient contacts with the main currents of American life outside the area to prevent intellectual stagnation and inbreeding.

The school is perhaps the most important institution carried over into the relocation centers, and the one least changed in its functions. It can become, in a measure often dreamed of by educators but seldom realized, an effective instrument of community planning and building, participating through its recognition of the potential contribution of its students, and the devising of means for its realization, in every phase of community life, lending its facilities and its membership for all types of activities and interests.

EDUCATIONAL POLICY OF THE WAR RELOCATION AUTHORITY: The War Relocation Authority recognizes assigns to state and local governments responsibility for the creation, maintenance and control of the public school system; and its policy is to establish schools on the relocation centers which will be a part of, or affiliated with, the public school system of the state in which the center is located, and responsible to the direction of a local elected school board. It recognizes also the responsibility in a pioneering community to enlist through the schools the constructive services of children as well as adults in the formation of a healthy community life and the educational value of partnership in community enterprises; and proposes to give the schools every encouragement and help in developing programs making possible such participation.

EDUCATIONAL PROGRAM FOR WAR RELOCATION CENTERS

Plans for the school program in the relocation centers have been discussed with a number of educational leaders, with members of Japanese groups, and with various social agencies and organizations which have served the Japanese in the past, and their recommendations have aided in determining the broad outlines of the program under which the schools will begin operations this year, and the procedures to be followed in setting it up.

Relation of Relocation Center schools to state public school systems

In setting up the educational program at relocation centers it is the policy of the War Relocation Authority to ask the assistance of the U. S. Office of Education in negotiating with state departments and state boards of education regarding the relation of schools on the projects to the state public school system. Where a state department of education desires it, and it would be possible under existing

law, or after the passage of legislation acceptable to the War Relocation Authority, to make these schools part of the public school system, but as separate unified school districts with their own superintendents and boards of education, this may be advisable. Where it is not feasible, or the state does not desire it, an agreement will be entered into between the War Relocation Authority and the state department of education for cooperation in planning and supervising the school curriculum and program, selection of personnel, and maintenance of educational standards. State departments or boards of education will be asked to appoint boards of consultants, of whom two should be lay persons, to make semi-annual visits to the schools at the centers in the state, and to advise with state and project personnel on the education, library and recreation program.

School population - Organization of Schools

The administrative organization for schools in relocation centers is shown on the accompanying chart (Fig. A). It provides for a unified school district with a superintendent selected with the approval of the state department of education and assisted by a director of curriculum planning, of health, and a supervisor of teaching. Provision is being made ~~also for an educational advisory committee~~ on the project to be made up partly of elected representatives and partly of representatives of different groups appointed by those groups to review program, budget, and to advise on school policy and curriculum. The schools will be organized on the six-six plan with one elementary school, from kindergarten through the sixth grade, for each 5,000 of population, and for a 6-year high school, from the seventh through the twelfth grade, *for centers with from 10,000 to 15,000 population. A supervisory element-

ary principal will have charge of all elementary schools, with a teaching vice-principal to assist. The junior-senior high school will have one principal, and provision is made for several department heads who will direct activities on both the junior-senior high school level.

- * Where the various centers on the project are some miles apart and considerable pupil transportation would be involved, it may be advisable to have the elementary school include eight grades, except in the center where the high school is located, when the six-six division may be followed.

Selection of Personnel

A uniform salary schedule and qualifications for all positions in education has been set up. The regulations as to hours of work, annual and sick leave, deductions, etc., is the same as for other federal appointments. Selection of teaching personnel is being made by superintendents and principals on the projects, and appointments are processed through the regional offices of the War Relocation Authority and of the Civil Service Commission.

In addition to Caucasian teachers on federal appointment, it is planned to use as teachers persons of Japanese descent whose general educational qualifications and experience are acceptable in the state in which the project is located. Where these teachers do not have credentials or sufficient experience in teaching, they will teach under supervision and receive instruction in principles and methods of classroom teaching. The state university or some other accredited teacher training institution in the state is being asked to assign a member of its faculty as supervisor of teaching for this purpose, the WRA to reimburse the institution for the salary.

All clerical and custodial services in connection with the schools will be performed by project residents, and, where this does not inter-

fore with the program of instruction, by students.

School Program

The broad framework in which the school program on relocation centers will operate is as follows:

1. The schools are being planned and will operate as community schools, and develop a program enlisting active student participation in the social and economic development of the relocation centers, incorporating these experiences as a basic part of the school curriculum.
2. The schools will operate on a year-round basis, with one month of summer vacation for all teachers and students. The school year will be organized to provide 180 days of classroom and vocational instruction leading toward high-school graduation, and a modified summer program with work opportunities through cooperative school and classroom projects and activities, training in arts and crafts, hobbies and leisure time activities, and recreation; as well as specialized vocational experience in such fields as agriculture, stock raising and construction.
3. The schools will meet state requirements for graduation from high school, and provide the courses necessary for entrance to college. They will combine this with their own 'core curriculum' and requirements for graduation.
4. School attendance will be compulsory from 6 to 18 years of age, or graduation from high school. High school students above 16 specializing in certain vocational fields, may, under the direction of the superintendent of education, spend one half their time in apprentice training or work experience on project enter-

prises, during the regular school year.

5. Students above 16 engaged as apprentices or employed on project enterprises shall be eligible for pay and for membership in the work corps. Students working in school project shall not be entitled to payment.
6. All students will be expected to take some vocational training before graduation from high school. Where this is not possible during the regular school year, it can be taken as part of the summer program.
7. All instruction will be English, and Japanese language schools will not be permitted to operate.

In working out the school curriculum state departments of education and state universities are being consulted.

Project directors, chiefs of the community services branch, and the superintendents are being asked to agree upon definite responsibilities to be assigned to the schools for production of food or clothing, for construction, repair, and maintenance and operation of community facilities; and the project directors have been asked to arrange for schools to have the assignment and use of such land, machinery and equipment and other supplies as are necessary to carry out these responsibilities.

Since a major part of the vocational training of students in high school must be obtained through work experience in the offices, enterprises, institutions and services on the project, and will be carried on on an apprentice training basis, the placement and vocational training program of the school must be closely correlated with the employment program on the project and meet project requirements and needs.

School enterprises carried on by students under school supervision

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will give work experience and training to students of all age levels. These enterprises should be worked out with project personnel and related to project needs. They might include, in the field of food production, such activities as poultry raising, bee keeping, dairying, hog raising, and small specialty crops, in construction, erection of small buildings, sheds, fences, etc., and the building of play ground and recreation equipment and of school furniture; in other fields, research assignments of various kinds, - weather recordings, special clean-up or policing jobs, etc.

Nursery Schools

Because of crowded living conditions, lack of privacy, and changes in the character of family living likely to result from the new housing and eating arrangements, and the increasing employment of mothers on project enterprises, it appears essential to provide supervised play and rest periods for young children. Day nurseries will be operated by project residents under the supervision of a qualified leader, and will be combined with instruction in parent education. The nursery schools will be used in connection with training in child care and home management for high school students.

Adult Education

Adult education should be an important part of the community education program. No funds are available for the payment of teachers or the purchase of supplies for these classes at the present time, and the adult program must, therefore, depend largely on assistance from teachers employed in the regular school program, project employees, and project residents.

APPROVED RELOCATION AREAS

CENTRAL UTAH, MILLARD COUNTY, UTAH: Capacity 10,000. Area 10,900 acres, three miles north of Delta, Utah. Elevation 4,700 feet. Extreme temperatures range from 100 to 15 or 20 below zero. Annual precipitation about 8 inches.

COLORADO RIVER, YUMA COUNTY, ARIZONA: Capacity 20,000. Area 90,000 acres. Growing season practically continuous. Extreme temperatures range from 120 degrees to occasional freezing. Very little precipitation.

GILA RIVER, PINAL COUNTY, ARIZONA: Capacity 15,000. Area 16,467 acres. Elevation approximately 1,500 feet. Growing season practically continuous. Long hot summers, short mild winters.

GRANADA, PROWERS COUNTY, COLORADO: Capacity 8,000. Area 10,000 acres. Elevation approximately 3,400 feet. Average rainfall 15 inches. Snowfall about 14 inches. Average growing season about 165 days. Extreme range of temperatures from 100 degrees 15.

JEROME, CHICO AND DREW COUNTIES, ARKANSAS: Capacity 10,000. Area 10,000 acres Mississippi Delta Region. Average rainfall 52 inches. Average mean temperature 64 degrees. Frost-free period 230 days.

ROHWER, DESHA COUNTY, ARKANSAS: Capacity 10,000. Area 10,000 acres. (Practically identical conditions as Jerome)

MANZANAR, INYO COUNTY, CALIFORNIA: Located in the Owens River Valley in East Central California. Capacity 10,000. 6,000 acres. Elevation 4,000 feet. Long growing season, winters short but cold. Average precipitation 4 inches.

MINIDOKA, JEROME COUNTY, IDAHO: Capacity 10,000. Area 68,000 acres. Average rainfall 8 to 10 inches. Average growing season 138 days.

HEART MOUNTAIN, PARK COUNTY, WYOMING: Capacity 10,000. Area 46,205 acres. Elevation 4,600 feet. Growing season 115 days. Annual precipitation approximately 7 inches.

TULE LAKE, MODOC COUNTY, CALIFORNIA: Capacity 16,000. Area 30,000 acres or 47 square miles. Extreme temperatures range from 99 degrees to 27 below. Growing season averages about 130 days.

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For any specific questions for reference material you may write to Miss Elinor Bauman, Head of Documents Section, 362 Whitcomb Hotel Building, San Francisco. The Documents Section has available for administrative use a few official publications which will amplify the material contained in this pamphlet, and will refer you to the sources for material on specific subjects.

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THE PLACE OF SCHOOLS IN WAR RELOCATION CENTERS

The Birth of a Community.

The evacuation and resettlement in areas under military restrictions of large groups of people of Japanese ancestry, of whom a majority are American citizens by birth, creates conditions which will profoundly affect the educational program and the place of the schools in the Relocation centers. The communities will not spring into existence in response to any of the usual causes - discovery of gold, or oil, or opening up of factories, or construction. They are created by an act of government because of military necessity, and the people brought in under military control.

The population of each center is made up of individuals and families brought together from many different localities. The restrictions under which these new communities must operate will combine to create an environment totally unlike anything they have experienced before. It limits freedom of movement, right to engage in private enterprise, and prescribes in detail arrangements for housing, eating, and general living. In return every member is guaranteed security and protection, a common measure of food, shelter, clothing, medical attention, and schooling, and opportunity to work for a small fixed wage. Within this framework a large measure of self-direction and determination is encouraged, and freedom given to develop appropriate civic and social patterns and institutions. The communities are temporary in their present character, and are expected to disperse or be greatly modified after the war. The restrictions under which they now operate are also subject to revision

as circumstances and public opinion permit.

The evolution, out of amorphous assemblies of individuals and families ranging in numbers from ten to twenty thousand persons, into self-governing and self-supporting communities is a pioneering task of herculean proportions. The changes in family life and relationships which will be brought about by the new housing and living conditions; in economic relationships through the virtual disappearance of private enterprise; and in civic and social relationships through the absence of familiar forms of community organization and control, will cause a radical alteration of old social and economic patterns and require the creation of many new ones. In such a society every individual is a pioneer who must not only find his place in society and the community, but help to create the body of that society as he goes. The demands upon him in terms of ability to adapt and adjust, and to devise new social garments, are far greater than in an ordered society, even though that may be undergoing rapid change. The fact that in the beginning there can be little effective established leadership and few recognized channels of group action is likely to render the process a fumbling and painful one.

Task of the schools in the Relocation Centers.

The primary task of the schools in the Relocation centers is to develop an educational program which will promote understanding of American ideals and loyalty to American institutions and train for the responsibilities of citizenship, of family, and for economic independence both on the projects and in communities to which the students

may return. The schools must provide the interpretation necessary to help individuals and groups to adjust to the shocks of evacuation and to the unusual conditions of life within the Relocation centers, and prepare them for reabsorption with a minimum of handicap and friction into normal civilian life. The schools must be responsive to conditions and needs within each center, and at the same time maintain standards which will enable students to transfer without prejudice to other schools, to enter colleges, and to obtain outside employment; and they must provide sufficient contacts with the main currents of American life outside the area to prevent intellectual stagnation and inbreeding.

The school is perhaps the most important institution carried over into the Relocation Centers, and the one least changed in its functions. It can become, in a measure often dreamed of by educators but seldom realized, an effective instrument of community planning and building, participating through its recognition of the potential contribution of its students, and the devising of means for its realization, in every phase of community life, lending its facilities and its membership for all types of activities and interests.

Educational Policy of the War Relocation Authority

The War Relocation Authority recognizes the value of the American tradition which assigns to state and local governments responsibility for the creation, maintenance and control of the public school system; and its policy is to establish schools on the Relocation centers which will be a part of, or affiliated with, the public

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Wash. Educ. F.S. E2.60
WRA Library Washington

THE EDUCATIONAL PROGRAM FOR EVACUEES

OF JAPANESE ANCESTRY AT TEN WAR RELOCATION CENTERS

Material Assembled and Prepared by
Lester K. Ade, Education Consultant, W.R.A.

INTRODUCTORY STATEMENT: Circumstances surrounding the evacuation

and resettlement in areas under military restrictions of large groups of people of Japanese ancestry, of whom a majority are American citizens by birth, create conditions which profoundly affect the educational program and the place of the schools in the relocation centers. The communities have been created by an act of government because of military necessity.

The population of each center is made up of individuals and families brought together from many different Pacific Coast localities. The restrictions under which these new communities must operate will combine to create an environment totally unlike anything they have experienced before. It limits freedom of movement, right to engage in private enterprise, and prescribes arrangements for housing, eating, and general living. In return every member is guaranteed security and protection, a common measure of food, shelter, clothing, medical attention, and schooling, and opportunity to work for a small fixed wage. The communities are temporary in their present character, and are expected to disperse or be greatly modified after the war. The restrictions under which they now operate are also subject to revision as circumstances permit. The evolution, out of assemblies of individuals and families brought together in numbers from seven to nineteen thousand persons, into self-governing and self-supporting communities is a pioneering task of herculean proportions.

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Plans for the school program in the relocation centers have been discussed with a number of education leaders, with members of Japanese groups, and with various social agencies and organizations which have served the Japanese in the past, and their recommendations have aided in determining the broad outlines of the program under which the schools will begin operations this year, and the procedures to be followed in setting it up. Agreements have been entered into

between the War Relocation Authority and State Boards or Departments of Education of the seven states in which ten relocation centers have been established; namely: (1) California, (2) Arizona, (3) Idaho, (4) Utah, (5) Wyoming, (6) Colorado, and (7) Arkansas.

RELATION OF RELOCATION CENTER SCHOOLS TO STATE PUBLIC SCHOOL SYSTEMS: In setting up the educational program at relocation centers the War Relocation Authority has requested the assistance of the U. S. Office of Education in negotiating working agreements with state departments and state boards of education with respect to the relation of schools on the projects to the state public school system. The state departments of education are cooperating in planning and recommending the school curriculum, selection of personnel, and maintenance of educational standards. State departments or boards of education have been asked to appoint or approve boards of consultants to make semi-annual visits to the schools at the centers in the state, and to advise with state and project personnel on the education program.

PERSONNEL: A uniform salary schedule and qualifications for all positions in education has been set up. The regulations as to hours of work, annual and sick leave, deductions, etc., are the same as for other federal appointments. Selection of teaching personnel is being made by superintendents and principals on the projects, and appointments have processed through the regional offices of the War Relocation Authority and of the Civil Service Commission.

In addition to Caucasian teachers on federal appointment, it

is planned to use as teachers persons of Japanese descent whose general educational qualifications and experience are acceptable in the state in which the project is located. Where these teachers do not have credentials or sufficient experience in teaching, they will teach under supervision and receive instruction in principles and techniques of class-room teaching. The state university or some other accredited teacher education institution in the state is being asked to assign a member of its faculty as supervisor of student teaching for this purpose, the W.R.A. to reimburse the institution for the salary.

All clerical and custodial services in connection with the schools will be performed by project residents or evacuees of Japanese ancestry.

SCHOOL PROGRAM: The broad framework in which the school program on relocation centers will operate is as follows:

- a. The schools are being planned and will operate as community schools, and develop a program enlisting active student participation in the social and economic development of the relocation centers, incorporating these experiences as a basic part of the school curriculum.
- b. The schools will operate on a year-round basis, with one month of summer vacation for all teachers and students. The school year will be organized to provide 180 days of classroom and vocational instruction leading toward high-school graduation, and a modified summer program with work opportunities through cooperative school and classroom projects and activities, training in arts and crafts,

hobbies and leisure time activities, and recreation; as well as specialized vocational experience in such fields as agriculture, stock raising and construction.

- c. The schools will meet state requirements for graduation from high school, and provide the courses necessary for entrance to college. They will combine this with their own "core curriculum" and requirements for graduation.
- d. School attendance will be compulsory from 6 to 18 years of age, or graduation from high school. High school students above 16 specializing in certain vocational fields may, under the direction of the superintendent of education, spend not to exceed one-half their time in apprentice training or work experience on project enterprises, during the regular school year.
- e. Students above 16 engaged as apprentices or employed on project enterprises shall be eligible for pay and for membership in the work corps. Students working in school projects shall not be entitled to payment.
- f. All students will be expected to take some vocational training before graduation from high school. Where this is not possible during the regular school year, it can be taken as part of the summer program.
- g. All instruction will be English, and Japanese language schools will not be permitted to operate.

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THE EDUCATIONAL PROGRAM FOR EVACUEES
ANCESTRY
OF JAPANESE, AT TEN WAR RELOCATION CENTERS

152-673

INTRODUCTORY STATEMENT: Circumstances surrounding the evacuation and resettlement in areas under military restrictions of large groups of people of Japanese ancestry, of whom a majority are American citizens by birth, create conditions which profoundly affect the educational program and the place of the schools in the relocation centers. The communities have been created by an act of government because of military necessity.

The population of each center is made up of individuals and families brought together from many different Pacific Coast localities. The restrictions under which these new communities must operate will combine to create an environment totally unlike anything they have experienced before. It limits freedom of movement, right to engage in private enterprise, and prescribes arrangements for housing, eating, and general living. In return every member is guaranteed security and protection, a common measure of food, shelter, clothing, medical attention, and schooling, and opportunity to work for a small fixed wage. The communities are temporary in their present character, and are expected to disperse or be greatly modified after the War. The restrictions under which they now operate are also subject to revision as circumstances permit.

The evolution, out of assemblies of individuals and families brought together in numbers from seven to nineteen thousand persons, into self-governing and self-supporting communities is a pioneering task of herculean proportions.

THE ESTABLISHMENT OF THE WAR RELOCATION AUTHORITY: War in the Pacific, including sinking of American ships in American coastal waters, and continuing danger of attacks against Pacific Coast cities and war industries, made it necessary to consider the entire western coast as a potential com-

bat zone.

On February 19, 1942, President Roosevelt issued Executive Order No. 9066, empowering the Secretary of War or designated military commanders to prescribe military areas and to exclude any or all persons from such areas.

Lieut. General J. L. DeWitt, commanding general of the Western Defense Command and Fourth Army, issued Proclamation No. 1, March 2, 1942, defining military areas No. 1 and 2, on the western frontier. It was announced that future exclusion orders to cover all of Area No. 1, and certain zones of No. 2, would affect Japanese aliens, American-born persons of Japanese ancestry, and certain other aliens.

On March 18, 1942, President Roosevelt issued Executive Order No. 9102 establishing the War Relocation Authority to formulate and carry out a program for the planned relocation of persons evacuated from military areas.

In an order issued by Lieut. General DeWitt March 27, 1942, it was announced that effective at midnight, March 29, voluntary evacuation from the military area would cease, and after that date all evacuation would be on a planned, orderly basis to War Relocation Areas.

THE PROBLEM: The problem encompasses the lives and associations of nearly 120,000 individuals of Japanese ancestry who have been living in Military Area No. 1. The sudden uprooting of a whole segment of population arises from stern military necessity. The military and civilian agencies of the Federal government are cooperating to enable this mass migration to proceed in a planned, orderly, and decent manner.

The Japanese group is not preponderantly alien, as commonly supposed. Of those migrating, about 63 per cent are American-born citizens; 37 per cent are aliens of Japanese birth. The aliens, "Issei", are largely an

older group who came to this country as laborers and farm workers. Their average age is around 58 to 60. The citizens, "Nisei", are largely a young group, most of them educated or being educated in American schools. Their average age is around 22. More than one fourth of the entire population is made up of second-and third-generation children under 15 years of age.

Each relocation area was selected to meet the following requirements:

1. The area must provide WORK OPPORTUNITIES throughout most of the year for the population relocated there, such as
 - a. Development of land for irrigation, conservation of soil resources, flood control operations, and range improvement.
 - b. Agricultural production for foodstuffs required by the relocated community and to aid in the Food for Freedom Program.
 - c. Manufacturing of goods requiring a great deal of skilled hand labor, including products needed by relocated communities, and in the national production program. Some possibilities are wood products, clothing, ceramics, netting, woven and knitted materials.
2. Each area must be accessible to TRANSPORTATION, LAND, WATER, POWER, adequate to meet the needs of the new community.
3. Each area must be able to support a MINIMUM POPULATION of 5,000 persons. A minimum of protection, efficient administration of the program, and effective development of community services such as schools, hospitals, and fire-control facilities dictated the decision that communities be at least this size.

FUNCTION OF THE SCHOOLS IN THE RELOCATION CENTERS: The primary function of the schools in the relocation centers is to develop an education program which will promote understanding of American ideals and loyalty to American institutions and train for the responsibilities of citizenship, of family, and for economic independence both on the projects and in communities to which the students may return. The schools must pro-

vide the interpretation necessary to help individuals and groups to adjust to the shocks of evacuation and to the unusual conditions of life within the relocation centers, and to prepare them for reabsorption with a minimum of handicap and friction into normal civilian life. The schools must be responsive to conditions and needs within each center, and at the same time maintain standards which will enable students to transfer without prejudice to other schools, to enter colleges, and to obtain outside employment; and they must provide sufficient contacts with the main currents of American life outside the area to prevent intellectual stagnation and inbreeding.

The school is perhaps the most important institution carried over into the relocation centers, and the one least changed in its functions. It can become, in a measure often dreamed of by educators but seldom realized, an effective instrument of community planning and building, participating through its recognition of the potential contribution of its students, and the devising of means for its realization, in every phase of community life, lending its facilities and its membership for all types of activities and interests.

The War Relocation Authority recognizes state and local governments responsibility for the creation, maintenance and control of the public school system; and its policy is to establish schools on the relocation centers which will be a part of, or affiliated with, the public school system of the state in which the center is located, and responsible to the direction of a local elected school board. It recognizes also the responsibility in a pioneering community to enlist through the schools the constructive services of children as well as adults in the formation of a healthy community life and the educational value of partnership in community enterprises; and proposes to give the schools every encourage-

ment and help in developing programs making possible such participation.

Plans for the school program in the relocation centers have been discussed with a number of education leaders, with members of Japanese groups, and with various social agencies and organizations which have served the Japanese in the past, and their recommendations have aided in determining the broad outlines of the program under which the schools will begin operations this year, and the procedures to be followed in setting it up. Agreements have been entered into between the War Relocation Authority and State Boards or Departments of the seven states in which 10 relocation centers have been established, namely: 1. California, 2. Arizona, 3. Idaho, 4. Utah, 5. Wyoming, 6. Colorado, and 7. Arkansas.

RELATION OF RELOCATION CENTER SCHOOLS TO STATE PUBLIC SCHOOL SYSTEMS:

In setting up the educational program at relocation centers the War Relocation Authority has requested the assistance of the U. S. Office of Education in negotiating working agreements with state departments and state boards of education with respect to the relation of schools on the projects to the state public school system. The state departments of education will cooperate in planning and recommending the school curriculum and program, selection of personnel, and maintenance of educational standards. State departments or boards of education will be asked to appoint or approve boards of consultants, to make semi-annual visits to the schools at the centers in the state, and to advise with state and project personnel on the education program.

SELECTION OF PERSONNEL: A uniform salary schedule and qualifications for all positions in education has been set up. The regulations as to hours of work, annual and sick leave, deductions, etc., is the same as for

other federal appointments. Selection of teaching personnel is being made by superintendents and principals on the projects, and appointments have processed through the regional offices of the War Relocation Authority and of the Civil Service Commission.

In addition to Caucasian teachers on federal appointment, it is planned to use as teachers persons of Japanese descent whose general educational qualifications and experience are acceptable in the state in which the project is located. Where these teachers do not have credentials or sufficient experience in teaching, they will teach under supervision and receive instruction in principles and techniques of class-room teaching. The state university or some other accredited teacher education institution in the state is being asked to assign a member of its faculty as supervisor of student teaching for this purpose, the WRA to reimburse the institution for the salary.

All clerical and custodial services in connection with the schools will be performed by project residents or evacuees of Japanese ancestry.

SCHOOL PROGRAM: The broad framework in which the school program on relocation centers will operate is as follows:

1. The schools are being planned and will operate as community schools, and develop a program enlisting active student participation in the social and economic development of the relocation centers, incorporating these experiences as a basic part of the school curriculum.
2. The schools will operate on a year-round basis, with one month of summer vacation for all teachers and students. The school year will be organized to provide 180 days of classroom and vocational instruction leading toward high-school graduation, and

a modified summer program with work opportunities through cooperative school and classroom projects and activities, training in arts and crafts, hobbies and leisure time activities, and recreation; as well as specialized vocational experience in such fields as agriculture, stock raising and construction.

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Who?

Address Before Southern California School Supervisors Convention,
State Building, Los Angeles, May 13, 1944 - 9:30 A.M.

What Has Happened to Aliens and American Citizens of Japanese Ancestry?

I welcome this opportunity to meet with the School Supervisors of Southern California. For twenty years I was an educator in this state. Fifteen of those years I served as a supervising principal, so I am acquainted somewhat with your problems. For the past two years I have been a part of one of the most interesting and, at the same time, one of the most difficult programs arising out of war-time America. Because of my own experience as an educator, I feel that you school supervisors will be interested in what we have been doing. This, I am sure, is especially so since 70,000 of these people are the products of our own school systems. I can best describe this program to you by telling you (1) how the War Relocation Authority came into being, (2) what it was charged with doing, and (3) how it has carried out its functions.

I want first to give you some related facts concerning the population and location of these people of Japanese ancestry in Continental United States. According to the 1940 census report, there were 126,947 aliens and American citizens of Japanese descent residing here. They were to be found mostly in the West. The three West Coast states -- California, Washington and Oregon -- contained approximately 112,000. Practically all of these came under the evacuation order. The other 15,000 lived outside the military area in various scattered sections of the Nation. These people have never

been apprehended in any way - that is, these people of Japanese ancestry living outside the military area. Except for a few minor restrictions imposed on all enemy aliens, they have for all intents and purposes been as free as you and I.

Of the 112,000 along the Pacific Coast, approximately 71,000 were American citizens and 41,000 were aliens. Their population in California was nearly 94,000; in Washington it was a little over 14,000; and in Oregon approximately 4,000. Over 31,000 or nearly one-fourth of all of them in the United States lived in Los Angeles County. This was about the situation on December 7, 1941.

Establishment of the War Relocation Authority

For over two months following December 7, the situation developed somewhat normally with some gradual rising of feeling against persons of Japanese ancestry along the Pacific Coast. On February 19, 1942, the President issued an Executive Order under the terms of which the Secretary of War, or any military commander the Secretary might designate, was empowered to prescribe military areas and to provide for the exclusion from such areas of any persons whose presence was deemed "prejudicial" to the national defense.

Throughout most of the month of March, 1942, people of Japanese ancestry residing within the prescribed West Coast military area were freely permitted, and even encouraged, to move out voluntarily and resettle inland on their own initiative. The original plan of the military was that a considerable portion of these people would be able to establish themselves outside the Western military area with a minimum of Government assistance. Under this plan some 7,000 of them did migrate to other parts of the country and have never been apprehended in any way.

- 3 -

On March 18, 1942, the President signed an Executive Order, establishing the War Relocation Authority and directing it to provide for the relocation of persons evacuated from military areas. The principal aim behind the creation of this new agency was to relieve the military of the complicated and burdensome job of maintaining and re-establishing a dislocated people.

Right here I want to emphasize two points. First, according to a White House statement, the evacuation "was a precautionary measure and carried no implications of individual disloyalty." Second, the name of the Authority signifies the purpose for which it was established. It was not called the War Detention Authority or the War Internment Authority. It was called the War Relocation Authority. In the Presidential Order establishing it, it was clearly stated that "the director .. is authorized and directed to formulate and effectuate a program for the removal .. of persons or classes of designated persons under such Executive Order, and for their relocation, maintenance, and supervision." That the military had no plan for permanent detention in mind is quite evident, since its first order of evacuation was a purely voluntary one.

Before the Authority was more than a week old, however, it became evident that such a large scale migration could not be accomplished except on a controlled and orderly basis. In many communities in the inter-mountain area, there was a strong protest against the arrival of evacuees from the Coastal zone. It soon developed that there was no place to which 105,000 more people might move. Consequently, on March 29, the Commanding General of the Western Defense Command issued a proclamation prohibiting further voluntary evacuation and "freezing" these people in their homes

until they could be moved by the military. The military moved them from their homes into 15 temporary Assembly Centers located in various sections of the three States. Some of the large race tracks and fair grounds were used for this purpose. Here these people lived in some congestion pending the construction of barracks on the sites selected for the relocation centers.

The Relocation Centers.

These ten large relocation centers were established in widely separated inland points - two each in California, Arizona, and Arkansas; one each in Colorado, Idaho, Utah and Wyoming. Most of them had to be established in sparsely settled, uninviting environments, since little land was available except desert or swamp. The centers were built by the U.S. Army Engineers at the request of the War Relocation Authority. However, they have been managed from the beginning by the Authority. Movement started from the Assembly Centers into the Relocation Centers in May, 1942, and the last of the 105,000 arrived at the Jerome Center in Arkansas in November.

With the exception of the 20,000 who have since been relocated throughout the Mountain States, Midwest and East, the evacuees are now housed in the Relocation Centers in barracks of frame construction quite similar to Army barracks. Most of them have tar paper roofs. Each barrack, which is 20x100 feet long, is partitioned off into family apartments 12x20 to 20x25 feet depending on the size of the family. All members of the family live together in a one-room apartment. A military cot for each member of the family and a stove for heating are the only articles of furniture. Most of the occupants built in shelves or used home-made furniture made from scrap lumber picked up around the project.

Take, for example the Yamamotos. Mr. Yamamoto was a dentist in

San Francisco. His wife was prominent in P.T.A. work, having been deeply interested in the progress of her two children, a son and a daughter, through the San Francisco schools. These two young people are now in their early twenties, the young man hoping to become a dentist like his father, after the war; the daughter recently married. All five people were occupying one room, 20x25, when I saw them a year ago in the Gila River Project. They had strung curtains across the room on wires for privacy.

There is no running water in the barracks, no bath or toilet, and no cooking facilities. Each block of 12 barracks, accommodating between 250 and 300 people, is supplied with a bath house, a laundry building and a mess hall where meals are prepared and served cafeteria style. The food is nourishing and plain. All eat the same food. The War Relocation Authority has set a maximum of 45¢ a day per person for food, but the actual cost averages about 39¢ to 40¢ per person a day. All OPA ration provisions and regulations are strictly followed.

Government

The exterior boundaries of the centers are guarded by detachments of military police. The maintenance of law and order within the center is the responsibility of the War Relocation Authority. The basic policy has been to provide the fullest possible autonomy for the evacuees in the conducts of their community affairs. This is true now in all the centers except Tule Lake. Representatives are elected from each block and form a community council which serves as an intermediary between the official staff of the Authority and the community.

What of Their Education?

Education, as you know, means much to Japanese Americans. After their evacuation in 1942 it soon became evident that the large number of school children in the evacuated groups should not and could not under American standards be denied the privilege of making normal educational progress in American schools. The communities and states where the new centers were located could not and probably had little obligation to provide educational facilities for these pupils. And so in addition to housing, food, and medical care, the Government agreed to provide schools through the high school level.

The building of schools was a pioneering educational job. Literally an educational system had to be constructed from the sands and sage brush of the desert. Within a period of four months an administrative staff had to be assembled and teachers employed for ten different centers, each averaging 2,700 pupils. You know how difficult it has been to find teachers during the last two years. Add to this the fact that these communities were in the least favorable environments in America, plus the fact that they had to do with the education of a very unpopular minority, and you will have some idea of our difficulties.

A sufficient number of teachers were not secured, so as a final resort, evacuee teachers were employed to make up for the deficiency. However, very few of these were found who had taken courses in education or who were certificated teachers. The teaching profession had been virtually closed to them in American communities. As a solution, a supervisor of teacher training was employed on each project and teacher education proceeded right on the job in a laboratory situation. Some of the teacher training institutions arranged so that, while the evacuees were having their practice teaching

experience in the centers, they could be carrying on their college work by extension. Through the cooperation of state departments of education, temporary certificates could thus be granted and center schools would not suffer through lack of accreditation.

Other almost insurmountable difficulties which presented themselves were due to the fact that the evacuation brought to the WRA centers many families who resented the evacuation and many pupils and parents who were dismayed in new and strange surroundings. In general there was an air of discouragement. WRA officials realized that this feeling might lead to difficulties and most surely to an attitude of resignation and an apathy towards the future unless new hopes could be aroused and new ambitions developed to serve as incentives to future planning. One of the most valuable assets on which these plans could be based was the resilience of youth. It was hoped through the youth and through parental ambitions to reinstate their children in normal American communities and that thus new vistas might be opened. It was also realized that the schools could make a substantial contribution to this ideal.

Organization and Problems

When the schools were opened other difficulties were encountered. Comparable American precedents were unavailable. Community customs and mores had not evolved. That school faculty coherence so essential to a unified school system was yet to be developed. The lack of adequate facilities, school rooms without seats, one textbook for several students, and few of the ordinary school comforts were enough to discourage pupils and teachers. Optimistic hopes of modern, comfortable, well equipped buildings soon faded and an attempt was made to adapt existing resident

barrack rooms to school use. Building materials and labor were scarce, hence, school plant improvements were repeatedly delayed. However, *of MRA admin staff faculty together with the* the drive ~~and~~ interest of ~~faculty~~, students and parents gradually brought results. Useable school plant facilities were developed, and supplies and equipment were made available. Much of it was improvised on the center by the students themselves. Extensive recruitment programs brought new teachers to the schools. Some found it difficult to adapt to local conditions, others failed to meet the needs of the center schools, but as the months passed the centers were able to bring together a body of qualified teachers to serve as the nucleus of a school organization.

School Planning

School needs developed so rapidly that comprehensive overall planning was delayed. As the local programs developed the educational leaders realized that the ideal of guiding pupils to desire the better things of life and assisting them to acquire the ability to satisfy these desires and ambitions were applicable to these children of Japanese ancestry. It was evident that these schools must promote an understanding of American ideals and institutions and educate for responsible citizenship. In addition the schools must aid in adjusting to evacuation and in preparing for satisfactory reabsorption into normal civilian life. It was also realized that the schools must meet the needs of individual students and that they must provide for the students, and through them to the parents, contacts with the outside world that might aid in preserving an interest in living in normal communities. Even with these added obligations, it was evident that the schools must provide standard approved educational programs that the pupils might make acceptable educational progress while temporarily withdrawn from normal American communities.

Scope of Education Program

The school organization and the basic educational programs are those found in other American communities. The elementary schools are composed of the kindergarten through grade six. The secondary schools grades seven to twelve inclusive.

In addition to the regular elementary and secondary programs the schools provide comprehensive nursery and adult education programs. These programs are supervised and directed by appointed staff members but otherwise are staffed by evacuee employees. The nursery schools provide for pre-school children an opportunity to become familiar with American customs and to develop some ability in the use of the English language that they may make normal educational progress when they enter the elementary grades. ✓

The educational program for adults is divided into two parts known as adult education and vocational training. These programs have two major purposes, that of preparing for relocation and that of training needed workers for essential center employment and activities. The adult education program provides specific training in the use of the English language. It is also organized to provide information on business and occupational opportunities outside the center and on living conditions, community life, opportunities and limitations in outside communities. The vocational courses available to a smaller number of people provide training in a few selected occupations or trades that leads to employment in the occupations on the center and in outside communities.

Educational Contributions

Although subject to many limitations the WRA schools do contribute to the present and future welfare of the residents of the community. Pupils cut off from former associates and community relationships find in the schools a

definite link with past lives and possible futures. The schools aid the pupils in maintaining American interests, habits, and standards of thinking and living. Facile, impetuous youth which might easily have become a disturbing influence in the centers, through school interests and influence became a stabilizing agency. Parental interests in the children aided in maintaining closer community organizations and in developing an interest in planning for outside living.

The schools also play an important part in the relocation program. Nearly all of the adult education program is beamed on relocation and ~~assim-~~ ^{adjust-} ~~ilation~~ ^{ment} of evacuees into normal American communities. The vocational training program provides specific training for certain types of employment on the center and in outside communities. Language difficulties, barriers to successful relocation, were given specific attention in direct class work and in related activities. Throughout the whole program specific attention has been given to developing with the evacuees an understanding of relocation which to them looms as a major pioneering event.

Provision for College Students

Provision was made for college students to leave the centers to attend colleges outside the military area, provided they had been satisfactorily cleared for such leave and provided arrangements had been made for enrollment in a college. However, a college education is expensive, and by the process of evacuation many parents had been deprived of their earning power and source of income. Scholarships through private agencies assisted some of the students; others were self-supporting. Many of these students have achieved unusual distinction, and, on the whole, the student bodies have welcomed and included them without question into the life of the college.

Americanization

Americanization is stressed in all the centers in local government, community activity and education, and on the whole Americanism prevails. The schools from the nursery schools on up, emphasize American culture. There are also adult education classes and discussion forums. Before leaving San Francisco, I received this report from the Director of Adult Education at the Rivers, Arizona, Relocation Center. It says that Americanization classes are "swamped" with students trying to prepare themselves for resettlement and a place in American life, while vocational classes for the same reason, likewise have a large and eager attendance. American organizations such as the Boy Scouts, Girl Scouts, Y.M.C.A., Y.W.C.A., American Red Cross, various Christian Church organizations, and the P.T.A. have branches in the centers.

In this connection, Mrs. W. A. Hastings, national president of the Congress of Parents and Teachers, has just visited the relocation center at Manzanar. In addressing the San Francisco P.T.A., later, she commented as follows: "We have a very large Parent Teachers organization at Manzanar..
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The Parent Teach/organization can do a fine job in racial relations and it is a job well worth the doing. It has been aptly said, "If we can't live together, we can't live at all.'" A recent issue of the Manzanar Free Press stated that 784 parents have joined the National Congress of Parents and Teachers.

The evacuees are making substantial purchases of War Bonds and stamps and are contributing generously to various war drives. Several of the projects have USO Centers or similar arrangements to entertain soldiers of Japanese ancestry who come back to the Relocation centers to visit families or friends while on furlough. Before Selective Service was recently

applied, there were about 9,000 people of Japanese ancestry already serving in the United States Armed Forces, ~~the~~ majority volunteers. More than 1,200 young men in relocation centers who were firm in their conviction that America was worth fighting for, volunteered for service. Selective Service inductions are now increasing the number in the Armed Forces. (See 12-a) *Insert*

Many of us fail to distinguish between the American-born Japanese about whom I have been speaking and the Japs we are fighting in the Pacific. It should be remembered that these people have been placed in relocation centers temporarily as a matter of expediency and only until such time as arrangements can be made for their resettlement in non-military areas.

Most of the Japanese-Americans have taken the evacuation in good spirit believing that the proof of their loyalty to the United States lies in their willingness to comply with the orders of the Government.

From the standpoint of American citizenship, the evacuation is creating difficulties. Those of the younger generation, born and educated in this country, are entirely American in their ways of life. Many of them know no other language than English. However, isolated in a community with a strong Japanese background, they are absorbing the Japanese culture, learning the Japanese language for the first time, and are taking to Japanese games and sports. One well-educated Japanese parent complains that his children, who have always spoken excellent English, are now using broken English learned from older Japanese living in the same barracks.

Relocation

Plans have been under way for the past year and a half to move these people out of the centers to other sections of the nation outside the military zone. The War Relocation Authority has a record of every evacuee seventeen years of age or older telling the evacuee's education, affiliations, foreign

12-a

The record of the 100th Infantry Battalion composed entirely of Japanese Americans has been so significant on the Italian front that the War Department has seen fit to extend the Selective Service Act to all Japanese Americans on the same basis as to other Americans.

They have been in the forefront of the fighting from Salerno to ~~Cassino~~. *It is reported that a majority* ~~40 percent~~ of their number are casualties. Their behavior under fire and their combat discipline have received the praise of General Clark. They have fought with tremendous bravery, sustained stiff casualties and carried heavy loads uncomplainingly.

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travel, employment, religion, and other pertinent facts, in addition to his own statement of allegiance to the United States. We have consulted the files of Federal intelligence agencies, including the Federal Bureau of Investigation, for any information available there on the people in the centers whose eligibility for leave was receiving our attention. On this record it is ~~possible to~~ determine ~~with some degree of accuracy~~ which evacuees are eligible for indefinite leave. Those with unfavorable records or who wish to be sent to Japan after the war, have been segregated and confined at the Tule Lake Center.

If Californians do not wish the Japanese Americans back here after the war, they should understand more thoroughly the plans of the War Relocation Authority for relocating these people in other states outside the western military zone. We believe that, if present relocation plans are successful, many of the relocated evacuees will take root, settle down and never desire to come back to California. Therefore, it is important that relocation be carried on now in order to relieve the "Little Tokyo" and western problem. Our present plans obviate the formation of these isolated cultural and racial colonies. It is the policy of the War Relocation Authority to encourage the evacuees to scatter over wide areas, and to avoid congregating in colonies. The purpose is to stimulate their integration into normal life of the communities where they relocate. As a result of the relocation program, people of Japanese ancestry who formerly lived in this comparatively narrow strip along the Pacific Coast are now spread out clear across the remainder of the country. About 7,000 of these former West Coast residents have relocated in the Rocky Mountain States, with Utah and Colorado receiving the largest numbers. More than 12,000 have sought homes in states farther east, particularly in the Great Lakes Region.

Just as other Americans are doing, these people are engaged in the agricultural job of contributing to the Nation's food supply as well as helping to relieve manpower shortages in factories, shops and offices. We feel that this is economically sound, that it is far better to have these people out contributing to the wealth and welfare of the nation than to keep them in the centers and contribute to their maintenance.

Leave Procedures

The leave procedures have been approved by the Department of Justice as sound from the standpoint of national security and have been endorsed by the Manpower Commission as a contribution to National Manpower needs.

Permission to leave is granted only when the following conditions are met:

(a) There is nothing in the record of the person to indicate that he would be dangerous to society or the national security.

(b) He has a place to go and a means of supporting ~~himself~~.

(c) ~~There is evidence that his presence in the community to which he wishes to go will not cause dissatisfaction.~~
The community to which the evacuee wishes to go will accord him just and fair treatment.

(d) The evacuee agrees to keep the WRA informed of his address at all times.

The success of this program depends in large measure on the attitude of people on the outside. The road of the evacuee leaving the security and safety of the relocation center and facing a future of uncertainty is not an easy one. It should be the duty of all good American citizens to prove to these people that American citizenship has a real meaning and that bigotry, persecution and race prejudice are not consistent with the ways of American democracy.

There is probably no person in the United States who understands the Japanese people better and has more reason to detest and hate the philosophy of our Japanese enemy than does the Hon. Joseph C. Grew, former United States Ambassador to Japan. His attitude toward American citizens of Japanese ancestry, therefore, might well be accepted as the pattern we might all follow with justice and safety. I quote from an address delivered by him at Union College, Schenectady, New York, April 26, 1943:

"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."