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SUGGESTIONS
FOR THE FORMULATION OF
A RESETTLEMENT PROGRAM FOR EVACUATED JAPANESE

In the direct path of the road to a united war effort lies the problem of the evacuation from the Pacific Coast of all axis aliens and citizen Japanese and their eventual resettlement. While the problem is geographically localized, its significance is of national importance and constitutes at the present time one of the very pressing domestic issues.

This brief thesis takes up only one aspect of the problem, that of the American-born Japanese. Because their youth and their American education and background place them in a position to make a great potential contribution to post-war America, the question of their resettlement and rehabilitation deserves profound consideration.

The suggestions presented herein are based on the assumption that the only just and democratic solution to the difficulties presented by the unique situation in which these citizens are placed lies in a more complete identification with the American scene and a restored confidence, on their part, in the democratic way of life. These suggestions are intended merely to serve as guiding posts in the planning of certain phases of an effective resettlement program.

EDUCATION

While evacuation with its attendant hardships is leading to all manner of distress, its justice has not been seriously questioned by the alien Japanese. The American-born, on the other hand, have been alternately indignant and in despair. The problem of morale presented by the youth, particularly of the high school and college age where, because of the peculiar age distribution of the Japanese, the majority of the second generation is concentrated, is very grave. The relative youth of the group would indicate a dynamic program of education (the term necessarily encompasses all aspects of technical training, recreational activity, etc.) as the most basic approach to the problem of their rehabilitation.

Education for Assimilation

The spirit rather than the form of the educational program is important. It need not be modeled after now existent systems but should be oriented to a plan for Americanization beginning in the primary grades and continuing through the secondary schools. The social and economic adjustments following the war will be tremendous. Unless the American-born Japanese have come to feel that they have a place in the heterogeneous picture of America, they will be relegated to the position of a maladjusted, unwanted minority.

Vocational Education and Advice

Not only should these Japanese Americans be given expert vocational training and advice in preparation for the post war period but the services of those trained in appropriate trades should be utilized for an aggressive war effort. A youth program in the spirit of the NYA is strongly recommended.

Political Education and Franchise

One way in which the group can be made to feel a part of a democratic America is through political education, and to enable the group to manifest its awakening along the lines of civic responsibility, their right to exercise their franchise should be maintained.

Caucasian Teachers

As the resettlement projects will undoubtedly be isolated and for the duration of the war virtually cut off from contact with American influences, there is the danger of cultural inbreeding which, coupled with low morale, may produce results inimical to the future welfare of America. Moreover, there are few if any second generation Japanese who either by technical training, experience, or outlook are qualified to give the needed guidance to a disheartened people. It is suggested, therefore, that while Japanese can and should be used in certain fields of instruction, Caucasian teachers predominate. These teachers should not be chosen on the basis of their certification in a given state or because they are unemployed but on the basis of their willingness to accept the position as a challenge to help in the building of an ever evolving democratic American ideal. They should be people of dynamic imagination, adaptability, and social vision. Numbers of such people have already expressed a desire to participate in the rehabilitation program. If appropriate publicity can be given the need for such teachers, there is reason to believe that others will come forward.

Teacher Training Program for Japanese

A program of teacher training should be instituted for those Japanese Americans with the necessary personal and academic qualifications. Perhaps this phase of the plan can even be initiated in the temporary assembly centers.

MANAGEMENT OF RESETTLEMENT CENTERS

Very few Japanese are sufficiently trained, experienced, or possess an intimate knowledge of the social and economic scope of a problem of the magnitude as resettlement on such a scale presents. There is a greater likelihood that Caucasians who have not been hampered by the limitations placed on members of an inbred, rather youthful minority group would, from the point of view and experience and a broader social outlook, be better qualified to assume the responsibilities of over-all management. Here, too, as in the educational field, there will be Japanese capable of assuming leadership in specific fields, but the task of advising and coordinating all phases of group activity should be placed in the hands of Caucasian experts.

There are also schisms within the group: Buddhist vs. Christian, Christian vs. Christian, the Japanese American League vs. those outside the pale, etc. Because the Japanese group is a closely knit social unit, these divisions are accentuated beyond the point of either necessity or wisdom. An inexperienced Japanese in an executive capacity at the inception of organizational activity would be subject to pressure from all sides and as the result of certain predilections would be tempted to lose sight of the general welfare in an effort to please a group to which he is already partial. Until the program gains momentum along constructive lines and bickering among the pre-evacuation factions gives way to healthier divisions, a well-trained Caucasian should assume the responsibilities of over-all management. Such a person should be appointed by the federal government on the basis of merit and should not, under any circumstance, be an inept political appointee.

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Plans for
RESETTLEMENT
Citizen and Alien
Japanese
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PREFACE

This report is a preliminary study which was compiled by the Committee on Resettlement under the United Citizen's Federation of the Metropolitan Area of Los Angeles. This study claims no other authority than a knowledge of the special needs of the Japanese community since its compilers are descendants of Japanese parents.

It is hoped that the work and facts set forth will meet with the approval of those government authorities concerned with the Japanese problem.

The inspiration for the doing of this work is the belief that to the extent the citizen and alien Japanese voluntarily and cooperatively evacuate and resettle by Federal government's regulations, to that extent they express their patriotism and relieve the government of extra responsibility and expense. It is thought that self-organized and democratic communities will enlist a usually much greater contribution to the national welfare from the citizen and alien Japanese than if they were entirely under government control. Of course government advice and a general supervision would be most desirable.

A further and more thorough report will give the resources of the Japanese community, together with a listing of detailed recommendations for evacuation and resettlement. Non-Japanese religious, welfare, economic, educational, and governmental leaders are assisting in the preparation of this study.

This study and the others to follow are under the United Citizen's Federation, an organization of 23 major organizations within the Los Angeles Japanese community, and among whom are the Y.M.C.A., Y.W.C.A., Church Federation, Unions, etc.

EVACUATION COMMITTEE

The previous plan of evacuation had to be discarded due to the evacuation registration carried out by the Maryknoll School.

The new plan for evacuation with the aid of the J.A.C.L. is as follows;

- I. The J.A.C.L. shall divide the Metropolitan Los Angeles into districts.
 - a. District headquarters will be worked out as soon as the districts are definitely assigned.
- II. The United Citizens Federation shall have the responsibility of appointing district chairmen.
 - a. These chairmen shall be volunteer workers drafted from church as well as other organizations.
- III. The U.C.F. will also be responsible for distribution of questionnaires to district chairmen, and
- IV. The U.C.F. will also be responsible for notifying the newspapers as to the plan for evacuation registration.
- V. These data shall be filed at different districts and will be available to any individual.
 - a. Individuals registering in a district but who would like to evacuate with an organization not in his district may do so by designating such a wish in the questionnaire.

The questionnaire used will be as below:

FAMILY QUESTIONNAIRE

Name:

Address:

Phone:

	Age	Present Work	Other Experience
Husband's name			
Wife's name			
Son			
Son			
Son			
Daughter			
Daughter			
Daughter			
Other Dependants			
Have you a car?	Model	Year and type	
Have you a truck?	What size?	Year and type	
Do you owe any money on car?	Truck?		
What do you estimate your fixed property valuation?			
Are there any sick persons in your family?	Name:	How sick?	
Have you registered with any evacuation group?			
If so, what group?			
What would you care to join?			

COMMITTEE ON LOCATIONS.

A committee has been appointed to act on the problem of locations but is handicapped by the fact that the government has not announced as yet as to what shall be the regulations for the locations of voluntary resettlement groups. Tentative investigations are being made as to possible locations, but the committee needs to know the following from the proper governmental authorities:

To what government agency must voluntary evacuation parties go for approval of locations selected by voluntary parties?

Are any government agencies engaged in locating lands on which voluntary parties may settle?

Will government protection be provided the voluntary resettlement communities?

COMMITTEE ON RESOURCES

This committee shall work especially in cooperation with the Evacuation Committee, but in the special field of organizing the total resources of the Japanese Community before the actual evacuation and after the resettlement. Using the reports of resources gathered by the Evacuation Committee, this committee shall work to accomplish the following:

(committee on resources, continued)

To make suggested lists of materials necessary for the evacuation process and resettlement,

To make suggested lists of non-essential materials that could best be sold before the evacuation,

To devise efficient systems of packing and transporting and reorganization of resources at point of resettlement.

Resources would include such things as household effects, equipment used in occupations, finances, etc.

COMMITTEE ON EMPLOYMENT AND ECONOMIC REORGANIZATION

1. Economics: General

- A. Main source of income to be agricultural.
- B. Initial capital to be supplied thru sources investigated by the Resource Committee.
- C. Debt incurred thru acquisition of working capital to be repaid thru profits over and above ordinary living expenses.
- D. Cost of operations hinges upon the scale of operations.
- E. Necessary items not produced within the community to be purchased and distributed thru cooperative stores.
- F. Intra-community media of exchange to be determined by the consent of the body.
- G. Manner of distributing income must assure each member consideration of his abilities.

11. Kinds of Economic Organization

- A. Corporations
- B. Cooperatives
- C. Work for non-Japanese, governmental and private
- D. Homesteading
- E. Combination of the above types
- F. Special resources and controls
 1. Sharing of equipment and equipment and distribution vehicles
 2. Price control
 3. Community economic and employment correlation
 4. Private supply of private needs, such as with family gardens

111. Sources of Financing

- A. Contributed funds of Japanese individuals and groups
- B. Government loans or grants
- C. Contribution or shares by non-Japanese individuals and groups
- D. Shares or stock owned by community members
- E. Barter of goods and exchange of labor and equipment
- F. Loans from non-Japanese and non-governmental sources
- G. Points of needs for finances
 1. To finance productive units, businesses.
 2. Living needs of individuals and families
 3. Community services (health, government, etc.)

IV. Management

- A. Mode of selecting Director or Directors
- B. Types and number of administrative officers to be selected
- C. Method of determining policy
- D. Handling of cooperative personnel
- E. Rights and duties of members

V. Employment

- A. Method of distribution of labor. (Usual and alternative occupations)
- B. Employment within the community and Employment outside
- C. Employees engaged in the producing of main products of community.
- D. Employees engaged in minor products
- E. Employment in effort necessary to continuance of community
 1. Food stores, etc.
- F. Employee and director relationship
 1. Apprentices, etc.
- G. Suggested types of possible employment
 1. Agriculture
 2. Industries
 3. Crafts
 4. Luxury goods of simple forms

(committee on employment and economic reorganization, continued)

5. Domestic work (art needle craft, etc.)
6. Animal husbandry
7. Building and furnishing (for community itself)
8. Essential businesses to continuance of community
9. Professions
10. Community officials
11. Distribution
- H. Special employment considerations
 1. Must be as non-competitive as possible with non-Japanese
 2. Must fit actual and potential talents of Japanese
 3. Government regulations effecting aliens due to war

ORGANIZATION OF THE SOCIAL ORGANIZATION COMMITTEE

1. Social organization committee related to:
 - a. Economics
 - b. Housing
 - c. Control and Management
 - d. Extra Community Relations
- II. Resources
 - a. Literature
Organizational (Co-op. organizations; i.e. Co-op. League of America)
 - b. Research
Survey
Occupational, etc.
 - c. Human resources
Talents, training
 - d. Financing

Special Problems Considered in Social Organization

1. New economic set up; producer and consumer co-operative.
- II. Extra community relations; Japanese and non-Japanese.
- III. Traditional problems with Japanese
 - a. divisiveness
 - b. class distinction
 - c. religion
- IV. Morale -- mental health.
 - a. proper attitude
 - b. avoidance of bitterness resulting from sudden change and discrimination.
- V. Non-democratic elements
- VI. Variance of ages of issei and nisei.
- VII. Lack of trained welfare and educational workers.
- VIII. Finances.

REPORT OF THE SOCIAL ORGANIZATION COMMITTEE ON RESETTLEMENT

1. EDUCATION

- A. Public schools (dependent upon system of education in particular locality)
 1. As far as possible, the use of available teachers among the Nisei (list of available ones attached in supplement)
 - a. Nisei with credentials
 - b. College graduates
 2. Co-ordination contacts with Government's board of education from the community's educational commission.
- B. Community education
 1. Economic -- consumer and producer
 - a. New problems of co-operative philosophy
 - b. Instructors
 - (1) government specialists
 - (2) experienced -- practically experienced men from among the members of the co-operative.
 - (3) religious groups
 - (4) Co-operative League of America.
 2. Community co-operation
 - a. Gaining support of community projects
 - b. Overcoming tendency for divisiveness

(social organization committee on resettlement, continued)

3. Americanization and assimilation

- a. Citizen Japanese
 - (1) Public school
 - (2) Town meetings
 - (3) Publications
 - (4) Lecture groups
- b. Issei
 - (1) English classes
 - (2) Co-operative discussion groups

4. Health, safety, welfare, education

- a. Dissemination of information through the various commissions.
- b. Public schools.

D. Means of Education

- 1. Public school
- 2. Family
- 3. Churches
- 4. Forum meetings
- 5. Lectures
- 6. Speakers' bureau
- 7. Publications
- 8. Visual education (posting, motion pictures, exhibits)

11. RELIGION

A. Supervision and support

- 1. Denomination boards
- 2. Inter-community support

B. Inter-denominational work

- 1. Community church
- 2. Joint meetings

C. Functions

- 1. Counseling
- 2. Ministerial
- 3. Educational

111. RECREATION

A. Community Centers

- 1. Parks
- 2. Playgrounds
- 3. Churches
- 4. Schools
- 5. Libraries
- 6. Community center

B. Boys and Girls Organizations

- 1. Y.M.C.A., Y.W.C.A., and Y.M.B.A., Y.W.B.A.
- 2. Scouts
- 3. Camp fire girls
- 4. Church clubs

C. Facilities for Young People

- 1. Social opportunities
 - a. dances
 - b. athletic contests
 - c. folk games
- 2. Playgrounds and other play areas
 - a. Sports
 - b. crafts
 - c. folk dancing
 - d. drama
 - e. hobbies
 - f. music
- 3. Toy Loan Association

D. Facilities for Issei

- 1. Go-club -- sedentary games
- 2. Library of magazines, newspapers, books, etc. in Japanese
- 3. Active sports
- 4. Japanese cultural organizations
 - a. Japanese music groups
 - b. Art and drama groups

(social organization:committee on resettlement, continued)

E. Joint Recreation for Issei and Nisei

F. Motion pictures

G. Programs -- drawing from local talent.

IV. SOCIAL DELINQUENCY

A. Minimized by providing recreational facilities

B. Juvenile delinquency

1. Proper counseling and guidance
2. Means of correction of violators
 - a. Psychiatric service
 - b. Police service
 - c. Probation service

C. Adult delinquency

1. Government law enforcement
2. Combatting delinquency through education.

V. CULTURAL

A. Emphasis upon culture diffusion of Occidental and Oriental cultures.

B. Music

1. Individual and group instruction
2. Choral and instrumental groups
3. Public concerts
 - a. Local talent
 - b. Recorded programs

C. Literature

1. Writer's groups
2. Reading facilities at the community center library

D. Art

1. For young children at community center
2. Lectures, exhibits
3. Murals for community, beautification

E. Crafts

1. Classes-day and evening
2. Exhibits

F. Library

1. Books, magazines, newspapers
2. Records--music
3. Pamphlets or other informational publications prepared for community by research committee.

VI. Publications

A. Newspapers

B. Periodicals

C. Official publications of community

Managers--educational leaflets
(pattern of Ramona Gardens Informational booklet)

D. Research publications

E. Church publications

VII. HEALTH COMMISSION

A. ~~Socialized~~ ^{Cooperative} medicine

1. Medical and dental associations

B. Hospitalization

C. Indigent care

D. Housing

E. Venereal diseases

F. Industrial hygiene

G. Mental hygiene

H. Tuberculosis

I. Nursing division

J. Preventive medicine

(social organization committee on resettlement, continued)

- K. Rodent control
- L. Sanitation
- M. Milk-meat-vegetable and fruit inspection
- N. Sewage
- O. Nutrition (Publication of meal-planning booklets, etc.)
- P. Water
- Q. Epidemics
- R. Maternity and child welfare
- S. First aid
- T. Undertaking
- U. Education

VIII. SAFETY COMMISSION

- A. Educational program
- B. Safety and fire regulations
- C. Traffic

IX. RELIEF AND INSURANCE (Employment, life, safety, fire, accident, theft)

- A. Governmental aid
- B. Private insurance
- C. Community-financed insurance

X. LEGAL

- A. Bureau of records
 - 1. Vital statistics
 - 2. Master files
 - 3. Director y
- B. Citizenship records
- C. County, state, Federal law enforcement
- D. Constitution and by-laws of community itself

HOUSING COMMITTEE

This committee is to make a study of sufficient housing facilities for the following:

- 1. Housing
 - a. Residential
 - b. Apartments
 - c. Dormitories
- II. Community
 - A. Administration
 - b. Community center
 - c. Religion
 - d. schools
 - e. business
 - f. hospitals
 - g. fire department
 - h. police department
- III. Coordination of small units to the community plan.
- IV. Community planning
 - a. Planning for the economic distribution
 - b. Planning for the cultural aspects, insofar as the architectural features of the buildings are concerned.
 - c. Site planning following the pattern of the Camden Plan, Green Belt, etc.

EXTRA COMMUNITY RELATIONS COMMITTEE

Purpose of the Committee in a New Community

I. To contact church groups.

This is one of the most important of the purposes of this committee. It would mean the contacting of the ministers and the representatives of the various Protestants, Catholics, and the other churches of the community. It is from these church groups that our new community would expect the most favorable reaction and response, so particular care should be given to the way in which the qualities and characteristics of our group of people is presented to them.

II. To contact school groups.

As our new community will be formed of family units comprising numbers of children of various ages, it is essential that a favorable impression be made upon the school heads, teachers, and pupils of the various schools which are already in the community to which we would move. Explanations would be made to them of the special problems arising from education of Nisei and Sansei children.

III. To contact civic groups.

In every community in the United States, there are many organizations such as the Rotary club, Kiwanis club, various women clubs, Parent-Teachers Association, and other civic groups which do valuable work in their respective communities, and are often a reflection of the public spirit and thought of the citizens of that community. With the co-operation of these groups, many of the difficulties of assimilating of a new group in the community could be easily overcome.

IV. To contact city officials.

In every community the city officials are, as a rule, public minded and public spirited people. If this matter of assimilating the new community were presented to them in an understandable and sympathetic manner, we should be able to expect complete co-operation from them.

V. To contact the newspapers.

As is often said, the newspaper is the voice of the community, and if we expect the voice of the community to speak favorably of this new addition to the community it is important, imperative that the newspapers at the very earliest possible moment be given complete information as regards to this new community, including its people, its projects and aims, and the way in which it will try to adapt itself to the new set of circumstances in which it is placed.

Preliminary duties of the committee.

1. One of the preliminary duties of the committee should be to go in advance to the new locality to which our group will go and contact the above mentioned groups before our group has evacuated to that locality. It is easy to see that all of this contact work, were it left until the whole group reached the new locality, there could be the strong possibility that upon settlement an unfavorable reception would be accorded the settlers. However, if this committee were to make these contacts a sufficient time in advance, if possible several weeks, then a favorable set of impressions and reactions could be set up among the people of that locality before the arrival of our group.
- II. Another duty of our committee would be to contact the mayor and city officials of the new locality by letter in which we would state that we were sending a committee representing our group, of which part would be non-Japanese welfare leaders, who would explain to them the purposes and aims of our group.

Function of the Public Relations Director.

1. There shall be a director of public relations of the entire resettlement projects. Each community shall have its own extra-community committee who will be responsible to the director of public relations.

11. Duties of the Public Relations Director.

The duties of the Public Relations Director will be to inform the community and its members how they might best present themselves to the extra community groups. For the individual, how he should conduct himself in everyday contacts with the outside community, and for groups, ways in which they could favorably meet outside groups such as church meetings, athletic games, and other activities in which a friendly feeling and spirit could be displayed and developed.