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April 20, 1942

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MEMORANDUM FOR: Mr. E. R. Fryer

SUBJECT: Regulations for camp operations

The following are some of the subjects which should be covered by instructions or regulations in the operation of evacuee settlements.

A. Fire regulations
   1. Prohibit the keeping of highly inflammable materials in or near buildings.
   2. Disposal of trash.
   3. Prohibit the use of naphtha or gasoline near wooden buildings.
   4. Prohibition of any substitute, such as copper pennies, for light fuses.
   5. Report of any danger in light wire installation.
   6. General care to prevent fires especially in connection with cigarettes, pipes and other smoking materials and of electrical devices especially irons and any hot plates.

B. Actions in case of fire

   1. How to give fire alarms and how fire alarms will be announced to the camp organization for fire fighting.
   2. Fire districts
      (a) Fire fighting personnel from the immediate and adjacent districts (with fire equipment provided) carried by fire fighting personnel.
      (b) Fire fighting personnel to stand ready on call from more distant districts.
      (c) Guard and salvage personnel (Who keeps the crowd away) Who removes property from buildings threatened by the fire? Who guards such property? Signal when fire is out.
      (d) Watchmen to remain in vicinity of fire to give alarm in case of recurrence.

C. Police regulations
   1. Curfew on lights? What lights should be kept burning in buildings and halls at all times? Street lights, if any? Who responsible for turning street lights off and on? Watchmen if any for posts.
   2. Police regulation reference pets (Suggest that Japanese who made arrangement for their pets to be kept until the owners are established in the reception center be permitted to have those pets at the settlement.)
      (a) Inoculation of dogs for rabies.
      (b) Reference dangerous or disturbing pets.
      (c) Reference keeping of domestic animals in the vicinity of settlement buildings.

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3. Regulation reference children and areas prohibited to children.
4. Police action in case of domestic disturbances.
5. Regulation reference leaving project area.

D. Utilities
1. Reports of water waste and excess use of electricity.
2. Regulations for conservation of water and electricity.
3. Whom to call for water and plumbing repairs at all hours.
4. Whom to call for electrical repairs at all hours.
5. Whom to call for building maintenance.
6. Whom to call in case of medical emergency.

E. Local Government
1. Person in charge of each block or other division.
2. Method of selecting local governing bodies.
3. Powers and authorities of local governing bodies.
4. Courts
5. Marriage regulations
6. Birth registration
7. Burial procedure
8. Requirements on condition of premises (storage of surplus household property on premises?)
9. Cleaning of streets.

F. Information
1. Hours mail is sent.
2. Hours Post Office is open.
3. Mail Delivery system.
4. Bulletin Board announcements.
5. Offical information thru block or other division leaders.
6. Banking arrangements.
7. Hours, storeroom of Evacuees' property will be open.

G. Economic Management Regulations
1. Labor required of enrollees, type and kinds.
2. Labor required of others if any.
3. Method of informing enrollees of tasks (Block or other division leader, daily?)
4. If motor transportation used, when and from what places it leaves for work and returns personnel from work.
5. Community garden labor requirements.
6. Procedure to be followed by those who are taken sick and cannot work. (Report made to block or division leader by member of family at hour when work is assigned?)

7. Safety precautions and regulations for garages, men working in shops, personnel riding in trucks, personnel operating tractors and other heavy machinery.

H. Health and Sanitation
1. Prescribed inspections of quarters and buildings if any.
2. Taking of food from mess halls. (Some should be allowed for children)
3. Garbage at quarters. How disposed of?
4. Quarentines (Who affected?)
5. Segregation of persons with communicable diseases.
6. Regulations reference use of eating utensils.
7. Sleeping screens or partitions.
8. Insect and pest eradication
9. Head and foot sleeping arrangements in adjacent beds.
10. Ventilation.
11. General hours for infirmaries. (Emergency regulations.)

I. Mess Regulations
1. Hours for mess and method of announcing when meals are served.
2. Hours for children under 4 and nursing and pregnant mothers.
3. Provisions for late mess.
4. Conduct within mess halls.
5. Waste of food.
6. Mess complaints and suggestions.
7. Washing of eating utensils and dishes.
8. Mess attendants (Hours, regulations as to uniform, cleanliness, duties, relief in case of sickness, food handlers' requirements.)
9. Theft or embezzlement of food.
10. Mess hall regulations
11. Mess kitchen regulations.

J. Traffic
1. Speed limits
2. Streets and areas prohibited to motor vehicles.
3. Horns and sirens.
4. Skating and coasting.
5. Pedestrians walking on roads.

K. Community Enterprises
1. Hours of business
2. Credit authorization if any.

L. Government Property
1. Responsibility of enrollee for government property entrusted to him.
2. Responsibility of enrollee for property issued for the use of his family and himself.

3. Reports of loss and damage.

M. Miscellaneous
1. Contraband articles not to be in possession of evacuees.
2. Liquor and narcotics prohibited, except in hospitals under orders of a physician.
3. Fishing regulations.
4. Telephone calls--prohibited excepting by special arrangements.
5. Telegrams
6. Religious activities
7. Literature (Distribution of any literature containing matter of a seditious nature prohibited.
8. Reports and complaints
9. Visiting of Project Headquarters
10. Visitors, passes and permits.

Col Crew.

May 5, 1942

To: John Provinse

From: M. S. Eisenhower

Subject: Priorities in the Work of the Community Management Div.

1) The Colorado River Relocation project will soon be in full swing. Within two weeks we may take over management of the Owens Valley Relocation project. And self-government of a sort is making headway in the assembly centers.

These three facts indicate the need for our developing quickly the broad principles of project self-government.

I am sorry that neither you nor I attended the preliminary meeting in San Francisco. Philip Glick has given me the gist of the discussions. My suggestion is that you, in consultation with the Solicitor, draw up the plan. Plenty of officials--in the Bureau of Indian Affairs, Federal Security Agency, etc.--would like to make suggestions. Only time will limit the amount of aid you can obtain.

I have only a few rough suggestions.

We should make some distinction between citizens and non-citizens. Perhaps only citizens should vote for all officials in the regular project government, with the non-citizens electing an advisory council.

At least one police official, if not more, should be deputized by an agency normally exercising police power. Self regulation seems wholly desirable up to the point of serious trouble; if that occurs we must have on hand someone with athority to act.

The system should be simple and as nearly parallel to existing democratic structure as possible. Innovations should be reserved for wholly new situations.

Is it possible to formulate the broad principles and to publish

the first regulations within the next two weeks?

2) I am asking Mr. Clarence Pickett to head a committee which will try to find opportunities for American-citizen Japanese students in mid-western colleges and universities. I did this after encountering a hopeless bureaucracy in the general region of the Office of Education and the American Council on Education. I am anxious to get out an announcement early in the week so as to give some small lift to the evacuees and to let liberal educators know that we haven't quite gone haywire.

3) We are going to be short of doctors. The shortage of trained nurses will be more acute. There are practically no nurses' aides.

Doctor Martha Eliot of the Children's Bureau tells me that 25 young doctors, who are conscientious objectors, are looking for an opportunity to make some contribution. Also refugee doctors may be a possibility.

WCCA, with our help, should initiate in the assembly centers systematic training of nurses' aides. The Red Cross should provide first-aid training for all who will take it. (There are rattlesnakes at Parker!)

4) A $5,000,000 annual bill for elementary and high school teachers scares me a little. I've asked Dr. William Haber whether he can find any foundation money. Presumably Japanese teachers, at project wages, can fill some of the positions. Perhaps the State of California will pay for teachers at Manzanar and Tule Lake. Other States may help a little. But if we have to obtain even $4,000,000 a year, shall we go after a direct WRA appropriation or try to have the Bureau of the Budget put the estimate in with the estimate of the Office of Education?

5) Through WCCA, we should initiate all types of activity in the assembly

the assembly centers. Why should not nursery school education get under way at once? Why should not evacuees be making school furniture now? Would universities on the Coast be willing to give special courses this summer in the assembly centers?

6) WCCA has agreed to turn over to WRA all assembly center materials. We can have each assembly center evacuated gradually so that the Japanese can take down the buildings carefully. We will then ship these materials to relocation centers and use them in building schools, improving housing, etc. I wonder if Harvey Coverley has a few architects planning simple, inexpensive school and other community buildings?

7) Philip Glick is working on a legal method of establishing canteens or community stores. If possible, there should be a revolving fund.

8) The Friends Service Committee and many other organizations are anxious to pitch in and help. The more we can muster such assistance the better off we will be. For example, some organization should be asked to obtain equipment for recreation. Another might help on libraries. The Children's Bureau would like to help on nursery school education. If we can organize such help and stiff-arm the foolishness it will be a grand thing.

9) The principle of religious freedom is clear. Many services will be in Japanese. But what about church buildings? Shall we insist that one community hall shall be used by all denominations?

10) The Catholics will provide a few teachers if there is a separate school building. But should there be?

11) Have either you or Harvey Coverly planned to keep someone moving about in assembly centers so as to be able to suggest policies in the whole field of community life? I have the silverman reports if you care to read them.

12) I have just written a few suggestions to Thomas Holland of the Reemployment Division and I am sending you a copy because some of the things said there cross over into your field.

L.M.

June 15, 1942

MEMORANDUM FOR: John Provinse
Community Management Division

I should like to get settled at the earliest possible moment the basic question of whether we will separate the Kibei and the Nisei, with different centers for the two groups.

1. Commander Ringle's material on this is now being mimeographed and will be distributed to all employees. Essentially, the favorable argument is that, with the loyal separated from the potentially dangerous, we will have a better opportunity to gain recognition for the former. The loyal would be encouraged by governmental recognition of that fact, even though public attitudes might not change sufficiently to warrant a diminution of restraints during the war. Failure to segregate may lead to strife in the centers, the disaffection of some who are now loyal, and a public insistence upon believing that all Japanese are potentially dangerous.

2. The unfavorable argument is that it is undemocratic to condemn the Kibei by definition. Segregation, if undertaken, should be on the basis of individual examination. Further, segregation may not lead to a changed public attitude toward the Nisei, particularly so long as aliens and citizens are intermingled, as they must be if we are to avoid separating families. Then, too, we should proceed positively on the basis that democratic processes will win out over the undemocratic, whereas segregation implies that this is not possible. Finally, segregation is filled with administrative difficulty; it would be necessary to shift about between Parker, Tule Lake, and Manzanar and then handle the balance of the segregation at the assembly centers.

3. If segregation is not undertaken we must find an alternative method of achieving the goals sought by segregation. Is there a good alternative? Certainly, we must soon launch a

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carefully planned information program designed to convince the American public that 75 to 85 percent of the Nisei are loyal; that 50 percent of the Issei are passively loyal. We must recognize loyalty and citizenship at every turn.

4. What do persons of Japanese descent think of all this? Should you, through the regional office, try to get some quick judgments, such as from the advisory councils in selected assembly and relocation centers?

As I say, I'd like to settle the question. I am strongly inclined toward avoiding segregation by definition, but to try to find better methods of achieving the results sought.

M. S. Eisenhower

M. S. Eisenhower
Director

MSE:FC
cc: Si Fryer

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WAR RELOCATION AUTHORITY
Washington

August 4, 1942

Mr. Joseph H. Smart
Regional Director
War Relocation Authority
Kittredge Building
Denver, Colorado

Dear Mr. Smart:

I think you will be interested to have a copy of the attached memorandum by Mrs. Rhoda Metraux concerning the food habits of the Japanese-American people. This memorandum, prepared specially for our use, was based on materials on Japanese diet collected by the Committee on Food Habits of the Division of Anthropology and Psychology of the National Research Council, Washington, D.C.

Sincerely,

/s/ John H. Provinse, Chief
Community Management Division

Attachment - 1

Interesting

JAPANESE - AMERICAN DIET

Rhoda Metraux
Committee on Food Habits
July 25, 1942

The food habits of the Japanese people living in this country represent a blending of Japanese and American patterns.(1) While there are a few among the second and third generation Japanese-Americans who maintain, for one reason or another, that they can get along very well without any Japanese food, this is not true of the majority. Some of the essential items in the Japanese diet have been imported in the past, either because they were not available or because the methods of preparation used in Japan or elsewhere were preferred (shoyu - soy bean sauce - for example); these are now scarse and must be replaced, is possible, or substitutions must be found. Other items have been cultivated and prepared here. Plans for the re-location and re-settlement of West Coast groups.

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(1) The present report is based on data obtained from Dr. John F. Embree, Mrs. Mary Halpern, Dr. David Mandelbaum, Dr. Mrs. Katharine Woolston, Mr. Joseph K. Yamagiwa, Mr. Takehiko Yoshihashi and on discussions in assembly centers by Dr. Margaret Mead with young Japanese who have a home economics background. Grateful acknowledgement is made to all those who supplied the writer with information for their quick response and cooperation, but they are in no way responsible for errors of commission or omission in this paper.
The following publications also were found useful:

Bainer, Roy: HARVESTING AND DRYING ROUGH RICE IN CALIFORNIA. Berkeley, University of California Agricultural Experiment Station, Bulletin #541, 1932.

Embree, John F. : SUYE MURA, Chicago, University of Chicago Press, 1939.

Grove, Ernest W. : SOYBEANS IN THE UNITED STATES; RECENT TRENDS AND PRESENT ECONOMIC STATUS. United States Department of Agriculture, Tech. Bulletin #619, 1938.

Miller, Carey D.: JAPANESE FOODS COMMONLY USED IN HAWII. Honolulu, Hawii Agricultural Experiment Station, Bulletin #68, 1933.

State Board of Control of California: CALIFORNIA AND THE ORIENTAL: JAPANESE, CHINESE AND HINDUS. Sacramento, California State Printing Office, 1922.

JAPANESE - AMERICAN DIET

especially plans for agricultural procedures, should take into consideration Japanese dietary practices as they exist in this country at the present time and should make the best possible use of existing skills. In some cases it will be necessary to determine whether an item, already available in this country, is adaptable to new soil and climatic conditions or whether it would be better to obtain supplies from the present source. (For example, most of the short-grained -- so called California-Japan -- types of rice originated in Japan, but are now grown successfully in California.) In other cases it will be necessary to determine in addition whether the available varieties of a food are those customarily used by the Japanese (for example, the varieties of soybeans now grown in the United States). In still other cases it will be necessary to find out whether certain items, which in the past have been imported, such as those used in food processing (for example, the fermeating agent Aspergillusoryzae) and other typical foods (several varieties of mushrooms, fish, pickling plums and so on), can be obtained in this country and, if not, whether adequate substitutes can be found. Furthermore, certain foods, such as miso, tofu, koji, shoyu (see below for descriptions) and so on, require special and sometimes long-time processing. Agricultural re-settlement plans must provide for suitable economical production and distribution. Finally, it will be necessary to plan for a diet in which a balance of Japanese and American foods will be achieved so that members of the re-settlement groups will not feel deprived of their basic customary foods nor frustrated in their efforts to achieve an adequate diet, according to recognized American nutritional standards. To attain this goal it will be necessary to know something about the composition of the groups (age and economic status of the persons involved) and to obtain the cooperation of Japanese-American, both

men and women, who are practised in agricultural procedures, who are familiar with methods of preparation of Japanese foods, and who have training in dietetics.

A. General Attitudes towards Food

I. Composition of groups. Generally speaking, the Japanese in this country may be divided into two groups: (1) the foreign-born and those living in the more isolated rural communities or -- to some extent -- in the congested 'Japanese districts' of cities, who have retained a large part of the older pattern, and (2) the American-born Japanese and those living in the larger urban communities, who are far less conservative. As a rule, foreign-born Japanese whose children have grown up in this country, may also be counted among those who are familiar with the American dietary. Japanese thoroughly appreciate the importance of good health and are considered to be 'good' patients; doubtless the recommendations of American or American-trained doctors and other health authorities have affected the diet at least of children. American food has a high prestigé value for the second-generation groups who are eager to identify themselves with Americans and young educated Japanese know a good deal about modern nutrition education. Economy and convenience (most of the specially imported Japanese foods are relatively expensive and some require complicated preparation) are other factors which have led to the wide adoption of American foods. Young Japanese-Americans do not constitute a real diet problem if a few specific likes and dislikes -- carry-overs from the older pattern -- are taken into consideration; a more serious problem does arise, however, where a group includes a number of older foréign-born or rural Japanese, or where the group, as is almost bound to happen, is very mixed.

JAPANESE - AMERICAN DIET

II. Class-typing of food. Apparently there is very little class-typing of Japanese food in this country. However, it should be noted that it is by and large the more well-to-do urban Japanese who have most completely adopted American eating customs. Eating American food is definitely part of the assimilation process and may also be associated, like so many other things, with a rise in economic status in this country. These two factors, as well as those mentioned above, may influence the more conservative groups today toward acceptance of American food, providing it is made palatable.

III. Discussions about food. Normally, every-day food is taken for granted and is eaten without much comment. Japanese in general consider discussions of food a little vulgar and people who do talk about it, except perhaps to praise the cook for a particularly good dish, or who fuss about it, are thought to be 'not quite nice.' Consequently, put in a position where they feel they must complain (because a necessary food is lacking, because the cooking is bad and so on). Japanese are likely to feel doubly miserable and resentful. Naturally, this is more true of older people than of the younger Americanized generation, who are likely to be quite outspoken in their likes and dislikes.

IV. Children. The attitude toward children regarding food is permissive and rewarding, never restrictive. Children may be gently coaxed but are never threatened or forced to eat; food is never withheld as a punishment. They may in fact, eat anything at any time. Japanese lay great stress on good manners and fear that group eating, especially where children may be separated from adults, will result in the deterioration of the children's manners. Furthermore, the Japanese family is traditionally a cooperative group. In this matter the American patterning of the mother-child relationship, so

far as younger Japanese mothers are affected by it, will serve to strengthen the desire to keep at least mother and children together. For this reason it is highly desirable to maintain the family group even where efficient kitchen procedure might indicate separation.

V. Group eating and leadership. Large-scale group eating, as a daily occurrence, is a new experience for older Japanese. Older Japanese women do not have much experience in every-day cooking for large groups and the leadership must come, therefore, from the younger ones who are aware of and have been trained in modern nutritional practices. Generally speaking, information and advice will come best from trained members of the group. However, care should be exercised so that the young leaders do not entirely over-ride the preferences of more conservative members of the group. At any rate until a definite pattern is established, it would be very helpful to have on hand a liaison person with authority to deal with conflicting wishes and ideas about the growing, preparation and purchase of food.

B. American Foods.

Since so-called American-style cooking is at least acceptable to most Japanese, it may form, in the absence of characteristic Japanese materials, the basis of their diet if certain precautions are observed. Most young Japanese will definitely prefer such a diet. A few general rules always should be kept in mind. The food should be simple and should be simply cooked. Fresh fruits and vegetables, in which the Japanese diet is rather rich, are very important as are Japanese pickles or American salads. Starchy foods (other than rice) should be kept to a minimum. Japanese, especially young Americanized people, now in the centers very strongly object to a diet which includes many carbohydrates because they find it heavy and fattening. Normally, the Japanese diet does not tend to include many

carbohydrates besides rice, but rather stresses protein-rich foods (soybean products especially) which make up for the lack of sufficient meat, etc. Sauces, including butter for vegetables, flavorings and condiments, except salt, should be served separately. Fruits rather than sweet desserts (cakes, pies, puddings) should accompany meals, particularly if the meal includes soybean products.

I. Milk and dairy products. Milk and dairy products in general are not always popular, especially with older Japanese. Creamed soups, creamed vegetables, creamed meat and creamed fish dishes, and creamed puddings are disliked by most people. Therefore, milk should be served only as a beverage (children, of course, drink it) or in ice cream, but it should not be used in cooking. Cheese of any kind should be used only in sandwiches where some choice is possible or should be served separately, but it should not be an ingredient in any cooked dish which forms a main part of a meal.

II. Soups. Most American soups made with meat, fish or vegetable stock are liked, providing they are clear rather than creamed. Fish, meat, vegetables or noodles may be cooked in the soup. (For Japanese-type soups, see below.)

III. Meat and fish. Beef, pork and poultry of all kinds are popular. Frankfurters and cold meats, such as ham and various kinds of sausage, also are liked. Lamb and veal are less popular and, as a rule, all viscera are disliked. Fish, both fresh and canned, are eaten, although some Americanized Japanese object to the inclusion of as much fish in their diet as is customary. in the Japanese dietary. Numerous kinds of fish are eaten by the Japanese which have little place in the American dietary, but it is questionable whether these can be supplied to groups living far inland. However, many of these are delicacies which have been too expensive for the average person to buy in any case. Raw fish too is something of a delicacy and

its use also would depend very much on the availability of suitable kinds. Fish may be boiled, fried in deep fat or made into soup or into a salad (shrimp and crab meat are well liked). Starchy meat substitutes, such as spaghetti or macaroni dishes, are heartily disliked.

IV. Fats. Fats are used rather infrequently in cooking. For deep fat frying (for example, fried shrimp, fish, prawns, egg plant -- all of which are first dipped in butter) American vegetable fats are used, but always those that come in liquid form (Mazola, Wesson Oil, etc.). Similar vegetable fats (but not olive oil) are also used for salad dressings. Olives and olive oil are generally unpopular. In cooking meat, the fat on the meat itself is used, but meat when served (steak or chops, for instance) should never have a greasy appearance. Lard is very much disliked. Solid forms of vegetable fat, such as Crisco, are used only for cakes, cookies, pies, etc. Those who do not like dairy products will, of course, not like butter; in general it is used less, even by those who have adopted American food habits, than is usual in the American dietary.

V. Eggs. Eggs are well-liked and an egg dish may be served at any meal along with rice and other foods, - meat, vegetables, fish, etc.

VI. Vegetables and salads. Vegetables of many kinds are popular (see list below) and form a very essential part of the Japanese dietary, which is otherwise somewhat low in vitamin-rich foods as a rule. Abundant fresh vegetables must be available. For an American-style meal these may be cooked in salted water, but they should not be buttered, creamed or otherwise seasoned before they are served. Sweet potatoes and yams are popular tubers. White potatoes are eaten occasionally, but decidedly are not popular. They should never be served together with rice, which is the staple, even with American-style meals.

Vegetable salads and cole slaw (but not fruit salads) are popular and are eaten heavily marinated with French dressing (made with any vegetable oil, except olive oil) or with mayonnaise. Some Japanese combine these dressings with soybean sauce. Probably it would be best to serve the dressings separately so that they could be mixed to taste. Salad of some kind should accompany every meal unless Japanese-style pickles are served.

VII. Bread. Bread of some kind is eaten by most Japanese in this country. Crisp-crusted white bread or rolls -- 'French bread' -- is the preferred type. Jams and preserves (strawberry, for instance), if not too sweet, are more popular than butter as a spread for bread.

VIII. Deserts. Most Japanese will eat American desserts with pleasure when these accompany any American-style meal, but not when soybean sauce or other typically Japanese foods are included. However, sweet desserts do not ordinarily form part of the Japanese dietary -- indeed there is no word in Japanese for 'dessert' as such -- and many people prefer fruit. For this reason it would be well to allow a choice of fruit and some other dish as a dessert and to serve only fruit with a Japanese-style meal. Cakes, cookies and pies are eaten more often with tea in the afternoon or late in the evening.

Children, however, tend to eat a great deal of ice cream and candy between meals and can usually obtain money to buy these. Some kind of sweet should, therefore, be available. Because of the sugar shortage and also because many young Japanese children have extremely poor teeth, it would be desirable to supply a sugar-substitute. The important point to remember is that both parents and children will resent the lack of some inexpensive between meal pleasure food for the children.

IX. Beverages. Coffee has been adopted by some, though not by all, especially as a breakfast beverage. The majority of Japanese, however, much prefer tea and, although the teas used by Japanese-Americans are usually the types imported from Japan (green tea), any tea would be preferable to none. Tea accompanies every meal and is sipped slowly throughout the meal. It is not sufficient to serve each individual a single cup of tea or hot water with a tea bag. A large pot with the leaves in it should be available for every table or group of persons. Plenty of boiling water should also be available for making the tea. Children and many younger Japanese also drink milk and a plentiful supply must be provided.

X. Meal patterns. The American urban pattern of three meals a day with the main meal in the evening usually has been adopted by Americanized Japanese and may be followed.

Breakfast is customarily a light meal. The usual toast, milk and coffee may be served. Fruit is often omitted, probably because it raises the cost of the meal, but if possible it should be provided at least for children.

XI. Holiday meals. In recent years most Japanese have adopted American foods for holiday occasions, except perhaps for their two most important celebrations, and they enjoy 'turkey and fixings' or whatever else is appropriate to the day. For obvious sentimental reasons some conservative Japanese still prefer their own feast day foods and, if the materials are obtainable, it might be well to give consideration to this fact where there are a large number of older persons in a group. New Year's and Bon, which is celebrated in July, are the two days which are important in this respect, and these are occasions when the type of menu should be decided upon by the group as a whole if this is at all feasible.

C. Japanese Foods.

Despite the fact that the American dietary and meal rhythm have been accepted generally, especially by the younger generation, certain Japanese likes must be taken into consideration. Conservative Japanese families still eat two Japanese-style meals daily, others do so less often. Consequently, it would be well to serve one Japanese-style meal daily or at least several times a week, preferably in the evening. The frequency of Japanese-style meals will depend on the composition of the group.

I. Food for every-day meals.

a. Soups. If soup is to be served, it may be any one of the clear soups described above or else it may be made with Japanese noodles (mostly noodles) or miso (see below). In Japan soup made with miso is often the main dish at the morning meal; here it makes a good luncheon dish since it is a thick soup rich in protein. It is popular with most Japanese.

b. The main course - and in most cases the only one - in a Japanese meal will consist of several servings of rice accompanied by a side dish of meat or by Japanese pickes or sauerkraut (cucumbers, daikon (white radish), so-called Chinese cabbage, turnips, etc.). Shoyu (soybean sauce) should always be served with suhh a meal and is often used as a flavoring in cooking.

(If necessary, some American dish such as steak, roast beef or pork, poultry or scrambled eggs and cooked vegetables may be substituted for the side dish, provided only that they are not greasy and not starchy; a vegetable salad or cole slaw may take the place of the Japanese pickles.)

c. Fruit may or may not follow.

d. Beverages. Tea, of course, accompanies every meal. Milk should be served for children. Some people may like tonyu (see below).

II. Important foods.(2)

The difficulty of producing Japanese dishes in the assembly center kitchens was put down to the absence of materials. In general the whole problem of obtaining necessary food items and of preparing them properly should be carefully discussed with the Japanese themselves. Because of regional differences, the demand for particular items will vary; further modifications will be necessary because of changes made in this country. Many items not mentioned in the present report, such as seaweeds, several kinds of fish and sea food, condiments such as Ajinomoto (a patent for the manfacture of this was obtained by the Japanese chemists Ibeda and Suzaki in this country in 1912), dried fish, dried mushrooms, and so on may or may not be obtainable here. Some of these are of considerable importance in the preparation of more elaborate Japanese dishes. Consequently, every effort should be made to keep the every-day food simple and to prepare it well within such limits as are fixed by necessity. A few of the more important foods are listed below:

a. Rice

1. Cooked rice is even now a staple and is eaten in preference to potatoes, bread, etc. with almost every meal, whether American of Japanese style food is served. The so-called California-Japan rice is satisfactory of properly prepared. When cooked Japanese-style, rice is glutinous rather than dry (Chinese style); the method of preparation, however, may vary.

2. Koji - fermented rice -- is one of the principal ingredients in miso (see below) and is also used in the preparation of vinegar and shoyu (see

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(2) See Carey D. Miller, op.cit. for details of preparation.

below), in pickling vegetables and in making alcoholic beverages. The process of cooking, fermenting (with dry spores of Aspergillus oryzae (3) and drying requires several days. Large quantities are usually prepared at once.

b. Soybean products (the following are only a few of the more usual):

1. Shoyu -- soybean sauce -- is absolutely essential as it is constantly used both with Japanese and American food. Most Japanese prefer the imported sauce, but they will use that manufactured in this country. The taste of the finished product undoubtedly depends upon the fermenting agent used. (In Japan the yeast is probably essentially Aspergillus orzae.) Shoyu requires a processing period of at least six months, but it is one of a larger group of soybean products which can be prepared by Japanese in the resettlements if the building and necessary equipment are provided.

Miso is a fermented product made of yellow soybeans and koji. It is used for pickling, for soup, etc. The soybeans are soaked, cooked, mixed with koji and salt and the mass is then ground up. Afterwards it is stored in wooden vats for a period of about two months.

3. Tofu -- soybean curd -- is a white cheese-like product. It must be eaten when fresh and therefore must be prepared as required and placed in containers of water. The processing includes soaking the beans, grinding them up fine, cooking, straining, precipitation by the action of calcium chlorider

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(d) Ibid., pp. 9-10. Aspergillus oryzae contains a great many enzymes such as diatase, invertase, lactase, lipase, maltase, protease, amidage and others less common. If not obtainable, a suitable substitute must be found.

or something similar, and molding under pressure. It is then cut into small pieces for consumption. Tofu may be eaten fresh with shoyu, may be used in soup or cooked with meat, fish or vegetables. Low in carbohydrates, it is exceptionally rich in readily digestible protein and also contains considerable amounts of iron, calcium and phosphates. About 350 lb. of curd are obtained from 100 lb. of beans; it is therefore comparatively inexpensive as well as nourishing.

4. Kirazu is the residue of tofu after the ground, cooked beans are strained. It may be eaten with the usual foods, but is generally used for hog food.

5. Aburage is made of yellow soybeans and is prepared somewhat like tofu. The finished produce, however, is fried and, cut in cornocopia shape, often is cooked in shoyu with other flavorings and is then stuffed with rice, etc. It is less digestible than tofu and, therefore, not so highly recommended from the point of view of nutrition.

6. Tonyu - soybean 'milk' -- is the liquid obtained by grinding soybeans with water and straining off the insoluble residue. Richer in Vitamin B than cow's milk, it is nevertheless not recommended as a substitute beverage, because it is so low in Vitamin A, calcium, etc. It is a possible additional beverage, however.

c. Pickles.

There are a great many Japanese pickes; several of the more usual kinds are listed above. A number of methods of pickling are common; from a nutritional point of view, the rice bran method is preferable because of the additional Vitamin B. Some type of pickle is served with every meal.

Umeboshi (red pickled plums) were imported from Japan. These are something of a delicacy, but because of their associations with well-being (they are served with tea as a good omen to someone about to go on a journey, are eaten with tea before breakfast on New Years, and are given with rice water or soft-cooked rice to an invalid), they would be welcome if they could be prepared occasionally.

d. Meat and fish (see discussion above).

e. Vegetables and fruits.

Japanese are likely to feel keenly the absence of fresh vegetables --known to be the source of vitamins -- as a deprivation and are willing to work for them. West Coast Japanese farmers are accustomed to intensive cultivation. They are experienced at truck farming, berry growing, growing fruits and mellons, sugar cane, beet sugar, rice and so on. In planning re-settlement, although it will be necessary to make adjustments for different climates, consideration should be given especially to those fruits and vegetables cultivated by the Japanese for their own use. These include:

daikon (white garden radish)
gobo (a burdock, arctium lappa)
na (Chinese cabbage)
satcimo (taro, colocasia antiquorum)
Yamaimo (a kind of yam)
kabacha (a special kind of pumpkin)
nasu (Japanese egg plant)
green onions (stone leeks)
cucumbers
tomatoes
string beans
carrots
summer squash
beet tops
garlic

parsley
cabbage
corn
mushrooms
spinach
turnips
potatoes (a few)
sweet potatoes
bean sprouts
bamboo shoots (sometimes)

citron
peaches
Japanese plums
watermellons

persimmons
tangarines
grapes
berries

Unquestionably any of the common American greens (spinach, cabbage, kale, lettuce, etc.) will be welcome as will any of the usual American fruits. However, the choice of vegetables and fruits to be grown will depend not only on the climate but also, to some extent, upon the previous experience of the farmers.

f. Cereals. In addition to rice, which can be obtained from California if necessary, the Japanese use a small amount of buckwheat and other wheat flour for making noodles. Flour, of course, is also necessary for bread baking etc.

Townsend

George L. Townsend

WAR RELOCATION AUTHORITY
WASHINGTON

MEMORANDUM

October 23, 1942

To: Project Directors and Chiefs of Community Services

You will find attached a statement of unusual interest made by one of the evacuees at Manzanar on the occasion of the first seminar of Manzanar faculty members. Mr. Frank Chuman, who delivered the talk, attended Los Angeles High School and U.C.L.A., and was employed in the County Civil Service in Los Angeles before evacuation. He is now Medical Administrative Assistant at the Manzanar Relocation Center.

John H. Provinse

John H. Provinse, Chief
Community Management Division

Attachment

The second speaker, Mr. Frank Chuman, was introduced by Principal Ferguson as "a personal friend of mine with whom I graduated Los Angeles High School and U.C.L.A. He was Valedictorian at my graduation from Los Angeles High; he is as completely American as I ever hope to be." Chuman was employed in the County Civil Service in Los Angeles before evacuation. The condensed text of his talk is as follows:

"With the exception of these past months at Manzanar, I have been a resident all my life in Los Angeles County.

"The fact that we are here is, if not sad, a very very disillusioning thing. In a sense, we who have been born and reared as Americans have had our very lives turned upside down. I feel that you who are teachers in Manzanar have a very definite challenge.

"Added to your routine problems in the classrooms will be an undercurrent of antagonism that will, I fear, put you to severe test. If your pupils are not going to scorn you outright, they will doubt you. The shattering disillusionment of discovering, in their own minds and from their parents, that democracy was for those of other races and color, but not for them, has left a scar, still tender and open, in these youngsters.

"I think that if you can develop some techniques whereby the American-born Japanese pupils whose lives you are now about to re-mold and re-shape can take full confidence in you, in your sincerity, and in your teaching, then, and only then, will you be able to even hope for success in your job.

"To know something of us, probe our background. Our whole lives have been built around inconsistencies. Our early years, pre-evacuation, were centered in the public schools and in the home. At school we acquired everything American. We learned to talk, think, write, act as our playmates and classmates of Caucasian parentage. We joined clubs, played baseball and football, went on picnics and hiked, acted in school plays, exchanged valentines, dressed up for hallowe'en parties; in short, we did all the things that are a part of what we know as American life.

"At the same time, however, we always returned home to our folks and suddenly discovered each day the fact we were in the presence of Japanese customs, of Japanese ways and manners, Japanese traditions. We celebrated Japanese Girls' Day on March 3, Japanese Boys' Day on May 5; we spoke in Japanese to our parents.

"At an age when our college classmates were finding their place in the economic life of our country, we who were of Japanese ancestry discovered a somewhat disillusioning thing. There were the usual limitations of opportunities for job-finding--because of our race. Thus it was that a good number of the second generation Japanese with abilities, education and talent, turned westward across the Pacific for their life work. I never did.

"Most of us, please remember, have never been outside the United States. We've believed in American principles, had faith and confidence that there were ideals which we learned in school. We've stepped out into the world about us--and there wasn't anything for us. Evacuation lent shocking confirmation to this.

"Before evacuation our communities were a curious mixture of both American and Japanese influences. In our religious activities we were divided equally between Christians and Buddhists. In political activities we had both Democrats and Republicans. There were such organizations as the Japanese American Citizens League and the Young Democrats. The Japanese influence was marked in sports, language, customs, traditions. But equally there was the balance of the American influence.

"I have recently read a book 'The Island Within' by L. Lewisohn. I feel that we at Manzanar, and in all these relocation centers, are in an island within. I feel that you teachers are faced with some sort of challenge to build those planks back to the mainland from this island--back into American life."

Juanita

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WAR RELOCATION AUTHORITY

WASHINGTON

October 26, 1942

To: Regional and Project Staff Members:

The enclosed petition from residents of the Gila River Relocation Project and the reply prepared in the Solicitor's Office are forwarded to you for your information.

John H. Provinse

John H. Provinse, Chief
Community Management Division

October 6, 1942

Mr. Ototaro N. Yamamoto
Gila River Relocation Center
c/o Pima Indian Agency
Sacaton, Arizona

Dear Mr. Yamamoto:

I am addressing this letter to you because yours is the first name to appear on the letter that you and thirteen other residents of the Gila River Relocation Center sent me on September 18 enclosing a resolution adopted by the residents of twenty-one blocks in the Gila River Relocation Center. I feel, however, that I am addressing this letter to all those who considered the resolution, and I should appreciate your making this letter public to them.

The resolution calls attention to the fact that, in the procedure we have established for the organization of community self-government at the ten relocation centers, only citizens of the United States are eligible to hold elective office. The resolution notes that evacuees who are aliens are nevertheless also loyal to the United States, and emphasizes that many of them would have become citizens of the United States if they were permitted to do so under the naturalization laws.

I am glad to have your resolution on this subject, and have carefully considered the reasons you have urged for making alien evacuees eligible to hold elective office in the community self-government offices.

Our reasons for limiting eligibility to these elective offices to evacuees who are citizens of the United States can be briefly summarized. In the first place, we believe that the citizenship status and privilege of the evacuees who were born in the United States needs to be given special recognition. The fact that, as a matter of military necessity, all persons of Japanese ancestry were evacuated from the West Coast, both aliens and citizens alike, has caused some of the citizen evacuees to wonder what value their citizenship has. We regret that fact very much. We understand, also, that a few among the alien evacuees have been taunting the young Niseis with this fact and have stated that the citizenship of the Niseis was valueless.

It is our intention, therefore, to help make up for this fact, as much as possible, by giving special recognition to the citizenship status of the Niseis.

In addition to making elective offices open only to evacuees who are citizens of the United States, it is our intention to give them preference in considering applications for leave from relocation centers, in assignment of work opportunities, and in other respects.

A second consideration had a great deal to do with our decision. In general, the Niseis are much more Americanized than are the Isseis. This has nothing to do with the question of loyalty to the United States but is simply a product of the fact that the Niseis, through having been born and educated in the United States, at least in most cases, are, to a greater extent, products of American institutions. We know that you share with us the belief that it is important that the Americans of Japanese ancestry should not be a separate group but should become amalgamated with the general population. We are of the opinion that if the Niseis alone are eligible for membership in the community council, the general character of the action taken by the community council will be more in keeping with American institutions and practices.

I am writing frankly to you because I feel that we have a common interest in achieving the best possible self-government within the relocation centers.

May I emphasize that the Isseis have not been completely barred from holding office in agencies of community self-government. It is only the elective offices that have been closed to the alien evacuees. This means that no alien evacuee can be elected to the community council. Which of the other offices will be elective rather than appointive can not be known until the permanent plan of government is formulated for each relocation center by its organization commission. The alien evacuees are eligible to hold appointive offices. Thus they can serve on committees appointed by the community council, and in other appointive offices.

I am confident that the wisdom and experience of many of the alien evacuees will become available through their being appointed to such offices.

For these reasons, although I welcome your resolution and am glad to have the benefit of your suggestions, I believe our decision was a sound one and should be adhered to.

Sincerely,

John H. Provan

Acting Director

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GILA RIVER RELOCATION CENTER
RIVERS, ARIZONA

September 18, 1942

Mr. Dillon Myers, Esq.
Director of War Relocation Authority
Washington, D. C.

Dear Sir:

Enclosed herewith is a copy of resolution which was adopted and passed by the people of Camp No. 2 of this Relocation Center at a mass meeting held on the 12th of September, 1942.

Your careful consideration on the within resolution will be deeply appreciated by the people of this Relocation Center.

Respectfully yours,

FOR THE PEOPLE OF CAMP NO. 2

/s/ Minoeu Mayeda
Harry H. Angata
Frank Shokichi Ando
Ernest Iwosak
T. Asakura
Blumeda

Ototaro N. Yamamoto
Shinpeig Tanaka
George Nishimura
Tsutuners Dyo
M. Fujii
George I. Yamarhiro
Tadachi Yrkawe
Jimmy Syimoto

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RESOLUTION ADOPTED AND PASSED BY PEOPLE
(BOTH CITIZENS AND NON-CITIZENS)
CAMP 2, GILA RIVER RELOCATION CENTER
RIVERS, ARIZONA

The following resolution was passed September 12, 1942, by the evacuees (both citizens and non-citizens) of twenty one occupied blocks in Camp 2 of this Relocation Center, accounting for approximately 6,500 people.

"THAT THE PRESENT STATUS OF NON-CITIZENS IN RESPECT TO RUNNING FOR AND HOLDING ELECTIVE OFFICES IN THIS RELOCATION CENTER BE MODIFIED SO AS TO PERMIT SAID NON-CITIZENS THE RIGHT TO RUN FOR SUCH ELECTIVE POSITIONS, AND IF ELECTED, TO HOLD THEM IN THE SAME MANNER AS CITIZENS."

This resolution is supported by the following facts:

"FIRST: SINCERITY OF PURPOSE. There is no better evidence than are found in the non-citizens themselves of a sincere desire on their part to cooperate with the citizens and with the War Relocation Authority in the development of this community as an ideal Relocation Center. To this end, they are entitled to an opportunity of expression not only in the physical development of this Relocation Center but also in the Self Government Council of this community."

"SECOND: UNITY OF PURPOSE. There is a strong unity of purpose between the citizens and non-citizens in all matters which are of vital concern to the people of this community. Insofar as this unity of purpose exist there are no two distinct groups. Both are one and inseparable and the one functions. In view of this situation to permit the citizens alone to hold elective positions would undermine

seriously the harmony which so happily exist between the citizens and and the non-citizens."

"THIRD: ASSUMPTION OF EQUAL RESPONSIBILITY. In order that an even share of responsibility may be assumed by both the citizens and non-citizens equal representation in the Community Council is not only desired but is highly proper. For to allow the citizens alone the right to hold elective offices would be to place the burden of responsibility unduly upon the citizens when both the citizens and non-citizens should equally be assuming the responsibility.

"FOURTH: NON-CITIZENS ONLY IN NAME. Many of the non-citizens are non-citizens only in name, for many of them have continuously resided in the United States for over forty years; would have been American citizens by naturalization had there been no Congressional Act barring them the right to citizenship. They have also assimilated many of the finer American ideals; have worked continuously in America ever since coming to this country; have brought up their children to be loyal American citizens, many of whom now serve in the armed forces of the Nation; have also bought property and invested heavily in United States War Bonds with the intention of permanently making this country their home."

"FIFTH: NON-CITIZENS ARE ECONOMIC LEADERS. In the experience of the non-citizens, who are sometimes called Isseis, lies the future to the development of the farm lands in this Relocation Center. In this Relocation Center alone there are several hundred farmers who

each have cultivated and operated an average of over 500 acres of agricultural land; each of whom have worked on the soil, lived on the soil, and produced in the main a substantial portion of the green vegetables that were grown in the State of California prior to evacuation. They represented the sinews of American agricultural productivity and were a credit to the farm industry in California. If these people are to be our agricultural leaders again here in this Relocation Center, reason and justice demand they be given a voice in the administration of the self-government of this Relocation Center. Theirs will not be one of jeopardizing the interest of the United States; to the contrary, it will be one of utmost cooperation for the well-being of the people of this Relocation Center and for the war efforts of the United States."

File ~~[illegible]~~
W.R.A. Corr.

WAR RELOCATION AUTHORITY
WASHINGTON

January 18, 1943

To Project Directors:

Mr. Mark A. McCloskey, Director of Recreation for the Office of Defense Health and Welfare Services, has conferred with Mr. Edward B. Marks, Jr., Community Activities Adviser, concerning possible visits to relocation centers by field representatives serving his office.

We have informed Mr. McCloskey that we will be pleased to have his representatives include a visit to relocation centers in their itinerary when a convenient opportunity presents itself. It is believed that these representatives, acting in a consultative capacity, may be able to offer useful suggestions in the development of the Community Activities program through their knowledge of local resources. As a result of their visits they will also be in a better position to interpret the nature of the relocation program throughout the territory which they are serving.

We have asked Mr. McCloskey to have his representatives inform you in advance of any visits which they plan to make. Mr. McCloskey has indicated that they will also be glad to hear from project directors at any time they can be of service. The name of the field representative serving the territory in which your center is located is given below.

Sincerely yours,

John H. Provinse

John H. Provinse, Chief
Community Management Division

Granada - Mr. Howard C. Beresford
311 Equitable Building
730 - 17th Street
Denver, Colorado

Canada - Mr. Howard C. Petersford
311 Confidential Building
630 - 17th Street
Denver, Colorado

WAR RELOCATION AUTHORITY
WASHINGTON

WAR RELOCATION AUTHORITY

COPY

Memorandum

May 17, 1943

To: John H. Provinse
Chief, Community Services

From: John F. Embree

Subject: The Kibei

There has been a great deal of loose discussion concerning a group of Japanese-Americans referred to collectively as Kibei. The general tenor of the talk about these people has been that they are of dubious loyalty, they are troublemakers, and in general, they form a disturbing element in the relocation centers. In most of the discussions concerning Kibei, little trouble has been taken to define the term or to check on the accuracy of some of the rather broad statements made about these people. There is a general tendency both among the Nisei and among the administrative staff, to blame the Kibei for half the troubles of the center.

Definitions

The literal meaning of Kibei is: Returned to America. "Ki" is the Chinese reading of the character used to represent the Japanese verb, Kaeru, to return, while "bei" is an abbreviation of Beikoku, the Japanese term for the United States. Technically, any person who has been born in this country, who has visited Japan at any time and then returned again to this country is a Kibei. While literally accurate, this definition has little useful meaning. A more meaningful but less literal interpretation of the meaning of the term, Kibei, is: Those people who have visited Japan for educational purposes, remained there a number of years attending school, and then have returned to America. Such persons are generally presumed to have been more or less indoctrinated with the Japanese culture and point of view. While there are of course many people who were educated in Japan and who came back to America feeling very pro-American, still it is "reasonable" to assume that many came to have considerable respect for things Japanese. It is also "reasonable" to assume that most of those who came to prefer Japan did not return to this country at all.

Motives for returning to America

1. Some Kibei returned to America in the natural course of events: the schooling for which they went to Japan

was completed and so they came home.

2. Many of the Kibei returned to this country in 1940 or 1941. This was the time when the threat of war hung constantly over the relations between the United States and Japan. The United States State Department sent word to all American citizens to return to this country and presumably many Japanese-Americans as well as missionaries and business men heeded this call. Some Kibei thus returned to America as American citizens on the suggestion of the U. S. State Department.

3. During such a period of crisis and uncertainty, people like to be with their families and friends and to be in their native lands. Many young men probably came home to be with their parents in the event of war and to avoid being caught in Japan, a place they did not regard as their own country. Complementing the desire of the young person, there was that of the parents to be together as a family in the event of war.

4. During this period of tension, the average Nisei in Japan found life rather difficult - his accent was different from that of the rest of his classmates, his point of view and personality were different. When such things occurred as the abrogation of the Commercial Treaty with Japan in 1940, the Japanese-American in Japan was criticized for being an American citizen. Thus, during 1940 and 1941, a Nisei in Japan had to make up his mind whether to stay in Japan and be Japanese or to return to this country and be American. Presumably, most of those young men who returned shortly before Pearl Harbor had made such a decision.

On arrival in this country, they were due for some rude shocks. First of all, in the course of their years in Japan, they had lost touch with the social trends in this country and so found themselves socially isolated, not only from Americans in general, but also from the Nisei in particular. The Nisei tended to be rather suspicious of them as being too Japanese and so bringing suspicion on all Japanese-Americans. Such a reception naturally caused a number of the Kibei to wonder why they ever came back to this country and was especially galling to those who returned to the United States as part of a definite decision of their own. It caused perplexity and frustration among many who had found themselves suspect in Japan, and on return to this country found themselves again suspect in this country.

Evacuation

When evacuation came, many Nisei tended to project their difficulties upon the Kibei and to blame them for having brought evacuation upon the whole group. The Kibei, in turn, became really embittered at being treated in this way

after having come back to the United States at a time of crisis. They felt set upon on all sides by the government authorities and by their fellow Nisei. The prejudice against them has continued among the center staff as well as center residents. The average Kibei feels he has no friends at all in this country and no future. Not surprisingly, he has been uncooperative in relocation center life.

The Kibei as a minority group

In the relocation centers, the Kibei form a minority group and play on a small scale the role of minority groups in the United States. They are blamed by their fellow citizens for most of the ills that afflicted the social system under which they live. "If it hadn't been for the Kibei, we wouldn't have been evacuated"; "If it weren't for the Kibei, there wouldn't be any trouble in this center"; "The Kibei are slackers anyway - they left Japan to get out of military service and now they don't want to register for military service in this country." 1

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[1]This recent tendency to call the Kibei "slackers" gained rather wide currency even among the project staffs during registration in some of the centers. It is an all too simple way of blaming the Kibei for some of the shortcomings of the registration program. To call the Kibei "slackers" is a dangerous generalization and serves to cover up many of the real causes of trouble in connection with relocation center administration. As indicated in the first section, the Kibei left Japan for a number of different reasons: the call of the State Department, the call of their parents, lack of acceptance in Japan, the determination to make United States rather than Japan their home. Japanese culture idealizes the soldier, and any Kibei who were truly Japanese would regard being a soldier in Japan an honor, not something to be avoided. The word "slacker" is an American term and is associated with certain American attitudes toward the draft.

Conclusions

The term Kibei is a very loose term and should never be used without specific definition. Perhaps the most useful definition is those people who have received three or more years of education in Japan since 1935. Some Kibei within this definition may be perfectly loyal and cooperative American citizens. Many of them, however, feel themselves shut off from their fellow Americans and as a result have become frustrated and strongly anti-administration as a result. It is a mistake to assume that such persons are necessarily all basically "subversive". Many of them, if they had an opportunity to feel themselves active participants in American life and not the

constant objects of suspicion and discriminatory treatment, might well become useful citizens.

July 5, 1943

Mr. E. B. Whitaker
Field Assistant Director
War Relocation Authority
Little Rock, Arkansas

Dear Mr. Whitaker:

This will acknowledge your letter of June 19 addressed to Mr. Myer, and the attachments concerning judo and kendo. We were very glad to have this information. In our belief the reduction of evacuee personnel in Japanese-style activities proposed in the Director's recent letter should go a long way to bring these activities into proper focus at the centers.

While the origins of judo are Japanese it is taught in one form or another to American combat troops. A recent issue of the Washington Post carried a photograph entitled "Judo among the Junos" which showed WAC military police instructed in judo at the Applied Tactics School of the Army Air Forces in Orlando, Florida.

Sincerely yours,

John H. Provinse, Chief
Community Management Division

EBMarks:HMP

WAR RELOCATION AUTHORITY

WASHINGTON

July 15, 1943

To All Project Directors

Attention: Chief, Community Management Division
Supervisor of Community Activities
Supervisor of Business Enterprises

The attached suggestions on "Organization of Recreational Activities in Relocation Centers" have been prepared in this office by Mr. Marks and Mr. Richardson, working in conjunction with the Solicitor's Office. It is an attempt to appraise the various procedures whereby the community activities programs at the centers may be guided and financed, and attempts to clarify the relationships of such activities to other programs and to the Authority itself.

I trust you will find it a useful document.

John H. Provinse

John H. Provinse

Attachment

ORGANIZATION OF RECREATIONAL ACTIVITIES IN RELOCATION CENTERS

Administrative Instruction No. 73 contemplates that the community activities program in a relocation center should in general be under the direction of the evacuees themselves, and that once organized the activities should be to a large extent self-financing. Because of the need for correlating the programs of the various activities, and providing a depository for receipts and an equitable system of apportioning those receipts among the different activities for equipment purchases and other expenses, evacuees at the various relocation centers are considering the advisability of forming recreational organizations which would assume these functions. This memorandum will discuss some aspects of the formal organization and operation of recreational activities by evacuee residents of relocation centers.

Organization

Among the forms of organization discussed have been (1) an incorporated "play cooperative", (2) an unincorporated association, and (3) a trust.

The chief advantage of an incorporated organization lies in the general advantage of incorporation--that of limited liability. If an organization is incorporated, the directors, officers and members will not be personally liable for the debts of the organization, or for injuries to persons or property where they are not themselves personally negligent. The chief disadvantage of incorporation is that it generally requires some time and an expenditure of money that may not seem warranted under the circumstances. In some cases it might not be possible, or convenient, to organize a corporation of the desired type under the laws of the state in which a particular relocation center is situated, in which event it would be necessary to organize and qualify a foreign corporation to do business in the state. At least one relocation center, however, is at the present time considering seriously using the device of an incorporated cooperative or a non-profit corporation.

An unincorporated association can be organized quite easily. A charter and by-laws can be prepared to govern the activities of the association just as if the association were incorporated, and so far as actual operation of the community activities is concerned, there would not need to be any substantial difference between the unincorporated association and a corporation. However, the lack of incorporation means that the directors, officers and members <u>will</u> be personally liable for the debts of the association, to the extent that this cannot be guarded against by public liability insurance coverage (in the case of injury to persons or property), or contractual provisions (in the case of purchases of equipment or other obligations). Presumably, all evacuees who wished to do so could become members, and a large membership would be desirable.

The third alternative is the formation of a trust. The chief advantage of a trust over an unincorporated association is that only the trustees are personally liable--liability will not extend to members because under a trust there are no members, but only beneficiaries. So far as contractual obligations are concerned, the trustees can protect themselves by expressly stating in all contracts that they act only as trustees and that obligations are payable only out of the assets of a trust. So far as liability for injury to persons or property is concerned, the trustees may be able to get public liability insurance coverage. Releases might be obtained in advance from persons using types of equipment which are inherently dangerous, though it should be understood that such releases would not afford complete protection to the trustees. Democratic controls can be set up in the trust instrument whereby the trustees may be elected by the individual evacuee recreational groups, by the center residents as a whole, or in any other specifically described manner.

If the alternative of a trust is adopted, the trust instrument should provide that the beneficiaries of the trust are the center residents. However, since this designation would be too indefinite for the purpose of distributing the assets of the trust upon dissolution, a specific method for distribution of assets upon dissolution should be set forth. (A proposed trust instrument drafted at one of the relocation centers provides that upon dissolution of the trust the assets are to be turned over to the community enterprises and the proceeds distributed to the patrons of the enterprises.)

No matter which of the three alternative methods of organization is adopted, it is important that the actual control of community activities and of the collection and disbursement of funds be vested in the organization itself, and not in WRA, either directly or indirectly. Otherwise Federal fiscal officers may conclude that the community activities are really conducted as part of a Federal program and that all funds collected should be deposited in the U. S. Treasury as Miscellaneous Receipts. It would not be advisable, therefore, to have WRA appointed personnel, or evacuees who are on the WRA community activities payroll, designated as directors or trustees of the recreational organization. Such persons could, however, act in an advisory capacity to the directors or trustees and under the supervision of the latter actually do much of the planning and administrative work involved.

The project attorney may be called upon to assist in working out an appropriate legal organization for community activities.

Operation

In general the evacuee recreational organization will plan and carry out the community activities program, within the limitations prescribed by WRA rules and regulations. It will be the depository for

funds received under its program. Teams, clubs, entertainment groups, and moving picture units will in reality be departments of the organization; they will present periodic budgets covering their anticipated needs; and the directors or trustees will review the budgets and allocate funds equitably on the basis of available revenue. Although the recreational organization will have no legal relationship with the consumer cooperative at the center, it may be possible to work out an agreement under which the cooperative would keep the books and perform other purely ministerial and fiscal functions for the recreational organization.

In planning the community activities program for a center, the recreational organization should also take such steps as might be appropriate to further distribute new types of leisure-time activities and modify existing activities to the extent deemed advisable because of lack of evacuee response or other factors. In line with shrinking project personnel, the organization should undertake to attract and train volunteer leaders to direct club and other activities for which WRA-paid personnel is no longer available.

Public liability and property damage insurance, for the protection of the assets of the organization and for the personal protection of the directors or trustees, and members if any, is highly desirable. The organization will, of course, be liable for payment of Federal and State admissions taxes in the case of all activities it sponsors for which admission is charged.

Relations with WRA

The community activities supervisor on the appointed staff will act in the role of advisor to the recreational organization in much the same way as the appointed community enterprise superintendent does for the consumer enterprises. It is recommended that the recreational organization assume responsibility for paying the salary of its manager, at regular WRA wage rates, and that consideration be given to the payment of others in managerial positions as soon as feasible. However, so far as possible, WRA-paid evacuee personnel will be assigned to work with the recreational organization in developing policies, working out budgets and carrying out its program. Final responsibility for all decisions will of course remain with the organization itself.

Recreational areas and buildings will be furnished by WRA without charge, under Administrative Instruction No. 73, for use in connection with the organization's program. All schedules of regular activities and special events must, however, be handled through the community activities supervisor in order to avoid conflicts in time or space with the functions of other organizations.

WRA equipment hitherto made available for various community activities will not be withdrawn, but will continue to be made available to such activities through the recreational organization.

Although the recreational organization will operate within the center as a separate and independent entity, it is, of course, understood that all of its policies and programs will be subject to such limitations in scope as WRA may find it necessary to impose in the interest of efficient and orderly administration of the center.

WAR RELOCATION AUTHORITY

WASHINGTON

G

Berkeley

August 23, 1943

To: All Project Directors

Attention: Community Activities Supervisors

The attached Statement of Relationships between the Boy Scouts of America and the War Relocation Authority is sent out in full realization of the fact that well-developed Scouting programs are already in progress at all relocation centers.

This joint Statement of Relationships result from the desire, on the part of both organizations, to have set down in written form the main points concerning the establishment and operation of the Scouting program within the centers.

Solon T. Kimball

Solon T. Kimball, Acting Chief
Community Management Division

Attachments

WAR RELOCATION AUTHORITY

WASHINGTON

September 13, 1943

To: Project Directors at Colorado River, Gila River, Central Utah, Minidoka, Heart Mountain, Granada, Rohwer and Jerome Relocation Centers

Attention: Chiefs, Community Management Division

Will you arrange to have one copy of all proceedings of Community Government sent to the Washington office, attention Division of Community Management. These will include:

1. Minutes of meetings of Community Council
2. Law and Order Regulations
3. Resolutions
4. Reports of Council Committees, Boards and Commissions
5. Hearings of the Judicial Commission

John H. Provinse

John H. Provinse, Chief
Community Management Division

Educ

Mr Hoffman
Lanford
Education
Centy Acts

September 23, 1944

E2.60

Mr. John H. Provinse
Chief, Community Management Division
C/o Mr. Jesse H. Lewis
Relocation Officer
War Relocation Authority
Midland Savings Building
Denver 2, Colorado

Dear John:

My experiences during my recent field trip impressed upon me the need for some serious thought and attention to the problems of the young people of high school and post high school age. I have already summarized my experiences at Minidoka for you, but in the event that the subject of juvenile problems arises at the Denver meeting, these comments may prove of some use.

The position of the young people has become increasingly difficult for a number of reasons. Their older brothers and sisters and the more mature nisei to whom they would normally look for leadership and guidance have pretty largely relocated or gone to the army. Such guidance as is available must come from their parents or the appointed staff, especially the school teachers. It is questionable if the parents are able to provide the kind of sympathetic understanding which is most needed in this situation. There are the very real differences in age, language, culture and citizenship, and no intermediate age or cultural group to bridge the gap. The parents are themselves full of anxieties which they transmit to their children. Although parental control continues strong, especially among the girls, there is lacking the opportunity for the young people to work out by themselves the kind of problems characteristic of that age group.

The appointed staff, especially the school teachers have undoubtedly been helpful, although the nature of project life makes most contacts of a formal type. The informal relationships are all too few and probably not very far-reaching. Differences in age and status also complicate the situation.

The young people with whom I came in contact were intelligent, energetic, and basically decent. They had, however, developed a cynicism and superficial hopelessness expressed by the phrase "waste time" which characterized the situation and was disturbing. Their description of their behavior in the classrooms made it obvious that the teachers had a most difficult job of instructing because the students had

psychological tendencies to reject learning, and to obstruct co-operative relations between teacher and class.

While I was at Topaz, I discussed this problem with several people including the chairman of the Community Council who was aware of the situation. I suggested to him that the Council give serious consideration to the establishment of a "Citizens Committee" to be composed of representatives from various organizations charged with the express function of developing a more constructive attitude on the part of the young people through organization and a program. This group would work closely with Community Activities, Education, and the Community Council in meeting problems of the young people. It is possible the Council may have taken some action, but to be successful it needs good leadership and guidance from us. I also discussed the same situation and made the same suggestions to the chairman of the Council at Granada.

On Monday of this week, I described the situation as I saw it to Dr. Ade and Marshall Stalley. I hope that I was able to communicate to them the need for some action on our part, although certainly no agreement was reached as to any steps that should be taken. I have had several thoughts on the matter and if the opportunity presents, you may want to discuss them with various people at Denver.

1. That there be established a "Committee of Young People's Associations" or "Citizens Committee", or both, if their functions are defined differently.

2. That the Education and Community Activities Section plus representatives from the Community Council determine the nature of the problem and develop a coordinated program for all young people. The formation of this "committee" might be one step of the plan.

3. That each association of young people have an active group of adult evacuee and appointed staff sponsors. Certainly, each school teacher should be sponsor to at least one group.

4. That organized leadership training and group work participation courses become a continuing part of the Community Activities program at each center.

These suggestions are designed to give the young people a voice in the development and direction of a program to meet their problems; to develop an organized interest on the part of the adults in their programs; to bring the appointed staff and evacuees, both old and young, together in a purposeful manner; and to provide an organized group to present the viewpoint of the remaining citizens of maturity or approaching maturity.

I should like to discuss implementing these suggestions with you on your return.

Sincerely,

S.T.K.

Solon T. Kimball

cc: Huberman
Stalley
Lt Hoffman
Ade

E 2.50
Judo

John H. Provinse 10/9/43

Edward B. Marks, Jr.

Attached are two responses to your letter of September 16 to Jerome, requesting a report on judo activity: (1) Reply of Al Tsukamoto, Assistant Supervisor of Community Activities and (2) Letter from G. F. Castleberry (see page 2).

COPY

File Judo

September 16, 1943

Mr. Paul A. Taylor
Project Director
Jerome Relocation Center
Denson, Arkansas

Dear Paul:

A recent report reaching the Director indicates that there is still at Jerome a good deal of interest and activity in judo and other strictly Japanese-style activities. Can you give us a short report on whether or not this is in accordance with conditions at Jerome, and what is the trend with regard to such activities at the project? Will the segregation now taking place take care of the problem for you?

Sincerely yours,

John H. Provinse, Chief
Community Management Division

JHProvinse HP

COPY

JEROME RELOCATION CENTER
Denson, Arkansas

September 30, 1943

Mr. John H. Provinse, Chief
Community Management Division
Washington, D. C.

Dear Mr. Provinse:

In belated reply to yours of September 16th, it is true that we still do have quite an interest in judo and other strictly Japanese-style activities. However, some of these activities are not under the direct sponsorship of our Community Activities Section. Judo is now conducted by a voluntary committee since the last of our five instructors were terminated on September 11th. The entertainment department together with cultural type of activities still carry five people on the payroll. Most of the work of the Issei entertainment group is done by a committee composed of a representative from each block.

With so much of the actual work being done by voluntary help in this particular field, we have adopted a policy of stressing the American-style programs rather than suppressing the Japanese-style activities. The end achieved is the same, but it leaves less chance of creating any ill-will among the Issei and the Nisei workers in this Section.

Although the segregation program has almost been completed, it is as yet too early to judge with any degree of accuracy what the trend of the demand in this regard would be. I hope with the pro-Japanese element eliminated we will progress toward our goal of Americanization of our activities with more speed.

I hope our future reports will be in harmony with the far-sighted plans that you have set for this section.

Sincerely yours,

COMMUNITY ACTIVITIES

/s/ Al Tsukamoto

Al Tsukamoto
Assistant Supervisor

B

WAR RELOCATION AUTHORITY

WASHINGTON

OCT 18 1943

Memorandum to: All Project Directors

Attention: Community Activities Supervisors
Medical Social Workers

The attached article on "Recreation in the Hospital" has been broadly adapted from "Recreation in Army and Navy Hospitals" by Carolyn J. Nice, Recreation Consultant, American Red Cross, which appeared in July, 1943 issue of Recreation Magazine.

Although it describes a service intended primarily for patients in Army and Navy hospitals, it also contains suggestions which are applicable at relocation centers. It may be desirable to have workers on the Community Activities staff consult with the Chief Nurse and Medical Social Worker concerning the best manner to proceed in providing for a program of this kind within the limits of available personnel.

Edward B. Marks, Jr.
by RK

Edward B. Marks, Jr.
Community Activities Adviser

Attachment

520

Education

WAR RELOCATION AUTHORITY

October 25, 1943

To the Project Director

Attention: Superintendent of Education
Vocational Training Committee

Gentlemen:

As the vocational training program progresses, you will undoubtedly find increasing need for course outlines, analyses of various jobs into operations involved, etc. In this connection, you may be interested in a series of materials worked out by the Utah State Board for Vocational Education under the direction of H. B. Gunderson, Director, Division of Industrial Education at Salt Lake City, Utah. Typical materials include study manuals in radio repair, automotive repair, auto body and fender work, etc. While emphasis has been placed on war industries, a great many of the materials may be useful in your day to day work.

Mr. Gunderson also has available job breakdown analyses in a considerable number of fields for its Job Instructor Training Program, which you may find of interest. It is suggested that you inquire concerning available materials from the Division of Industrial Education in Salt Lake City, Utah.

Joseph Samler
Joseph Samler, Supervisor
Vocational Training Program

js/py

27070

Miss Bragg

COPY

WAR RELOCATION AUTHORITY

Washington

January 12, 1944

Comm Management

Mr. Wade Head
Project Director
Colorado River Relocation Project
Poston, Arizona

Attention: Dr. A. L. Harris
Superintendent of Education

Dear Mr. Head:

On the evacuee employment schedule for the current quarter which was sent to the project, you will find a number of changes in the section showing allocations for the Education Section. As a basis for explaining some of these changes we are attaching a copy of the list shown for your schools. We are informed by the Personnel Management Section that this schedule represents section totals and that some variation within the section units may be feasible.

Some of the changes made by the allocation plan and the schedule will be of specific interest to you in Poston. The new plan will permit you to select one Nursery School Supervisor for each camp. No head librarians have been approved, however, if your school library workers also care for the community library, additional personnel may be allocated. Your certified teachers are not included in this schedule of evacuee employees or in the allocation plan. As you know they are included in computing the number of appointed teachers that may be selected. Business managers or accountants are allocated to the financial section and are to be assigned to the schools . Messengers are to be obtained from a pool.

Allocation Plan

In order toprovide some degree of uniformity in determining the number of evacuee employees needed in all of our Center schools a general allocation plan was developed. It is understood that some changes may be necessary to adapt to local conditions or future needs.

1. $19 Employees - The allocation plan and the schedule show one nursery school supervisor, one adult education supervisor, several classified teachers, one vocational supervisor, and two vocational teachers not included in previous allocations.

2. Job Descriptions - New job descriptions have been prepared. Copies are enclosed.

3. Teachers, Assistants, etc.

   A. Number - See basis in allocation plan. It is intended and expected that all authorized or charted teaching positions be filled. In cases of unusual shortages of appointed teachers some additional evacuee assistants may be needed and obtained as per 20.2.11 of the Administrative Manual.

   B. Classified teachers - Basis for allocation, approximately one-fourth of total teacher allocation for each of the elementary and high schools plus qualifications outlined.

   C. Certified teachers - Not counted in allocating evacuee employees, hence not shown in schedule, but, as formerly, are counted in computing allocation for appointed teachers.

4. Vocational Training - These allocations are in line with recent wires and correspondence authorizing and outlining the vocational training program. Employees will be added as each new or additional vocational course is approved.

5. Clerical - Stenographic - The increases in Office of Superintendent and High School Office over previous allocations are in line with increased obligations in maintaining records of school property, preparing pupil transcripts, and making reports.

6. Adult Education - With changes in the vocational program some readjustment in the adult education program will be necessary. Employee allocation will be based on approved programs showing plans, offering and teaching loads.

7. Business Managers, Accountant, Clerk, Messengers, and miscellaneous - It is understood that some of these special workers or assistants will be employed by other sections and will be assigned to the education section. Messengers, truck drivers, carpenters, repair men, etc., are not assigned to the education section but are drawn from other sources as needed.

We hope that with this general plan you can obtain and make economical use of the evacuee help needed for the operation of the schools.

Sincerely,

/s/ John H. Provinse
Chief, Community Management Division

WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

Allocation

of

Evacuee Employees in Center Schools

As a basis for determining the number of evacuee employees that may be assigned to the Education Section the following general allocation plan has been developed. This plan covers certified, classified and assistant teachers, secretaries, clerk-stenographers, nursery school, adult education, and vocational training workers. The plan is sufficiently flexible to permit transfer of employees within the section. The section will be expected to follow position description schedules or to justify and have approval of new ones to be established.

Allocation of Evacuee Employees in the Education Section

In order to provide the type of workers needed in certain supervisory or key positions a number of 19 Employees have been allocated.

I. Employees at $19 rate. Shall be employed on assigned duties 44 hours per week. Shall be capable of carrying the load and shall be assigned the duties that, otherwise, would be assigned to an appointed staff member.

Positions to be considered:

A: Janitors - 1 head for each camp. Serve as supervisors, interpreter, etc.

B. Secretary - 1 Office of Superintendent.

C. Nursery School - 1 Supervisor.

D. Adult Education - 1 supervisory assistant each camp.

E. Vocational Training Program - 1 supervisory assistant, 2 head or chief instructors.

F. Elementary and High School Teachers.

1. Certified teachers carrying full loads, not counted in evacuee quotas.

2. Classified teachers - non-certified but having two years college education and training (including 12 semester hours approved education courses and/or completion of or present enrollment in prescribed training courses and practice training under local supervisor of student teachers) sufficient to qualify for, and is assigned load of regular teachers.

EDUCATION SECTION EVACUEE EMPLOYMENT

Colorado River Project

Office of Superintendent

501	Secretary	$19	1
	Clerk-Stenographer	16	4
504	Head Janitors	19	3
505	Janitors	16	24

High School

	Clerk-Stenographer	16	7
	Classified Teachers	19	8
508	Assistant Teachers	16	23
	Librarians		
	Assistant Librarian	16	11

Elementary School

	Clerk-Stenographer	16	4
	Classified Teachers	19	5
513	Assistant Teachers	16	16
519	Assistant Librarian	16	5
	Asst. Home Visiting Teacher	16	2

Total - regular school 113

Nursery School

	Nursery School Supervisor	$19	3
515	Asst. Nursery Teachers	16	32
516	Nursery Matron	16	

18

Adult Education

	Supervisor	19	1
	Clerk-Stenographer	16	3
507	Assistant Teachers	16	50

Vocational Training

	Vocational Training Assistant	19	3
	Chief Vocational Instructor	19	3
	Clerk-Stenographer	16	3
	Apprentice Training Instructor	16	2
	Vocational Instructor	16	4

Tuvada
6

WAR RELOCATION AUTHORITY
Washington, D.C.

March 22, 1944

NOTICE

The first and second pages of the Statement of Relationship with the Y.M.C.A. has been re-run to improve certain phrasing. Will you please see that these reach the persons who received copies of the earlier release, so that a substitution may be made?

John H. Provinse

John H. Provinse, Chief
Community Management Division

12E

OM-966

Tule Lake.

Community Education

DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY
Washington

December 26, 1944

TO ALL PROJECT DIRECTORS:

Attention: Superintendents of Education

Subject: Necessity for Full Time Person Responsible for Student Counseling

Administrative Notice 173, dated October 7, 1944, notified the projects that WRA had taken over responsibility for college placement and for public relations that had formerly been carried out by the National Japanese American Student Relocation Council. Section 130.46 of the Relocation Handbook outlines these responsibilities in more detail.

As you know, placement assistance is to be furnished by the Guidance Counselor or some other member of the high school staff who can successfully accomplish the job. In our letter sent November 6, over my signature to all Project Directors, attention Superintendents of Education and Guidance Counselors, we stated that it was necessary for the person designated as the Counselor on the project to give more attention to the program and pointed out the fact that it might be desirable to develop more complete counseling and to establish a counseling committee of high school teachers.

In view of liquidation plans and the opening of the West Coast, the Relocation Division has called our attention to the additional importance of this vital counseling service as a factor in family planning. It is particularly desirable that the Relocation Division have one source for information on status of student relocation plans for family members of that age group.

Will you therefore tell us the name of the Guidance Counselor or the other member of the high school staff who has been given the responsibility for this work?

Any other comments you have relative to this program will be appreciated at this end.

Sincerely,

John H. Provinse

JOHN H. PROVINSE
Chief, Community Management

43364

B

UNITED STATES
DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY

WASHINGTON

Comm act.

January 18, 1945

Mr. R. R. Best
Project Director
Tule Lake Segregation Center
Newell, California

Attention: Community Management Division
Community Activities Supervisor

Dear Mr. Best:

Reference is made to Administrative Notice No. 204, issued January 9, 1945, suggesting the increased use of films portraying the war and conditions brought on by the war, and mentioning that film catalogues would be sent out to you under separate cover.

There are enclosed four items which we hope will be a helpful resource to you in planning extended motion picture services:

(1) A list of films which have been reviewed in the Washington WRA Office that we believe are pertinent and will be acceptable to project residents.

(2) A catalogue entitled, THE UNITED NATIONS IN FILMS, released by the United Nations Information Office, and listing 16 mm. and 35 mm. motion picture films on the United Nations and the offices where they can be secured.

(3) A catalogue entitled, WAR FILMS FOR WAR USE, issued by the Bureau of Motion Pictures of the Office of War Information and listing 16 mm. sound films. Reference is made to pages 12-20 which lists the distributors of the Office of War Information films where such films may be obtained.

B

comm act.

(4) A catalogue entitled, BRITAIN AT WAR, issued by the British Information Services, describing additional films and showing where they may be obtained.

In addition to the resources suggested above, there are, of course, many other films available, which may be secured regionally or locally. It is suggested that special efforts be made to continue and extend the use of films which will contribute to an Americanization program.

The Community Activities Supervisor should take the initiative for planning a continuous motion picture program which will help inform the residents of the center about conditions on the outside, and thus help prepare people for relocation.

It is our feeling that the use of films, as suggested above, will be most effective as groups of evacuees participate in planning the motion picture program and take responsibility in sponsoring the activity. It is suggested, therefore, that community activities committees, youth councils, groups of high school students, and other evacuee groups representative of community organizations be asked to participate in the planning and the sponsorship of the programs. Films can be particularly useful as an aid in stimulating group discussions.

We should appreciate getting reports from you regarding the use of motion pictures as an aid to relocation. Such reports may be incorporated into the Monthly Narrative Report on Community Activities.

Sincerely yours,

John H. Provinse

John H. Provinse, Chief
Community Management Division

Enclosures-4

FILMS ON CURRENT AFFAIRS SUGGESTED FOR USE AT RELOCATION CENTERS

Liberation of Rome British Information Services 18 minutes	A film of the Italian campaign showing the difficulties encountered before Cassino fell and the road to Rome was opened up. This picture should be of particular interest to center residents because Nisei soldiers took part in this campaign.
Naples is a Battlefield British Information Services 11 minutes	The rehabilitation by the Allies of the first large European city to be liberated
Report from the Beachhead OWI 9 minutes	Shows the landings at Anzio, Italy, bombarding the town, bringing in men and supplies, and the establishing of the beachhead.
Task Force OWI - 22 minutes	A colored film telling about the little known work of the coast guard in escorting convoys and in landing operations. Contains some very striking scenes of troops landing on beaches under fire.
Paratroops OWI - 9 minutes	A brief survey of the training which paratroopers undergo from first exercises in tumbling and falling to the actual leap from a plane. Also tells about the ski paratroopers and contains some beautiful snow and ski scenes.
D-Day British Information Services 10 minutes	After months of anticipation the invasion begins. Shows the 'softening up' process of bombardment, the transporting of troops and supplies, and the actual landings on the Normandy beaches.
Cherbourg British Information Services 11 minutes	The Allied advance following D-Day and the attack and capture of Cherbourg.

Road to Paris British Information Services-14 minutes	The Allies break through to Paris and General deGaulle enters the city in triumph.
Brazil at War OWI - 10 minutes	One of the great South American countries mobilizes for war. Shows the power of the Army and Navy and the valuable resources Brazil is contributing to the Allied war effort.
UNRRA-In the Wake of the Armies OWI*- 15 minutes	A film showing the work in store for the United Nations Relief and Rehabilitation Administration in bringing to the people of the war-ravaged countries of Europe freedom from want and from fear.

P Available only through the following OWI depositories:

University of California
Extension Division
Berkeley, California

Bell & Howell Co.
Film Division
1801 Larchmont Ave.
Chicago 13, Ill.

University of Colorado
Bureau of Visual Instruction
Boulder, Colorado

Indiana University
Bureau of Audio-Visual Aids
Bloomington, Ill.

UAW-CIO Film Department
281 W. Grand Blvd.
Detroit 16, Michigan

University of Texas
Visual Instruction Bureau
Austin 12, Texas

Pictosound Movie Service
6125 Marwinette
St. Louis, Missouri

University of Wisconsin
Bureau of Visual Instruction
Madison 6, Wisconsin

Screen Adettes, Inc.
314 S. W. Ninth Street
Portland 5, Oregon

Screen Address, Inc.
Sit S. Ashby Street
Portland 2, Oregon

University of Chicago Radiation Laboratory Chicago 37, Illinois	Indiana University Research in Radio-Electronics Bloomington, Ind.
Bell & Howell Co. Film Division 1801 Larchmont Ave. Chicago 13, Ill.	University of Illinois Department of Electrical Engineering Urbana, Ill.
Universal Pictures Co. Film Division Universal City, Calif.	University of Michigan Department of Electrical Engineering Ann Arbor, Mich.
Stanford University Department of Electrical Engineering Stanford, Calif.	Ohio State University Department of Electrical Engineering Columbus, Ohio
Stanford Research Institute Menlo Park, Calif.	Wayne University Detroit 1, Michigan
Ford Motor Company Dearborn, Mich.	Westinghouse Electric Corporation Research Laboratories East Pittsburgh, Pa.
Univ. of Texas Austin 12, Texas	Radiation Laboratory Massachusetts Institute of Technology Cambridge, Mass.

B. Variants only among the following IWO addressees:

IWO - 12 copies	Air Materiel Command Wright Field Dayton, Ohio Attn: Mr. Ralph Ramsey Chief, Electronics Division Engineering Data Section MCREXD-694
IWO - 10 copies	Office of the Chief Signal Officer Washington 25, D. C. Attn: Chief, Research and Development Division Signal Corps Engineering Laboratories Fort Monmouth, New Jersey Attn: Mr. Ralph Bown Chief, Electronics Research Division
IWO - 6 copies	Chief of Naval Research Washington 25, D. C. Attn: Electronics Division Code 427
IWO - 4 copies	Office of the Chief of the Army Air Forces Washington 25, D. C. Attn: Director of Research and Development Engineering Division Wright Field Dayton, Ohio
IWO - 1 copy	Commanding Officer Signal Corps Radio Laboratory Belmont, California Attn: Mr. Ralph Bown Chief, Electronics Research Division

IV. Radiation Centers

Massachusetts Institute of Technology Cambridge, Mass.	Ford Motor Company Dearborn, Mich.
Stanford Research Institute Menlo Park, Calif.	Stanford University Department of Electrical Engineering Stanford, Calif.
Wayne University Detroit 1, Michigan	Ohio State University Department of Electrical Engineering Columbus, Ohio
Westinghouse Electric Corporation Research Laboratories East Pittsburgh, Pa.	Bell Telephone Laboratories Murray Hill, New Jersey
Univ. of Texas Austin 12, Texas	Radiation Laboratory Massachusetts Institute of Technology Cambridge, Mass.

U. S. DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY
Washington

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mail + file ✓
copy of letter.
MHH.

February 21, 1945

MEMORANDUM TO ALL PROJECT DIRECTOS

Attn: Superintendents of Education

Attached is an outline of suggestions for the closing procedures for the schools on each center. In some cases these suggestions have been made previously in handbook sections. Repetition here re-emphasizes the importance of these points. This outline is of necessity general in nature, but complementing memoranda will explain in more detail steps on which elaboration seems essential.

One of the first obligations should be the completion of the program of the present term of school in such a manner that our pupils may leave us with the best preparation that we are able to give them. It is almost equally important that our records and our documentary reports be completed in a manner that provides a reliable picture of our educational program, permits accurate future analyses, and makes accessible the essential historical and scholastic records of each pupil.

An orderly closing procedure will require advance planning. It seems desirable that your school officials direct their efforts first to the completion of the school program and second to the preparation of essential reports and records. Before any teacher leaves the project she should be encouraged to complete any records or reports for which she alone is responsible. You will note that the 1946 budget includes funds for some educational personnel. We hope that this information will aid you in making plans for school closing procedures.

/s/ John H. Provinse
Chief, Community Management

ENCLOSURE

B

WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

February 19, 1945

SUGGESTIONS FOR CENTER SCHOOL CLOSING PROCEDURES

The WRA has developed and maintained an unusual federal school program. Now, when the closing days are in sight, we should make plans to complete this program in a creditable manner. It is anticipated that many procedure decisions must be made at the project. However, Washington unification is essential and this task can be simplified if the centers will follow the same general pattern of procedures. The following suggestions cover spring semester procedures, steps in closing, reports, and documentation. Separate memoranda will provide more detailed suggestions where elaboration is necessary, and additional suggestions will be provided as the need arises.

A. Personnel

1. Availability of funds for 1946 salaries will depend on budget approvals and on appropriations. In order that you may better plan your school closing programs and the clean-up work to follow, we are listing here the education positions requested in the proposed 1946 budget for the relocation centers:

   a. All appointed school employees to August 31.
   b. Superintendent, High School Principal, Elementary Principal, 1 Head, 1 Regular High School Teacher, 1 Senior Elementary Teacher, Counselor, Adult Vocational Supervisor to December 31.
   c. Superintendent, High School Principal, Counselor to about March 15, 1946.

   These requests do not guarantee or fix exact limits of tenure but should, if appropriations are granted, provide a basis on which project officials can plan for the retention of needed personnel.

2. Placement of teachers

   a. Prepare copies of Form 282 for teachers desiring employment in the Indian Service to be sent to Dr. Willard Beatty, Director of Education, Department of the Interior, Office of Indian Affairs, Chicago, 54, Illinois; for teachers wishing to teach in Hawaii send information to Mr. Earl L. McTaggart, Director of Personnel, Territory of Hawaii, Department of Public Instruction, Honolulu 4, Hawaii.

b. Encourage other teachers desiring positions to make contacts this spring.

3. Make a check of evacuee school employees to determine probable number available for adult education or other essential closing activities.

B. The Summer Program

1. Plan a program to permit pupils to make up work or to complete fractional credits.
2. Provide program of remedial English.
3. Continue diversified activities program.

C. Program Planning

1. Elementary and Secondary

a. Continue to the end of the term. Revise second semester curricular offering if necessary to adapt to teaching abilities available and to the needs of the pupils. Check the records of each pupil and where necessary transfer him to another class that he may leave the WRA schools with a well balanced credit record. If necessary provide added regular or short courses to fit this need.

2. Nursery school

a. Continue to August 31. If necessary, continue beyond that date. Stress English instruction needed to prepare for entrance into other schools.

3. Adult and vocational education

a. Combine all post high school education under one supervisor as rapidly as feasible. Continue stress on English and other essential adult and vocational activities until center closes. Organize the program into short courses, conferences, consultation meetings, and group discussions.

D. Administrative Planning

1. Record and report forms.

a. Determine the number of copies for each form that will be needed and place requisitions for them.

2. Equipment and supplies needed.

a. As indicated in Administrative Notice No. 217, Washington approval will be required for all 08 and 09 purchases. Requests must be justified. Book and equipment purchases will be limited to a minimum.

b. Some time ago requests were made for project inventories and an estimate of the consumption rate for supplies. Both of these are essential in helping to reduce surplus stocks and to permit transfers between centers. Both are essential for 08 and 09 approvals.

3. Checking in assigned materials and equipment

a. At the close of school arrange to check in text books, library books and other materials charged to pupils. Also check in materials charged to teachers. Wherever possible clear the property records on the materials assigned to teachers to avoid later claims on the teachers. If teachers report on lost property, these matters can be cleared before the teachers leave.

4. Final inventory

a. When school supplies and equipment are checked in, plan to obtain total inventory values by object classes and by school units (functional). Use this as a credit when estimating total costs of school program from inception to closing.

E. Records (Referring here primarily to permanent records or non-recurring reports.)

1. Pupil cumulative records

a. Bring up-to-date. Include pertinent data. These are WRA records and will be sent to and filed in Washington as per Handbook Section 30.3.6D. (Old number, 30.3.15D).

2. Pupil transcript froms 280 and 281

a. Complete as early as possible, fill in personal data and back. Note that two copies are to be sent to Washington regardless of whether copies have been sent to other schools. If a copy of transcript has been sent to another school where pupil has relocated, so indicate in proper place on copies sent to Washington. Do not sign in transmittal space unless copy has been sent to another school.

b. Do not give pupil copy of transcript to take with him. Pupil will have class grade cards and can be given a similar statement to the following sample (form will be produced for all centers by WRA):

WRA 393

U. S. DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY

_____School

_____ Date

_____ Address

This is to certify that_____has completed the prescribed work in Grade_____of the_____ (secondary - elementary) school. A transcript of record will be transmitted upon request of the receiving school. Until November 1, 1945 requests for pupil records should be sent to this center. After that date requests should be addressed to Department of the Interior, War Relocation Authority, Washington, D. C.

_____
Superintendent

In cases where a pupil knows what school he will attend after relocating it will be possible to send a transcript directly to this school without waiting for a request from the receiving school.

3. Teacher personnel records form 282

   a. Complete for each teacher before she leaves WRA. Send two copies to the Washington office. Other copies may be used in recommending teachers for new positions if desired.

4. Records of and from the school program. (See Memorandum No. 2 for details.)

   a. Prepare a brief summary of the program showing the aims, offering, and the accomplishments by subject matter areas; e.g., math, English, commercial courses. The teacher or teachers should list courses offered, give brief summary of plan of work, aims, time, allotments, results, etc. In the elementary schools summaries may be by grades. Insert copy of daily program, also a tabulation showing subject offerings for the secondary school.

   b. This should be a concise summary that might serve as a basis for future studies and also for statements to other schools and colleges on the extent of the school program. Teachers can prepare for assembling in the principal's office. Details on style, index, nature of content, binding, method of assembling, etc. were included in Memorandum No. 2

F. Reports

1. Monthly forms 238 and 245

   a. Continue as at present as long as there are enrollees in any school unit.

2. Vocational forms 254 and 374.

   a. Continue as needed.

3. Annual form 292

   a. Complete in July for the 1944-45 school year. School activities such as the summer, adult or vocational educational activities extending beyond July 1, will be handled in a later report as a fractional year.

4. The closing report (See Memorandum No. 3.)

   a. Advance sheets of outline prepared for handbook were included in Memorandum No. 3. Since this is a copy of the outline submitted to the Reports Division for use in the Handbook, the numbering will not correspond with that above.

   b. For this report single spaced elite type on 8" x 10½" white paper, with 1½" left-hand margin for side binding or stapling is recommended. Use all "CAPS" center page indications for section or division headings; marginal "CAPS" for subject or sub-unit headings; marginal "Cap and Lower Case" for minor headings (such as Aims, Offerings, etc.).

OUTLINE FOR FINAL REPORT
COMMUNITY MANAGEMENT DIVISION
Education Section

The Superintendent of Education at the center will be responsible for the preparation of a report covering the complete education program from its inception through the closing procedure. This report should be primarily historical in nature but planned to include sufficient evaluative materials to give an overview of the aims, organization, problems, and results of the whole program. It should be comprehensive, but need not be detailed. It should be well outlined. Descriptions and explanations should be given in concise meaningful statements, so planned that continuity is not sacrificed. The report should be narrative in form but pertinent statistical information may be inserted. Although several persons or groups may contribute parts of the report, the final writing and editing should be done by one or two persons designated for this purpose. Unnecessary repetition should be avoided. The problems of obtaining supplies, equipment

and teachers may need to be mentioned when discussing the various school units but should not be described in several places. The superintendent should accept final responsibility for the organization, content, continuity, and style of the report. A copy of the complete outline is included in Memorandum No. 3.

/s/ John H. Provinse
Chief, Community Management

Tule Lake

Com mgmt
Education

DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY
Washington

February 24, 1945

TO ALL PROJECT DIRECTORS:

Attention: Chief of Community Management
Superintendent of Education
Librarian

The Relocation Division is requesting the services of the Center Librarian to assist in the organization and technical supervision of the Relocation Library. This special Relocation Division Library for each Center is to be a part of the Relocation Division office and will serve both the evacuees and the Assistant Relocation Advisers.

The Relocation Division feels that most Centers have now allocated sufficient space for the enlarged relocation program to provide adequate space for such a library. They envision a division reception room also to be in the library. An executive secretary of the Planning Commission and additional evacuee help are already planned for to take care of the library. The request then is for the Center Librarian to assist only in rendering technical and professional advice on library services. The manual work involved and the responsibility for daily control of material is to be taken care of by the Relocation Division.

The Relocation Division feels that we could well afford now to have a complete basic re-evaluation and inventory involving the listing of material, wall picture displays, methods of controlling material, the adequacy of material, and like topics.

No much maps

Would it be possible to request your Center Librarian to cooperate closely with the Center Relocation Division for the next month? If so, it is thought that the Relocation Branch Libraries would be benefited a great deal and be in a much better position to assist the relocation program when the flow of consultation increases. It is to be understood that this does not eliminate the possibility for the continuation of a Relocation Section in the main center library and in developing branch or subsidiary libraries in other places in the Center, such as the hospital, the Block Managers' Office, and other library stations convenient for the evacuees.

If you think this suggestion practicable, it will be appreciated if you will notify your Librarian to make her professional services available to the Relocation Division on a rather intensive basis in the immediate future. If the foregoing suggestion is not feasible, would you please notify this office so that we may apprise the Relocation Division of that situation. Thank you in advance for this service.

Sincerely yours,

John H Provinse

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JOHN H. PROVINSE
Chief, Community Management

Com mgmt

DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY
Washington

February 24, 1945

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Sincerely yours,

John H. Provinse

JOHN H. PROVINSE
Chief, Community Management

UNITED STATES
DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY

WASHINGTON

B

February 28, 1945

Mr. J. G. Lindley
Project Director
Granada Relocation Center
Amache, Colorado

Attention: Mr. W. Ray Johnson
Assistant Project Director

Administrative Notice No. 220, dated February 19, 1945, outlines the objectives of the Community Activities program for the post-exclusion period. One of these objectives is to stimulate leadership training as an aid to adjustment and participation in community life after relocation. The attached report on the leadership training institutes conducted at Rohwer, Gila River, and Manzanar, we believe will be of use to you in evaluating such a program for your center. At one project so many persons who participated in the institute have relocated that they are contemplating organizing another with the assistance of group work agencies in a neighboring city.

If you wish to hold a training institute at your project, Marshall Stalley will be glad to assist in any way possible in making the arrangements for assistance from group work agencies outside the project.

Sincerely,

John H Provinse

John H. Provinse
Chief, Community Management Division

Report on Leadership Training Institutes Sponsored by the Advisory Committee of National Agencies to the War Relocation Authority

Prepared by: Juanita Luck, Consultant in Group Work, Social Service Division, Children's Bureau, U. S. Department of Labor.

For Use of: Marshall Stalley, Community Activities Director, War Relocation Authority, U. S. Department of the Interior.

The following statement is based upon discussions at the meetings of the Advisory Committee on National Agencies to the War Relocation Authority, and participation in the Leadership Training Institute held at the Gila River Project, Rivers, Arizona, November 7-17, 1944.

The Need for Leadership Training Institutes in the War Relocation Centers.

On July 6, 1944, the War Relocation Authority called a meeting of representatives of group work and recreation agencies to consider the need for leadership training for paid and volunteer leadership in the Community Activities Program in the War Relocation Centers. The need for leadership training in the centers was stated as follows: (1) The loss of Japanese volunteer leadership through the process of relocation has seriously affected the program in the centers. (2) Available leadership needs strengthening in order to develop a leisure-time program in the center. (3) Consideration needs to be given to the development of a community recreation program which would adequately serve different age groups such as pre-school children, school-age children, adolescents, and young adults.

On the basis of these needs, it was agreed by representatives of group work and recreation agencies, and members of the War Relocation staff that a joint leadership training project be planned which would utilize the professional staff of both public and private agencies.

Organization for the Leadership Training Project.

The group of representatives which met on July 6, 1944, was enlarged to include representatives of the major public and private group work and recreational agencies, and Federal agencies interested in this problem. This group is known as the Advisory Committee of National Agencies to the War Relocation Authority, with Mr. George Corwin, National Council of the Young Men's Christian Association, as chairman. Subsequent meetings of this committee were held on August 25, 1944, September 15, 1944, and January 5, 1945.

Plans for Leadership Training Institutes.

The National Advisory Committee decided to hold Leadership Training Institutes at the War Relocation Centers at Rohwer, Arkansas, October 24 - November 3, Gila River, Arizona, November 7-17, and Manzanar, California, November 21-December 1, during the months of October and November, 1944. Personnel for the staff was to be recruited from the UWCA, YMCA, Camp Fire Girls, Boy Scouts, Girl Scouts and Departments of Public Recreation. National staff members were to be supplemented by recruiting regional and

local workers of these agencies. One person was designated by the committee to be "coordinator" for the institutes in the three respective centers. The "coordinator" was to go one week in advance of the institute team in order to work with a Steering Committee, the Community Activities staff, the Project Manager, and recruit necessary personnel for the institute from local agencies in the area of the relocation center. Personnel for the Leadership Training Institutes were to be loaned by their respective agencies which assumed financial responsibility for this service. Mr. Marshall Stalley, Community Activities Advisor of the War Relocation Authority, was to be at all three institutes. William J. Kitchen, Student YMCA, Boston, Massachusetts, was to serve as "coordinator" at Rohwer, Arkansas. Correspondingly, Masao Satow, National Council of the YMCA, at Gila River, Arizona, and Esther Briesemeister, National Staff of the YWCA, a Manzanar, California. The Leadership Training Institutes were to be held for a ten-day period in each of the three centers. Miss Juanita Luck, Group Work Consultant of the Children's Bureau, and Miss Dorothea Sullivan, Director of Group Work, National Catholic School of Social Work prepared "A Guide for Leadership Training Institutes," for use of the institute teams.

Objectives Outlined for the Leadership Training Institutes.

The purpose of the Leadership Training Institutes, as outlined by the Advisory Committee on National Agencies was "to strengthen leisure-time services to persons in War Relocation Centers." Therefore, specific objectives of such training were: (1) help to individuals living in the War Relocation Centers, by participation in this group experience, (2) to train community activities leaders, club and committee officers, including both the paid and volunteer staff, (3) to recruit leadership to replace loss of leaders through the relocation process, (4) to provide contacts with leadership of national group work and recreation agencies which offer services within the centers and in the communities where Japanese may relocate, (5) to present a joint training approach to leadership problems, rather than training for a particular agency program, or a limited age group.

Group Work and Recreation in the War Relocation Centers.

The War Relocation Authority has provided group work and recreation services as an integral part of its program for evacuees. Each center has a Community Activities Supervisor who is responsible for the development of group work and community organization. The administrative structure in the center places the community activities services parallel to case work services in the Welfare Division, school services under Education, etc., administratively responsible to the Assistant Project Director.

The group work and recreation program in the center is directed toward "a conscious use of group experience for the development of the people of the centers, and as preparation for successful adjustments to the communities where they relocate". 1/ In accordance with this function, activities in the centers have included services of national youth serving organizations, such as YMCA, YWCA, Girl Scouts, Boy Scouts, Camp Fire Girls, etc., as well as recreational programs which have been developed under the auspices of the schools, churches, community councils and block managers.

1/ Marshall Stalley, Community Activities Advisor, War Relocation Authority.

Limitations in center life, such as geographical isolation, physical confinement of persons living in the centers, adjustment of family life to barracks housing, absence of normal neighborhood and community contact influence all services within the center, including leisure-time services. Since the basis of leisure-time programs is acceptance of the principles of voluntary participation and choice of activities, this concept is more difficult to carry out in an environment of enforced authority. Therefore, the role of leisure-time services in a center may be somewhat different from the role of a community recreation program in an outside community. This may be reflected in the attitude of participants who may say "we can't do that" and "what's the use". In such instances, real or imagined limitations have been transferred to their leisure-time program. Accepted limitations in the leisure-time programs are exclusion from outside activities, such as clubs, organizations and camping programs, in outside communities; associations with only Japanese-Americans, lack of recreational leadership, facilities and finances within the center. Some individuals within the "issei" group distrust leisure-time activities as they believe them to further broaden the breach between "Nisei" and "Issei" groups.

With the recognition of the need for a varied program, the leisure-time activities in the center have been developed to utilize all available leadership, mobilize the services of youth serving agencies, such as Girl Scouts, Camp Fire Girls, YMCA, YWCA, Boy Scouts, etc., and encourage the schools and churches to contribute adult leadership to the leisure-time program, as well as sponsoring programs for groups within their own membership. In addition to services of these agencies, the Community Activities Program has included athletic programs, music, drama, movies, and special events for all who wish to participate. Participation in satisfying recreational activities and membership in Girl Scouts, Boy Scouts, Camp Fire Girls, YMCA, and YWCA programs has helped evacuees make an adjustment to life within the center as well as relating this experience to corresponding groups in communities after the period of evacuation. Many of these young people have had previous experience in school clubs, church organizations and youth serving agencies in the west coast area prior to evacuation. This has helped them assume leadership responsibility within the center. Professional help including program aids, materials, and visits to the center has been furnished by national agencies. The YWCA, and YMCA have given regular staff service to the centers since the evacuation order.

The major responsibility for an on-going program has rested with volunteers drawn from the evacuee group. With the changing leadership, and loss of leaders through relocation, these volunteers have had a difficult time. Teachers, and other personnel within the center have given help to this program. The Community Activities Supervisor has considerable administrative responsibility and does not give program supervision to each of these groups. A Community Activities staff and council carry some of the responsibility for the total program, including such things as weekly movies, concerts, plays, athletic events.

<u>Leadership Training Institute at Gila River War Relocation Center, River, Arizona, November 7-17, 1944.</u>

Masao Satow, Coordinator, arrived at Gila approximately one week prior to the beginning of the institute. During this time, he interpreted

the purpose of the institute to the Assistant Project Advisor, the Community Activities Supervisor, and personnel in other divisions, such as Education and Welfare. Supplementary staff for the team was recruited from local agencies, such as the Department of Public Recreation, and the Y. W. C. A., Camp Fire Girls, YMCA. The coordinator formed a Steering Committee which was representative of volunteers and paid staff in the leisure-time program, and other groups interested. Interested individuals and agencies in Phoenix, Arizona, were informed of the plans for the institute. The Community Activities Supervisor and coordinator worked with leaders within the community activities program and agencies, churches and other groups at Gila. Plans for the institute included general sessions, work with smaller groups, consultation to individuals and committees, speeches, demonstrations, and participation in regular activities of groups.

The Leadership Training team included: Masao Satow, National Council of the YMCA, coordinator, Marshall Stalley Community Activities Advisor, War Relocation Authority, Nora Garvin, Western regional representative, Camp Fire Girls, Esther Briesemeister, National Staff of the YWCA, Juanita Luck, Consultant in Group Work, U. S. Children's Bureau. Staff of the Phoenix Department of Public Recreation, YWCA, Industrial USO, and the Camp Fire Girls, participated in several sessions of the institute.

In addition to evening sessions which included the principles of group leadership and demonstration of program and activity skills, members of the leadership training team met with such groups as: Girl Scouts, Camp Fire Girls, YMCA, YWCA, Young Buddist League, Community Activities Staff, P. T. A., Block Managers, Church Groups, Committee on Juvenile Delinquency. Community events, such as inductees send-off, Armistice Day program, community crafts exhibit and community banquet. Individual conferences were held with all persons interested in leadership problems, including the superintendent and assistant superintendent of schools, director of welfare, director of social services in the hospital, ministers and priests, school principals and teachers, volunteer board members, club leaders and club officers. These contacts included both the Caucasian staff of the War Relocation Authority and the Japanese leadership in the center.

The content of the course at Gila River was influenced by the need in this particular center, which was expressed by the Community Activities Supervisor as follows: "The critical leadership of every group rests with the evacuee participant. Therefore, it is most important that the leadership training institute be at the level of participant-member rather than at the level of the adult-sponsor leader." 1/

Participants in the course at Gila included paid and volunteer evacuee leaders, club leaders, club officers, several teachers, ministers, parents, and block leaders. Efforts were made to interpret the institute to community leaders in Phoenix, and to enlist the interest of citizens in this community in the program of the center.

Evaluation of the Leadership Training Institute at Gila River
November 7-17, 1944

A. Strengths: One of the most valuable contributions of the Leadership Training Institute was in having opportunity for participants and leaders in the center.

10/17/44

1/ In a letter received from Arthur L. Griswold, Community Activities Supervisor,

This group approach enhanced the contribution of each member of the team, strengthened particular agency contacts, stimulated interpretation of the values of recreation to children and youth, and brought response from the community on the value of a leisure-time program. Because members of the team were related to programs of Girl Scouts, Camp Fire Girls, YMCA, YWCA, Boy Scouts and Public Recreation Departments in outside communities, this affiliation helped the evacuees to know of the interest which these groups have in the Japanese-American group within the center and in the "relocated" areas. Group experiences in the center may help to strengthen the individuals who wish to make contacts with these agencies in the communities where they may relocate. Although the training staff was a small one, it was possible to cover all groups and interested individuals in the center program. This strengthened the interest in the center program, as many of these were volunteers needed encouragement to continue their work in the face of loss of experienced leaders.

One of the unique contributions of the contacts which members of the team had with the evacuees, was in an interpretation of the importance of play for children, clubs and broader activities for adolescents to the "Issei" group of Japanese. These are the parents and grandparents who came to America in the late 1880's and early 1900's. Many of their children are American born "Nisei." The cultural understanding between these two generation is strained and has been somewhat intensified by the enforced evacuation order. Leaders in the institute talked with parents and older leaders regarding the value of their children's group activities, in the center and in outside communities.

Interpretation of the values of recreation to all children, and appropriate programs for different age groups was of help to interested personnel in departments, such as Education and Welfare. Church leadership specifically helped with the teen-age programs of their constituent groups. The institute team helped to interpret to the residents and War Relocation Authority staff, the valuable contribution which the volunteer leaders in the evacuee group were making in the activities in the center.

As most of the club groups were being carried by volunteers including Caucasian and Japanese, the training institute strengthened their contribution by helping them with practical problems, giving them an understanding of leadership principles, and giving them encouragement to continue in their role as leaders.

The institute team was successful in identifying certain recreational needs such as: need for (1) block activities for small children; (2) provision in the school program or elsewhere for a more varied program for elementary children; (3) teen-age center for adolescents; (4) adequate planning for use of available building space for all groups in the center; and (5) inclusion of more varied activities, such as music, drama, social recreation in addition to club activities and organized athletics.

B. Recommendations: If the same type of institute is contemplated, a week period may be more desirable than a ten-day period. This is due to the small leadership staff, the amount of work required of the small Steering Committee in making arrangements, and to sustain the continuity in participation in the sessions.

Granada
[June 23, 1945]

UNITED STATES
DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY
Washington

B/

Jan 45

TO ALL PROJECT DIRECTORS:

Attn: Chief, Community Management
Superintendent of Education

Some Center schools seem to be having difficulty in clearing general and individual teacher property records. We are outlining below some general suggestions which have been discussed with the Property Officials and which are in keeping with the general property regulations.

SOME SUGGESTED SCHOOL PROPERTY CONTROLS

In closing the center schools, specific attention should be given to the disposition of all unused school supplies and the return of all major and minor equipment charged to the schools to the Property Control and Warehouse Unit.

School officials and teachers who may have accepted property should determine what property is now charged to them. They should in advance of time of school closing check their own inventories against their obligations.

As rapidly as feasible after school closes, school property should be removed from all classrooms except those to be used for nursery, adult, record and report compilations, and other activities outlined in the closing procedure plan.

School officials and the property officers should cooperate to develop an operating plan that will facilitate the inventory, recording, and checking in all property assigned to the schools and in clearing the records of each teacher or school official to whom property has been charged. In preparing these plans, consideration should be given to the following suggestions:

1) Teacher Lists. Equipment assigned to a teacher by the principal should be inventoried and checked against the assignment record. This equipment should be turned over to the principal or his designated agent either in the room or at a central point as shall be determined in each case. If the principal accepts this equipment in a room, he should either remove items immediately to a central school storage or take over the room, lock it, and retain the key. Losses should be noted and explained

as per handbook instructions. Teacher should be provided partial or complete clearance slip, as conditions warrant, for presentation to proper project officials.

2) Supplies, Expendable. While such supplies may not be charged to the teacher, balances will be returned and accounted for. Such materials should be inventoried, assembled, and stored by types. Records should show amounts of new and used materials.

3) Textbooks. Teachers should collect, assemble by types and titles, and label each stack. Under direction of the principal, all textbooks should then be assembled — sorted into three groups: new, used-fair condition, and used-poor condition ready for discard. Records should be prepared showing number, title, etc. of first two groups. If boxed, each box or case should be labeled to show contents.

4) Library Books. Library books should be treated as is other property belonging to the WRA. If a book has been recorded as Government property it should be so considered regardless of the source or method of procurement. If there are books on the Center which are not government property, they should be disposed of in the manner designated or preferred by the owners.

5) Fixed Equipment. Certain items such as window shades, light fixtures, etc. may have been accepted by and assigned to the schools. However, certain fixed items such as window shades may have been or should be charged to building values. Records on these items should be checked to determine which property is assigned to the schools. Such equipment should not be removed from the building unless so directed by the Supply Officer. If charged as other then fixtures, steps should be taken to get clearance.

6) The principal or school official responsible to the property officer for property assigned to his unit should arrange to assemble property collected from teachers or others, and to check it in to the property officer. It may be desirable to turn over to the property officer certain buildings for storage of property. When he has accepted the property, the responsibility of the school official shall end for all property that has been so cleared.

7) General procedure to be followed in the return of equipment and supplies to the Project Warehouse can be found in Section 20.4 of the WRA Handbook.

Sincerely,

John H Provinse

JOHN H. PROVINSE
Chief, Community Management

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WAR RELOCATION AUTHORITY
Washington

AUG - 6 1945

TO ALL PROJECT DIRECTORS:

Attn: Chief, Community Management

In our letter of July 11 we indicated the importance of school pupil transcript record service and urged that arrangements be made to retain qualified school personnel for this work. We realize that most of the teachers will be leaving the centers soon, and we have information that in at least one center there may be no Education Section employees, qualified for this service, after September 1.

Under the plans previously suggested it was anticipated that the pupil would carry with him a copy of WRA form 393 which would indicate to the receiving school that the transcripts of present enrollees grades 1 to 11 inclusive would be available at the centers until November 1, 1945. The transcript will be transmitted to the receiving school upon request from that school, and in a few cases where the final destination and the name of the receiving school are definitely known it may be possible to send transcripts in advance of requests. Transcripts are not to be turned over to the pupils.

This pupil transcript record service is vital and we hope that you can retain a qualified teacher, school administrator, or supervisor for this work. It is desirable that these records be properly interpreted and so handled that they give the pupil the best possible assistance in his orientation into a new school. For this purpose some teacher should be assigned these duties as her major task. She might be used in other activities if she has spare time, but this should not be considered a spare time job for a teacher whose chief duties and interests lie elsewhere.

If it is not possible to provide the transcript record service at the centers, we can arrange to transfer the transcripts to Washington at an earlier date than originally planned. However, we feel that the transcripts can best be serviced on the centers during September and October. Please keep us informed of your plans, the name of the person in charge of, and the progress you are making in your transcript service.

Sincerely,

John H. Provinse

JOHN H. PROVINSE
Chief, Community Management

WAR RELOCATION AUTHORITY
Washington, D. C.

MEMORANDUM TO ALL PROJECT DIRECTORS

Attention: Superintendent of Education and
Guidance Counselors

As indicated in Administrative Notice 173 and in WRA Handbook Section 130.46, the National Japanese American Student Relocation Council will soon be less active in the relocation of high school graduates in the various colleges. This will make it necessary for the person designated as student relocation counselor on the project to give more attention to this program. Because of this added duty for the counselor, it may be desirable to develop more complete home room counseling or to establish a counseling committee of high school teachers.

Counselors probably already have many college catalogs and information on colleges such as that provided in the College Blue Book for which two addresses are given: 404 Riverside Drive, New York; and Route 1, Deland, Florida; and the Educational Directory, College Section, published by the U. S. Office of Education.

In addition to providing advice and assistance in the selections of colleges and college courses the counselors will wish to check the credits of each prospective college student to determine whether these credits meet the college entrance requirements. An inspection of entrance requirements for several colleges indicates some variation. However, nearly all colleges seem to require the equivalent of 15 or 16 solid subject term credits earned in four years of high school or graduation from a three-year junior high school and with 12 term credits of senior high school work. Many colleges require a minimum of 1 unit of mathematics, 3 in English, 1 in science, and about 3 in the social sciences. Some colleges require credits in certain special subjects. Many colleges do not accept $\frac{1}{2}$ unit credits in first year algebra, in the first three years of English, or in the languages or in science. Many do not require entrance credits in a foreign language. However, some colleges, even those not requiring entrance language credits, will accept such language credits as a part of the required minimum only if two term credits have been earned.

Dale

John H. Provinse, Chief
Community Management Division

Tule Lake

Community Education

UNITED STATES
DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY
Washington

Dale

TO ALL PROJECT DIRECTORS:

Attn: Chief, Community Management
Superintendent of Education

Some Center schools seem to be having difficulty in clearing general and individual teacher property records. We are outlining below some general suggestions which have been discussed with the Property Officials and which are in keeping with the general property regulations.

SOME SUGGESTED SCHOOL PROPERTY CONTROLS

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5) Fixed Equipment. Certain items such as window shades, light fixtures, etc. may have been accepted by and assigned to the schools. However, certain fixed items such as window shades may have been or should be charged to building values. Records on these items should be checked to determine which property is assigned to the schools. Such equipment should not be removed from the building unless so directed by the Supply Officer. If charged as other than fixtures, steps should be taken to get clearance.

6) The principal or school official responsible to the property officer for property assigned to his unit should arrange to assemble property collected from teachers or others, and to check it in to the property officer. It may be desirable to turn over to the property officer certain buildings for storage of property. When he has accepted the property, the responsibility of the school official shall end for all property that has been so cleared.

7) General procedure to be followed in the return of equipment and supplies to the Project Warehouse can be found in Section 20.4 of the WRA Handbook.

Sincerely,

John H. Provinse

JOHN H. PROVINSE
Chief, Community Management

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