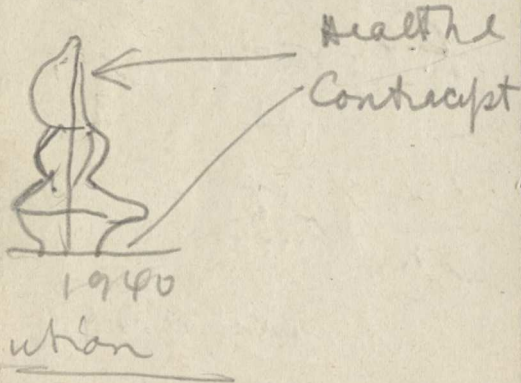


1:22

Research notes.

ca. 1945

76/38  
C



Japan but

not to whites in Spain

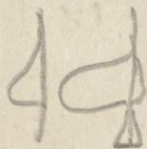
Fear of fecundity  
was replacing  
Fear of immigr.

$1\frac{1}{2} \times$  Japan  
 $3 \times$  Whites

net rate 2.41.

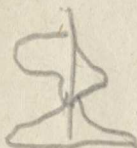
Curve wd have  
increase 141%  
per generation;  
but was already  
below replace'

Ag & sup groupings  
affected culture  
pattern



1900

1910



1920



1930

Vital Revol

1930

Health superior to  
inferior to white

1940 Jap males super



Settlement Phases

1. Students & much to  
East coast

2. Colorado

3. Pac. Coast & Calif.  
Los Angeles

1940-90% "

1920 Nisei men

1940        "        2 to 1

1924 cut further  
sabros. The great aquifer  
not deepened by  
Returns from  
Then on

Jap Imm begins 1885

To 1907 like Eur. imm.  
related to  
bus. cycle

(up to 10000 per yr)

Hawai made for  
migr. by stages

Inst. Report 1907

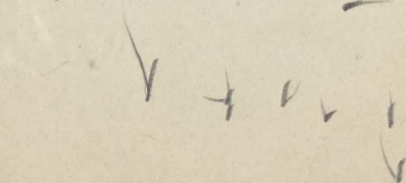
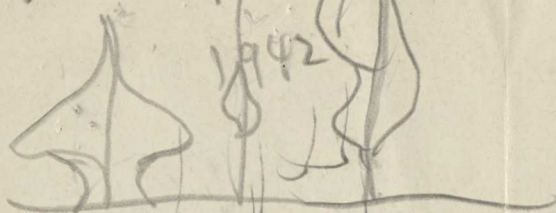
Loophole for relative  
raised curve. Foster

~~Foster~~ Picture Books  
Arranged manly

N. Serpenti

D. Sei

1942



Cahmman  
"Minorities" in  
Brooklyn in  
The majority -  
Negroes & Jews.

Can't generalize  
from one min.  
to another.

Ask more questions

1940s Rates were  
stationary pop.

These have  
assimilated  
US Small Fam. System  
vs. Families in  
tradition



## Informal, unorganized Controls

14

### Gossip:-

A face-to-face spreader of copious, superficial, often vulgar and untrustworthy news or tales.

### Example:-

Some family friends on the West Coast, have a Japanese-American gardener - Mr. Kuto. When he returned to them, after the relocation center was closed, neighbors on all sides, told them they should do something about Kuto, because he had a wireless

set in his garage apartment. It was not until Kuto politely showed them through his apartment, that they were satisfied there was no need for them to report him.

North Shore  
Country Day School  
Assignments



Name

*Thomas Dillist*

Grade



Dec 11 Van B

26 Bus on Mich  
get of the falls &  
walk over a dam

Turner

"Conservative" to respect rights  
of returning evacuees.

Use of official Legion Sanctions.

Radio sets & Rumors

Danger of cheap labor compet.

X Pertinent Facts on J.A.

Sch., Rotary, Officials,

No violence in Central Valley  
since their pub. op. program

"own protection" argument.

Offset by rights argument.

Inteq.

Other minorities feared.

Stockton Interracial Council  
Negro leader knew that  
violence pattern wld  
reap success.



Farmer of Farm Bureau  
had son on Saipan  
who had Nisei Intell-officer  
wrote resolution of Farm Bur.  
against his own econ.  
competitive interests.

Stagg - Dramatized  
"might have been a J.A."

State conference of groups  
Civic Unity & Fair Play  
to protect the bad counties.

Suggest Federal investig<sup>n</sup>

Auburn - Meant to  
got ahead of the lib &  
shut them out - but avoided  
repetition of violence

Anti-far meetings  
protest that they are  
legal & not inciting  
violence

Eric Community  
Minister who  
preached &  
paraded for  
The negro family  
Since Time reported

Del. Fear of investment  
in Parochial Sch & Church

Possible ganging of Fed. M. P. Com  
w other agencies for foreign  
labor - why not for natives.  
WRA has not enlisted others  
such as FBI, Hsq, War,  
USCS

officials.  
No dramatiz. of  
the return or renege.  
Dramatiz "Om Creed".  
Anniversary might  
be used

Black or Eisenhower  
could be used.

Use of Prestige

NAACP Det. Jamboree  
Film Negro soldier  
to offset Negro violence  
Negro Police officer  
offered help.

Danger of Drama. <sup>St. Louis</sup>  
The opp can out do. <sup>Archibuteo vs</sup>  
<sup>on limits</sup>

• Reading flat feet

Reward

Publicity

Promotions & Salaries

Assignments

Vis. Educ.

Use of journalists  
for translations.

Rumor Clinics  
may be bad.

Nb. Rumor committees

vs. Bump Clubs - more cars

3 negroes to 1 white car'd off, etc.  
Deep picks

News vs. Rumors.

4 quarters of Berlin  
4 diff. Rumors.

N.Y. 5 min. bulletins on  
the air helped.



Police might conceive  
role as special groups.  
cf. Athl. Clubs & Mel Sh'a  
in 1919 riot.  
On-service police school.  
S. F. Academy -  
added budget for fact.  
of force always in school.  
Bracing for riot  
increases tension.  
Race & Labor should be  
integr. w. other parts  
of police depts training  
programs.



# W.R.A. Province

1200 per week

20000 aggregated.

June

5000 out

116000 Total

10000 by line  
from Hawaii.

46000 left July 1, of 96000

But now it's an

7000 - 8000 per mo.

400% to Cal.

600% to East

Pub Welfare cases must go to

original residence.  
→ no cases on relief before evacuation.  
dependent demand relief.

Jobs  
Jobs there, but often underempl.

Therefore turnover.

not diff. unless discrimination

Fair support from U.S.S.

in placing in war industry  
even on Coast.

Many are skilled.

Housing  
Housing not so diff.  
but dangers greater.

Los Angeles tightest

San Port 2000 vacant units  
Seattle Bad

2) Safety - more critical than econ. security  
out of 6000-7000, number of  
cases of violence not large.  
But how about intimidation?  
" boycotts

{ Must revitalize those left in  
camp.  
Old, ~~Indians~~ Indians' family, etc.

Subcenters will be consol-  
but not main centers.

WRA has some emergency  
relief funds to start off rent,  
furniture, etc.  
Reloc. assistance grants.



3)

3.) No legal aid now for damage cases

Some publishing of new policies & praise

Praise of Jap's good sportsmanship spread until criticized in Congress.

Inadequate backing from Fed. Agencies Army & Navy Intell. too busy for aid.

USSS fair

H'g - ??

W. R. A. will continue at relocation offices hospitalization, etc.

Individualizing each case.

Some help on local housing in midwest.

Escheatment cases in Calif.

5000 - 6000 in East excluded by govt from Coast.

Proposed did make gifts to Jap. Societies.



Emac. & Resettlement Study  
W. of C.

Ann Rpt 42-43

Foci of Interest.

A migratory phenomenon

No normal selective process.

Selection of young <sup>vigorous</sup> unmarried & <sup>adventurous</sup>  
did not occur until 3d phase

Special destinations, then held.

Rugged conditions.

Distrib. of 3d phase as to { age  
sex  
family status  
social class  
intelligence  
emot. stability

Effects of catastrophe + inaction, upon  
~~migration~~ <sup>& change of habits</sup>  
resettlement.

Sharp division betw. generations  
Add Kibei (marginal)

Effects of enforced association on  
these three groups.



- 2) Confl. of ideologies &  
" struggle for power betw. groups.
2. Interaction bet evacuee groups &  
Caucasians
3. Effects on pol. loyalties
4. Effects of changing evac. att.  
on admin. of the camp community.

Collective adjustments during crisis  
Imposed ways of life  
Inst. reorg during resettlement  
Personal readj. " " "

## Camps:

Pop.: differentials  
dynamics  
ecology

Major inst.: pol.  
econ  
relig  
fam.  
educ.  
recr.  
communi.  
prot.  
health

Coll Beh

Rumors

Social

attitudes

mass action

Soc Stratif.

" Conflict

" Reorgzn

Personal Roles

Cauc. Jap  
relationships



Case studies

Retrospect to Pearl Harbor

Successive crises

Evac.

Settlement

Resettlement adj.

job

educ

ecisme

family

partic in pol & other asso.

Changes of att —

Toward War

Democ

Assimil.

Caucasians

being wards of govt

family

relief.

Attitudes toward dispersal & intergr  
concentr.

Community attitudes



Memo. to Observers & Collab. 5/12/42

Spont. soc. & personal adjustments to  
enforced migr.

Overt acts of behavior  
incl. Things said & written  
Individuals and situation.

Each observer kept diary:

persons in contact  
quarrels & confl.

friendships

What is done for one another

Satisf. & dissatisf.

What busy at.

What said, heard, read, think about, do.

No questionnaires, Sponge Technique.

Identif. & statist. data

History - jobs

family & social

Parental

geogr. mobility

occup. " ↔ ↓

marital & sex history

plans for children

Relig. actv.

Pol. particip.

Recr.

Vol. asso.

Friendsh. groups

Intimate contacts

Running records



2/

Par. vs chm.

app. " lower

educ. " uneduc.

Fact vs other

Rel. groups vs. other Rel.

Effects of religion

Rel. shingtr &  
ratings.

Ratings.

Who visits whom

Borrowings

Sharings & when, gifts

Chiques & gangs.

Disorder -

Stealing

Sex

Violence

Ordinances & discipline

Fam. Discipl.

Survivals of old class structure

Generational roles

Att. to assim.

(Shinto?)  
att. of dissim. male & female, toward child's assim.

Range of responses, in each  
phase.

Class differences in assim. attitude?

Att. to miscegenation.



Girls & boys attitudes  
toward tradition.

(Differ by <sup>essence</sup> degree of educ?)

Survival of traditional  
festivals, trade, crafts, etc.

How much pre Pearl Harbor  
participation in recre., unions,  
vol. societies, churches?

Leadership in new conditions -  
carry on old? or  
develop new?



An Exploratory Study  
of the  
Japanese - Americans in the  
Chi. Industries -

Tamotou Shibutani

+  
Louise Luski.

Sep. 1944.

Turnover

Age

Sex

Mar. Stat

City "

Address when employed.

Date of arr. in Chi

Presac. location

Reloc Center

Form in occ.

Mixing on job.

Efficiency

Discrim.

Toilets,

Eating.



Case study begins with  
interviewer's appraisal & contacts  
& approach.

CH-63 fin. May 1945 Kiku Tomita  
CH 30 " " " Roy Morabayashi

Diary, followed by interview.

307 Started in camp.

104



## Readj. in Midwest

Subj.:

1. Confusion in new env't.  
Insecurity & appreh.  
Hope.

2. Self-consc.  
Suspect suspicion  
Inhibited

3. Irritation & Resentment  
(Diss, etc)

Defenselessness  
Helpless feeling  
Frustration.

Objective:

Jobs.

Savings.

Status

Reloc. for Parents.

1. Over high hopes & disappointments & readjustment.

2. Over skeptical or cynic. re maj. group.  
& corrob.

3. Suspended judgment. Hampers planning.

Trial & Error period

4. Sense of pressure for quick action

{ Back to normal  
enough to  
Costs  
Gov't pressure  
Impatience



5. Counter pressures of prejudice.

6. Restlessness.

7. Inexperience.

Discrimin. Empl. Hsg. & Educ.  
Experience w. Chi. School Board  
(Union)  
neighb. Pressures on Landlords.



X T. J. Van Vleet

Lomita Post no 1622

2209 Pac. Coast Highway

Lomita, Calif.

Once a Jap always a Jap.



April 25, 1944

OUTLINE OF QUESTIONS FOR RESETTLEMENT PHASE

A. Resettlement.

1. Factors predisposing towards resettlement; What were your dissatisfactions with camp life? (Monotony, friends leaving, family conflicts, registration and aftermath, limited economic and/or education opportunities, etc.) What were the attractions on the outside? (Wages, jobs, school, "freedom", friends, city life, etc.)
2. Timing of resettlement: When and how did you first start to think of resettlement? What situations prevented you from earlier resettlement (family opposition, rumors, hostile publicity, etc.) What caused you to resettle at the particular time that you did? (Changed WRA regulations, impending draft, encouragement from others, etc.)
3. Mechanism by which resettlement was achieved: Did you leave with other friends? Did other family members call you out? Did any employer, hostel, or friends, sponsor your leave? How did you establish these contacts? Did you encounter any difficulties in these arrangements?
4. Sequence of places sought in resettlement: What kind of leave did you receive (seasonal, short term, education, indefinite, trial indefinite)? Did you change from any other type of leave to indefinite? What movements did you make between the time you left the center and the time you arrived here? Is this final destination?

B. Housing.

1. Sequence of dwelling sought and lived in: Where did you first stay after arriving? What has been the sequence of your addresses? How was housing obtained in each case? What were your reasons for seeking or leaving particular dwellings? What rent and other housing expenses were involved in each case? What discriminations did you encounter in house hunting? Were you ever discouraged by the housing problem?
2. Adjustment to housing: Are you satisfied with your present residence? What dissatisfactions do you feel? (overcrowding, dirtiness, lack of light, private bath and other facilities.) How does your present residence compare with your pre-evacuation home? Do you hope to find a better place later? What kind of housing problems are your friends having?



3. Relations with other residents: How do you get along with the landlord? With other tenants? With neighbors? Are there many Japanese living in your apartment? or neighborhood? Would you care if more moved in? Have you ever encouraged other resettlers to find dwellings at your apartment or neighborhood?

#### C. Employment.

1. Sequence of jobs: (List all jobs received since relocation, and wages and hours for each.) What kind of employment did you hope for when you first started job hunting? How did you get each of your jobs? What were your reasons for accepting and quitting each job? What job openings did you turn down and why? What problems and difficulties have you met in finding employment? Could you find better positions if you were not an evacuee? Joint board?
2. Conditions of work: What is your present job? Is your office or shop well equipped and organized, or is it inefficient? Do you find the work interesting? What do you find irritating or disadvantageous about it?
3. Relations with others: How do you get along with the boss? Does he handle the workers well or badly? What's his attitude towards evacuees? How do you get along with fellow workers? What nationality or race are they? Have you ever gone out socially with Caucasian workers? Are they good (efficient, industrious) workers? Are there other resettlers where you work? How many? Would you care if more resettlers were added? Do you go out with them socially? How there ever been any discrimination or incidents in your office or shop?
4. Income and budget: What is your monthly income? What are your monthly expenditures for the following items:

rent	recreation	savings &
food	family in center	insurance
clothes	Medical service	miscellaneous
laundry & cleaning,	gifts & obligation	tax
5. Economic future: Do you expect to continue in your present work, or do you plan to look for something else? What do you expect to do after the war? If no definite plans, what would you like to do? What difficulties stand in the way of your realizing your hope? Do you expect much job discrimination against nisei after the war?

#### D. The Draft

1. (For men) What is your draft status? What are your chances for deferment? Has the uncertainty bothered you?



What was your reaction when the draft was announced last January? Do you feel that the drafting of nisei is unjustified after having faced evacuation? What have your family members advised you regarding the draft? If you are drafted, will you try to get to Savage, or into some other unit? How do the present selective service regulations (26 years limit, manpower draft, etc.) affect your position?

2. (For girls) Have you ever considered joining the WACs or Waves? Have you thought about the possibility that women might be drafted for war work? Are any male members of your family subject to the draft? What is your reaction to the idea of their being drafted? If they are drafted, will it affect your responsibilities to your family? What are your plans in this connection? Does the draft affect your prospects or plans for marriage?
3. (For married couples) How do you plan to care for your wife and children if you are drafted? Will they return to a center? What kind of discussions have you had with your wife (or husband) on this problem?

E. Family Relations in Chicago (Define the family)

1. Nature of relationships: Which members of your family are resettled here? What living arrangements do you have (place of residence, division of labor, breadwinners and dependents, sharing expenses, etc.) Are there any disagreements resulting from the present arrangements? If parents are with you, are they satisfied or dissatisfied with their situation? If members are scattered, how often do you see each other? On what occasions do you get together? How have you helped each other out? On what kinds of problems do you consult each other?
2. Changes in family relations: What changes in family relations have resulted from resettlement? Have you more or less responsibility towards your family now? Do you have more or less freedom to make individual decisions? Has the authority in the family shifted? Are you closer?
3. Sequence of family resettlement: Who was the first resettler among relatives? In what order did family members resettle, and what led to the decision to resettle in each case? How have family members influenced each other towards resettling? Was there any opposition to resettlement in the family, and who created the opposition?
4. Family members remaining in center: How many members of your family are still in the centers? What are their reasons for remaining there? What plans are being laid for resettling them? What do you think about their



remaining in the center? Do you expect to have them out before the end of the war? What correspondence have you carried on with them regarding resettlement?

F. Leisure time and social life

1. Amount of leisure: How much leisure time do you have every week? How did you spend your leisure hours last week? Do you wish for more or less leisure? Why?
2. Friends and social groups: Who are the friends you see most frequently in Chicago? How do you happen to know them? How often do you see these friends? How do you find out where your friends are? Have you made any new acquaintances since coming here? Do you know any North-westerners (or Californians)? Have you noticed any differences? Is there any group or groups, of friends with whom you get together quite often? How did the group first form, or how did you happen to join them? Do the same people always get together? What do you do together? What kind of people belong to your group?

Do you have any social contacts with Caucasian? How did you get to know them? What kind of people are they? What do you do with them?

3. Social events: Have you attended any nisei dances, parties, or other social events? Please describe some of them? What did you think of them? Should there be more such events for nisei? Have you attended any social functions where Caucasians were in the majority? (Trianon, Aragon, night clubs, bars) Did you feel any discomfort or embarrassment among Caucasians? Have you ever encountered discrimination at recreation places?
4. Personal preferences in leisure: How often do you go to the movies? What movies do you like, and who are your favorite stars? What do you read (newspapers, magazines, books)? What radio programs do you listen to? Do you attend concerts, plays, operas, and other such entertainment? Do you attend professional sports events? Do you miss the opportunity to participate in sports yourself? How often and with whom do you correspond? Do you gamble? Do you get the urge to travel?
5. Boy-girl relations (for single persons): Do you date out very often? Who are the girls (fellows) whom you know (from pre-evacuation or center)? Have you met any new girls since coming here? Do you think there's any problem in meeting girls in Chicago? Is there any problem in entertaining them (no cars, privacy, etc.)? Do you get along with the other sex easily?



Do you know any hakujin girls (fellows) here? Have you ever dated them? How do they compare with the nisei? What do you think of intermarriage for the nisei?

#### G. Nisei Society

1. Increasing nisei contacts: Do you wish for more opportunities to meet other nisei? Do you think there should be more nisei organizations and social events? What kind of organizations do you think should be started? For what purpose? What has prevented more nisei groups from forming here?
2. Do you think nisei should make more Caucasian contacts? Are the barriers due to discrimination, or due to the nisei personality? Do you know any nisei who have made numerous Caucasian contacts? What do you think of them? What do you think of nisei who avoid meeting Caucasians?
3. Integration vs. segregation: Some agencies have been urging the nisei to avoid segregation and associate more with Caucasians; what do you think of this idea? Is such a program desirable? Likely to succeed?

#### H. Political views

1. Nisei political status: What do you think was the cause of the evacuation? Quite a few issei and kibe seem strongly pro-Japan; was DeWitt justified in evacuating them? How about the nisei? What was your reaction to being asked about your loyalty (Question 28) during registration? Where do you think your future lies, in America, Japan, or elsewhere? If Roosevelt and Dewey are the candidates for President, which would you vote for? Do you think democracy will ever work? Have you bought bonds, given blood, or participated in the war effort in any way?
2. International status: Do you blame Japan or America for the present war? How about Germany? If Germany is defeated and the Allies concentrate on Japan, will the Japanese situation in America become more difficult? If Japan is defeated, will it weaken the nisei position in America?

#### I. Evacuee Publicity

1. Unfavorable publicity: What was your reaction to the news publicity about Doolittle fliers, Bataan prisoners, Near North Side incident of Hawaiians, Tule Lake riots, and



nisei girls' affair with German prisoners? How dangerous is the Dies Committee to the evacuees? The Hearst press? The racial agitators in California? Does such unfavorable publicity affect job and housing opportunities of resettlers? Do you become angry, more cautious, more sensitive, more timid, or more aggressive at such publicity?

2. Favorable publicity: What do you think of the Fortune article on evacuees? Life article on Tule Lake? Which newspapers or magazines have been the fairest? Has the WRA been effective in creating favorable sentiment?

J. Personality Problems (Supplementary for try-out only)

1. Personality traits: How would you describe your own personality? (Introverted, happy-go-lucky, conscientious, inferiority complex, egotistical, radical conservative, temperamental, restless, etc.) What do you consider your strong points and weak points? What do you consider the chief influences that have shaped your personality?
2. Personality and social relations: Are you confident or cautious when you meet strangers? Do you make friends easily? Do you like to have a lot of friends? or only a few? What are your methods of getting along with other people? Are you sensitive to others' remarks about you? In your opinion, how would others describe you? What kind of reactions do you have among Caucasians? (Self-conscious, cautious, confident, desire to identify with, etc.)
3. Personality changes: Have you noticed any personality changes in yourself since evacuation? Are you more or less confident, sensitive, timid, aggressive, etc? Are you more restless than before? Uncertain of yourself? Have you ever worried about your own personality problems, or specifically tried to overcome them?



# OPPRESSION PSYCHOSIS AS APPLIED TO THE JAPANESE-AMERICANS.

## (Outline)

Controlling Purpose: This paper is to present an explanation of oppression psychosis, its symptoms and meaning: to relate the history of the Japanese immigrants and their children in the United States in order to give insight as to the reasons why they suffered emotionally; and to sight cases in which there is a positive reaction to the symptoms of oppression psychosis.

- I. An introduction, suggesting the content of the paper.
- II. Body of the paper.
  - A. Symptoms and definition of oppression psychosis.
  - B. History of the Japanese-Americans.
    1. Early immigration.
      - a. Before the annexation of Hawaii.
      - b. After the annexation of Hawaii.
    2. The beginning of conflict between the Japanese minority and the majority group in California.
    3. The suggestion of extending the Chinese Exclusion Act to the Japanese.
    4. The Gentlemen's Agreement. (FIRST AGREEMENT)
    5. The Russo-Japanese War.
    6. The forming of organizations.
      - a. The Japanese Exclusion League.
      - b. The Korean Exclusion League.
    7. The affair of the school board in California.
    8. The sending of the fleet to Japan and the second Gentlemen's Agreement.
    9. The Yellow Peril and the "Ladies' Agreement."
    10. The period during World War I.
    11. The Alien Land Act of 1920.
    12. The Exclusion Act of 1924.
    13. Continuance of conflict and the attempts of the Nisei to assimilate.
    14. World War II.
      - a. The exclusion.
      - b. The establishment of the relocation centers.
    15. THE POST WAR PERIOD
- III. Some of the cases of oppression psychosis among the Japanese-Americans.
  - A. An example which took place during evacuation--the man who underwent plastic surgery in order to hide his identity as a Japanese-American.
  - B. A case from the relocation period.
  - C. The case of the girl who escaped from a relocation center.
  - D. Letters from two Nisei soldiers of World War II.
- IV. Conclusion
  - A. A brief summary
  - B. Looking into the present situation.



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