

VOCATIONAL ATTITUDES AND GOALS

A TABULATED REPORT OF THE VOCATIONAL ATTITUDES AND GOALS OF
THE SECOND-GENERATION JAPANESE STUDENTS AT U.C. BERKELEY
BASED UPON A QUESTIONNAIRE ANSWERED BY 171 STUDENTS
SPRING 1941

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Psychology 145 B

Prof. Tryon

May 2, 1941

OCCUPATIONAL ATTITUDES AND GOALS

NOTE: This is a purely impersonal survey. Your signature is not required.
All information given will remain in the hands of the investigators
alone for research in vocational guidance. Qualify your statements whenever
you think it would be helpful.

1. Hometown _____ Underline - Home in Town or Rural?
2. Father's occupation? _____ Circle - Year in school 1 2 3 4
3. Number of brothers? _____ sisters? _____ Underline - Are you male or female
4. Placement of yourself in family (e.g. first child etc.) _____
5. Check religious affiliation of Parents Yourself
 - a. Protestant _____
 - b. Catholic... _____
 - c. Buddhist... _____
 - d. None..... _____
6. Favorite subject in High School
7. Which subject came to you with least effort?...
8. Honors attained in High School (such as C.S.F., Honor Society, _____
Valedictorian, medals, etc.) _____
9. Reasons for enrolling at the University.

Rank by number in order of importance to you.	<div>For specific occupation</div> <div>For occupation definitely assured.....</div> <div>To acquire cultural background.....</div> <div>To be with friends.....</div> <div>To make new friends</div> <div>For social prestige</div>
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10. Intended Major while in Lower Division
11. Major enrolled in after obtaining Upper Division status _____
12. Any changes in major during Upper Division?
Why? _____
13. Intended career
14. Campus activities and affiliations (1) _____ (2) _____
(3) _____ (4) _____
15. Do you support yourself through school? _____ Partially? _____
Wholly? _____

16. Do you work while attending school? _____ For pay? _____ Hours per week _____
For board and room only? State _____ Hours per day _____
17. What type of work do you do?
18. Do you enjoy your major study?
19. Is your Major your own choice? _____ If not, whose? _____
20. Do you hope to find work in line with your study?
21. Do you anticipate discrimination in seeking a job?
22. Where do you expect to find a job in line with your study?
1. United States
2. Japan Please indicate in space _____
3. Elsewhere
4. Not certain
23. Would you change your major (assuming your major is not your first choice) if financial conditions permitted?
24. What type of work would you most desire if you had absolute freedom of choice? (with no barriers)
25. Have you received any vocational guidance?
Before or after choice of present major? Circle B or A
By whom? _____ Where? _____
26. If you had any vocational counseling was it useful in deciding your intended career?
Did it influence your choice? _____ Little? _____ Much? _____
Not at all _____
27. If advice of counsel not taken, state reasons why _____
State specifically (e.g. New interest developed, Economic pressure, possibilities of job? or name other barriers)

28. What kind or type of counseling do you think should be given? (in vocational guidance)

_____ When? _____ By whom? _____
29. Did you read extensively in your field before choosing your major? _____

INTRODUCTION:

For the purpose of determining the Vocational Attitudes and Goals of the Second-Generation Japanese students now in attendance at the University of California (Spring 1941) in terms of their background.

Reason: The reason for undertaking this survey arise from my observation which verify my belief that the majority of the Second Generation Japanese College graduate is socially maladjusted, largely due to vocational maladjustment.

As a distinct group the Japanese in this country have a relatively large number seeking and attaining a higher education. This tendency I undertook to showⁱⁿ a study of the social and psychological attitudes of the group at large (Social Psychology 145a - Paper - Assignment #8) and we arrived namely at the conclusion that the Nisei (2nd Gen.) were striving for a higher education based on the idea of a wider vocational field and better opportunities. However surveys of actual placements serve to show that the attainment of a higher education, or that of a specialized one, rather than solve the vocational problem tends to aggravate the problem -- because of limited openings due to closed fields and discrimination.

Thus the attempt of this questionnaire was to find the vocational attitudes and goals as correlated with background and counseling. Thus by finding the influence of background to vocational choice I wanted to have some basis for pointing out where the impracticalities or unrealism arose from, if at all.

To the end of better vocational adjustment I based my questionnaire in the belief that there is a need for special counseling.

Method of distribution of questionnaire:

The questionnaires were distributed at the Japanese Women's Students Club and Japanese Men's Students Club meetings, also at the Berkeley Japanese Fellowship Meeting (Protestant Religious Org), Buddhist Men & Women's dormitories, and co-operative dormitories where numerous Japanese are living and through personal contacts with many individuals on the campus.

Of the 250 distributed there were returned 171 answered questionnaires, from a total of 452 Japanese Second Generation Students on the Berkeley campus. (37.8%)

TABLE I.

The distribution of the home town areas for the total 452 students is indicated in the first column with the home town areas of the 171 individuals from the sampled group indicated in the second column. The purpose of this chart was to find out actually, from what areas the whole group came from and then to discover if the random sampling of 171 adequately represented every area.

TABLE II.

The distribution of Majors for the total 452 students is indicated in the first column with the Majors of the sampled 171 individuals in the second column. The purpose of this investigation was to discover the distribution of the total 452 students (indicated all of the Japanese Second Generation on the Berkeley campus) in the various Majors and to discover the adequacy of the random sampling as a true cross-section of the whole. I believe this table does indicate such.

TABLE III. OCCUPATIONAL DISTRIBUTION OF PARENTS

In "Business" was included all small shop keepers, florist & nurseryman merchant, exporter, insurance agent, hotel proprietor, etc.

In "Agriculture" was included besides farming, hog-raising and poultry husbandry.

In "Domestic and Unskilled" - all domestics plus gardeners.

In the "skilled class" - newspapermen, detective, ship chandeler, and photographers.

In the professions - doctors, mortician, minister, optometrist, and ministers.

This was quite an arbitrary classification, but there are no adequate classifications comparable to the group organization and this classification, seems adequately fitted to the social as well as occupational make-up of the group.

CF: Small business - predominant in Urban area

Agriculture - predominant in Rural areas

*Small towns close to metropolitan areas included in Urban category due to urban make-up.

The importance of this chart lies only in a visual picture of the backgrounds of the students and the occupational distribution of their parents.

* Note - most of Business is small business
- small portion of professions.

TABLE IV.

DISTRIBUTION OF MAJORS

Note predominance of engineers - due to fact this field was encouraged by many with opportunities in Japan and U.S. Recent check of a number of engineers who were graduated since 1938, shows majority are unemployed and are seeking other fields - an exceedingly few have returned to Japan.

Note number in profession which is proportionately large in comparison to University as a whole.

The picture as a whole shows a normal and idealistic outlook in choice and attitude.

TABLE V.

OCCUPATIONAL DISTRIBUTION OF PARENTS WITH PROPORTION
OF OFFSPRING IN VARIOUS MAJORS

Explanation: Each bar indicates the number of parents in each of the fields indicated on the ordinate. While the colored or blocked in portions within each bar indicate the portion of off-spring in the various majors.

The diagram at once indicates the small portion, proportionately with vocational goals similar to the occupations of the parents.

Diagram VI

COINCIDENCE OF EACH OF THREE FACTORS WITH STUDENTS' MAJOR
(Male only)

EXPLANATION: Each pie indicates in total the majors with the shaded in percentage portion indicating the amount which coincides with the major - e.g. the darkened portion in the Favorite Subject pie indicates that 67.3% of the favorite subjects and subject with least effort is the same or in line with the chosen major.

Shows following aptitudes generally with optimistic view of obtaining work in chosen fields (note: major coincidence with ideal and intended career)

See also Table VII which shows the same factors separated into Rural and Urban, Male and Female.

VIII.

Each of the tables A, B, C and D bring out the fact as above that the students are following idealistically their "likes". as indicated in above high coincidence of majors with Favorite Subject - Ideal Vocational - and Intended Career with no real consideration of actual opportunities and problem of later discrimination - Therefore - normal pursuit - normally following interests -

indicates an idealistic attitude rather than a realistic one

Note: VII - D - the large percentage who expect discrimination yet no definite change in occupational goals.

Find percent of those will change major small as indicated in Table IX - B therefore presumably following ideal.

Table X

VOCATIONAL GUIDANCE

63 individuals had vocational guidance 36.8% - 40 students felt it was useful, but over one-half felt it was only of little use. Among the reasons given for not taking advice of counsel were - did not understand problem, financial condition, time element, did not like vocation suggested as life work etc.

Only 27.4% of the students read in their field before choosing their major - which indicates again inspite of the knowledge of the limited fields open to this group and the lack of opportunities even working within the group itself there is a normal, apathetic, "breezy" attitude of the group as a whole. (normal collegiate ways)

1. Small percent shows - indulging interest and likes inspite of fact they sought vocational guidance and not concerned about practical openings.
2. Large percent no vocational guidance and no answer for items #25-29 of Questionnaire - shows optimism and no concern about difficulties in future employment (yet, in actuality the majority of Second-Generation Cal grads - are unemployed or going into fields they were not trained for, - an interesting by-line should be included of fact many are going into occupations of first-generation, such as small-business, agriculture, and gardening which are proving to be more lucrative than to fight or strive to gain jobs in fields they were trained in)
3. Similarly - fact few read in field of major or sought competent counsel before choice of major shows no real concern as to investigation of aptitudes and talents, interests and opportunities - to the end of relating it to their future vocation and employment. At the same time shows unawareness as to any real vocational problem existent.
4. The relatively few who either found vocational guidance useful or who offered suggestions to type of vocational guidance desired, or desirable or should be given small figure of 36.8% who received any guidance and 27.4% who read before choosing their major - indicates a general apathy and unconcern as to any real vocational problem.
5. The 17.7% who changed their major in the upper division were either due to seeking more practical or suitable occupations or due to scholastic difficulties. In either case we believe effective and competent counseling was obtained before enrollment at the university would lower the percent of changes.
The percent 17.7 is the percentage of the total including the lower division students and therefore does not seem large but the actual number of changes is relatively large and is indicative of those individuals who do change that it is due to the above reasons, already stated.

Generally speaking then;

the average Second-Generation Japanese Student's

Background: 1. Father's occupation is either small business or small farmer or perhaps a domestic worker.

2. With four or more brothers and sisters

3. Is either first, second or third child

4. Is a Protestant Christian

(predominance of Christian parents also, but there is a percent difference of 35% between parent and child in religious difference - with usual case parent Buddhist and child Protestant Christian)

As Student 5. With reasons for enrolling in the university ranked

- | | | |
|------------------------------------|---|---------|
| I. For specific Occupation |) | |
| II. To Acquire cultural background |) | Males |
| III. To make new friends |) | |
| | | |
| I. To acquire cultural background |) | |
| II. For specific occupation |) | Females |
| III. To make new friends |) | |

Note: Theoretically the above is probably true as this questionnaire indicates but actually in terms of social psychology the prime reason the average Nisei comes to the university is to raise his socio-economic level theoretically and actually for social prestige in the in-group.

6. Favorite subject is Math, or Science.

7. Is usually outstanding in scholastic achievement in high school.

8. His major coincides with his Favorite Subject in High School and his intended career is pretty much his ideal vocation.

9. He supports himself perhaps partially if he is from the Urban area and wholly if he is from the Rural.

10. His major is his own choice and he enjoys it.

11. He expects to find work here in the U.S. but with discrimination.

12. He does not wish to change his major even perhaps if financial conditions were changed for he feels his major is what he likes as it is in line with his intended career as well as his ideal vocation.

13. He has had no vocational guidance and if he has it has been of very little use to him.

14. But suggests that - "competent counsel should be given in the Senior year in High School in terms of the aptitudes, capabilities, and interests lie - but he does not wish to be forced into any particular field" -

he would like to hear numerous talks on the vocational opportunities of the Nisei and after his choice of his major in his Freshman year he would like to hear and talk with (Personal conferences) men successful in the line that he has chosen with suggestions from him as to courses, future, and "knocks" to be endured in this vocation."

*The above is a synthesis of the many answers received on Questionnaire item #28 - it is interesting to note that the majority of those who answered this question had very similar answers incorporating the above.

The above is but a sketchy generalization and a mere composite whole, but I believe each Table and Diagram significantly bears out the fact that there is very little difference between the rural and urban student, and their vocational attitudes and goals are normal, idealistic and optimistic with no apparent awareness of any real vocational problem. However there is a definite need for adequate and competent counseling by those who know and understand the problem as it stands today for a finer and better social adjustment of this group after graduation.

DISTRIBUTION OF HOME TOWNS OF
SECOND-GENERATION JAPANESE STUDENTS AT U.C. BERKELEY
SPRING 1941

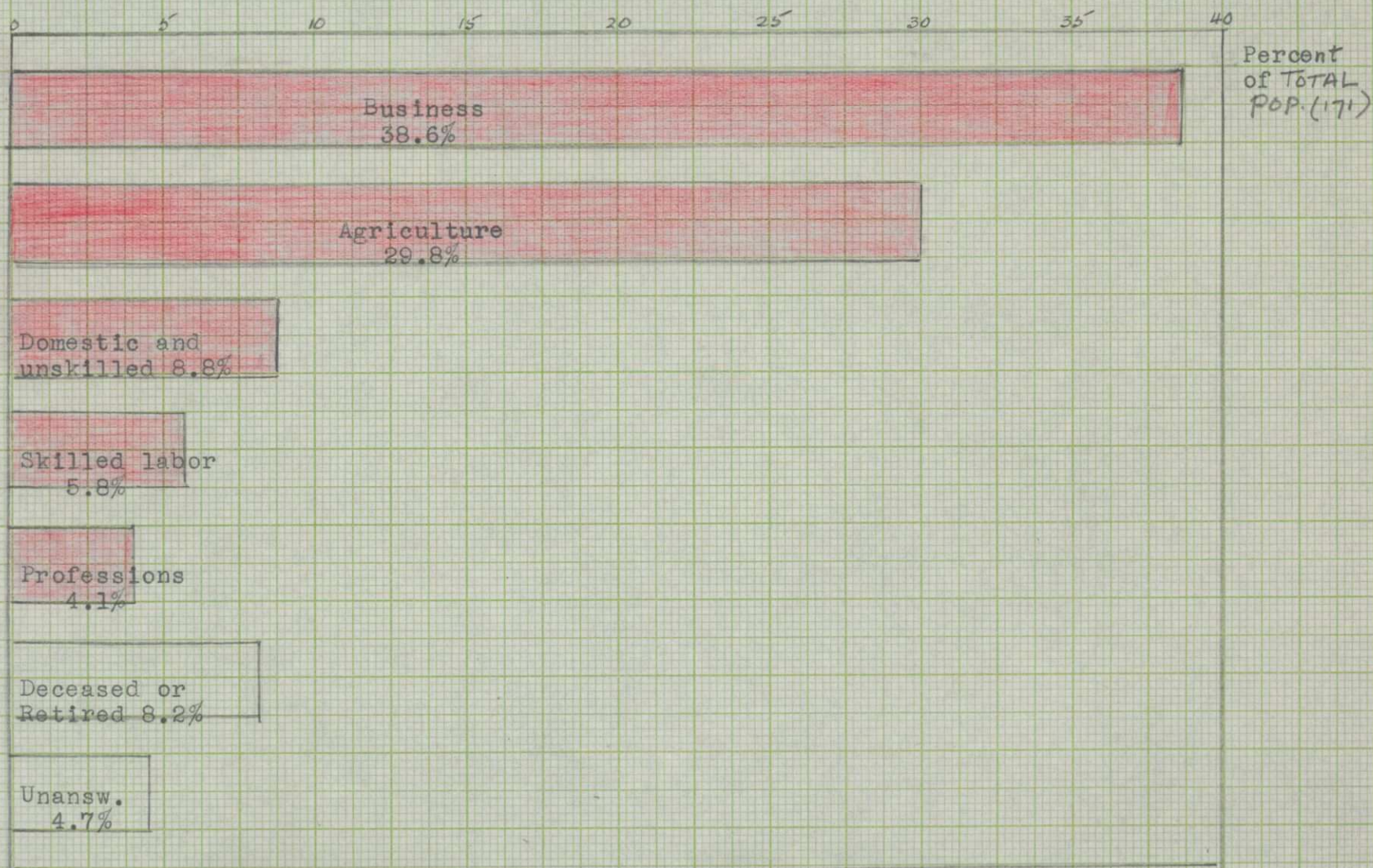
HOME TOWN AREA	TOTAL NO.	RANDOM SAMPLE NO.
San Francisco Bay & Vicinity	93	25
East Bay Area & Vicinity	100	33
Sacramento Valley Area	81	34
Central Coast District	33	8
Central Valley Area	53	24
Los Angeles Area	47	22
San Diego district	9	6
Imperial Valley	20	9
Out of State	5	5
Out of USA Mainland	6	2
Unanswered		3
TOTAL	<hr/> 452 (sic)	<hr/> 171

DISTRIBUTION OF MAJORS OF
SECOND-GENERATION JAPANESE STUDENTS AT U.C. BERKELEY
SPRING 1941

MAJOR	TOTAL NO.	RANDOM SAMPLE NO.
Agriculture	40	11
Chemistry	20	7
Engineering	67	21
Commerce	66	22
Mining	7	2
Letters and Science	243	103 (sic)
Architecture	15	4
Art	3	0
Bacteriology	6	4
Decorative Arts	6	6
Economics	10	4
Education	3	3
Eng. & Journ.	11	6
History	8	8
Int. Relations	5	4
Languages	7	2
Life Sciences	6	2
Math-Physics	6	2
Music	2	1
Optometry	12	3
Pharmacy	1	1
Philosophy	2	1
Political Science	13	4
Pre-Dental	11	3
Pre-Medical	26	6
Pre-Nursing	15	6
Psychology	8	1
Public Health	7	3
Public Sp.	3	0
Social Service	3	1
General (I&S)	54	27
Unanswered		5
TOTAL	452	171

*Random Sampling taken by this questionnaire is 37.8% of Total.

OCUPATIONAL DISTRIBUTION OF PARENTS

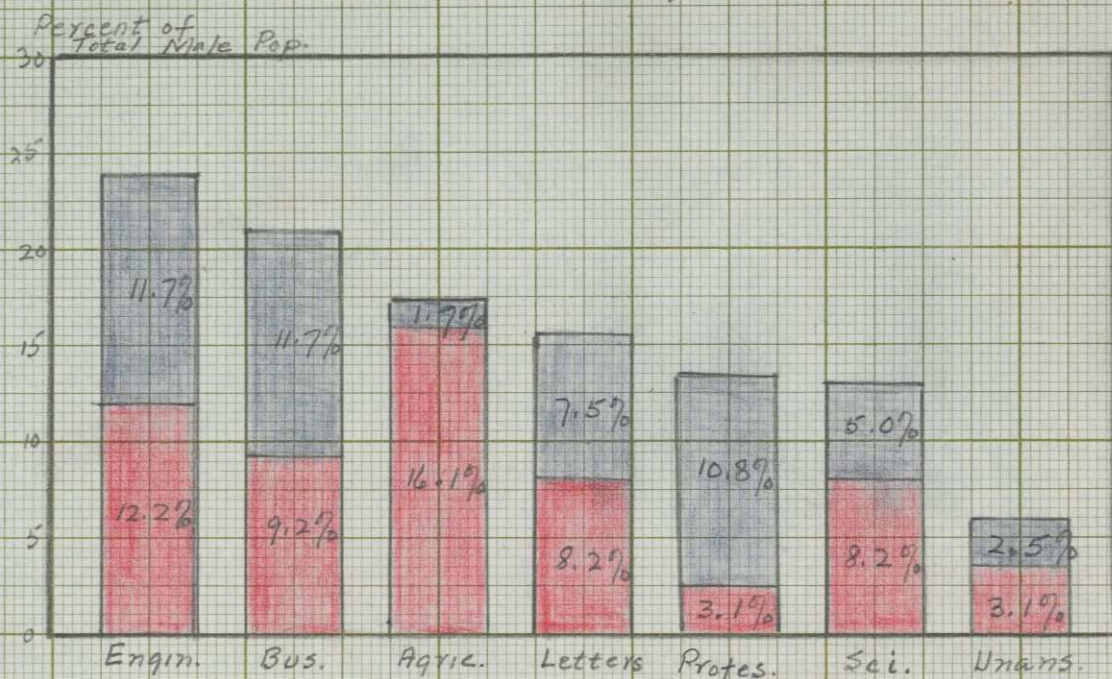


Source: Questionnaire item No. 2.

Urban
Rural

Distribution of Majors (Male Only)

TV

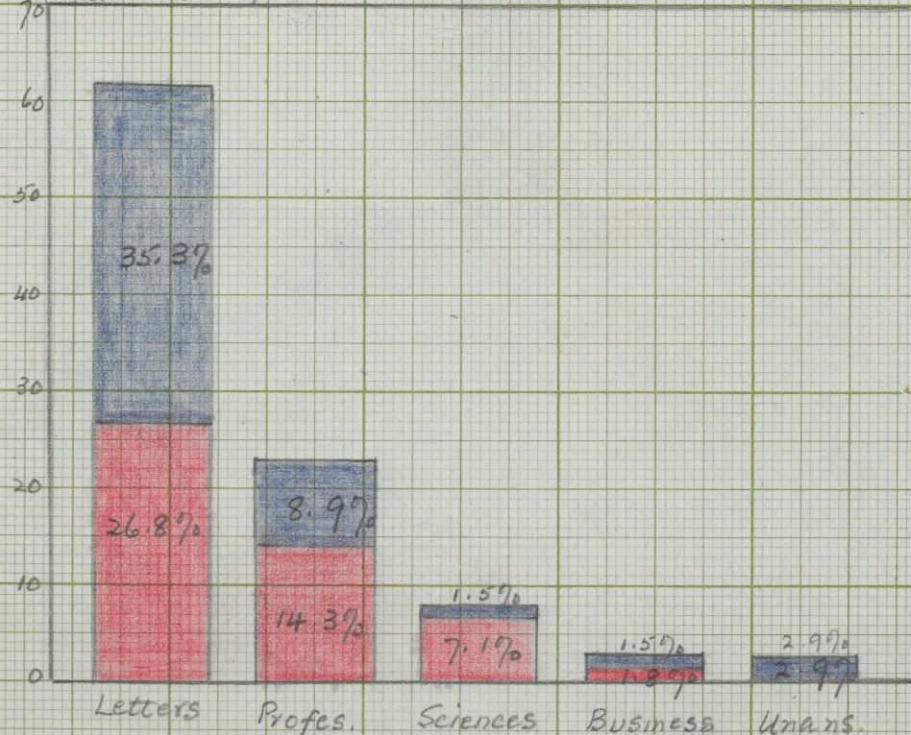


Source: Questionnaire Items 10, 11, 12.

Urban
Rural

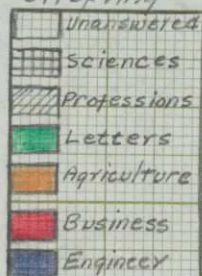
Distribution of Majors (Female Only)

Percent of Total Female Pop.

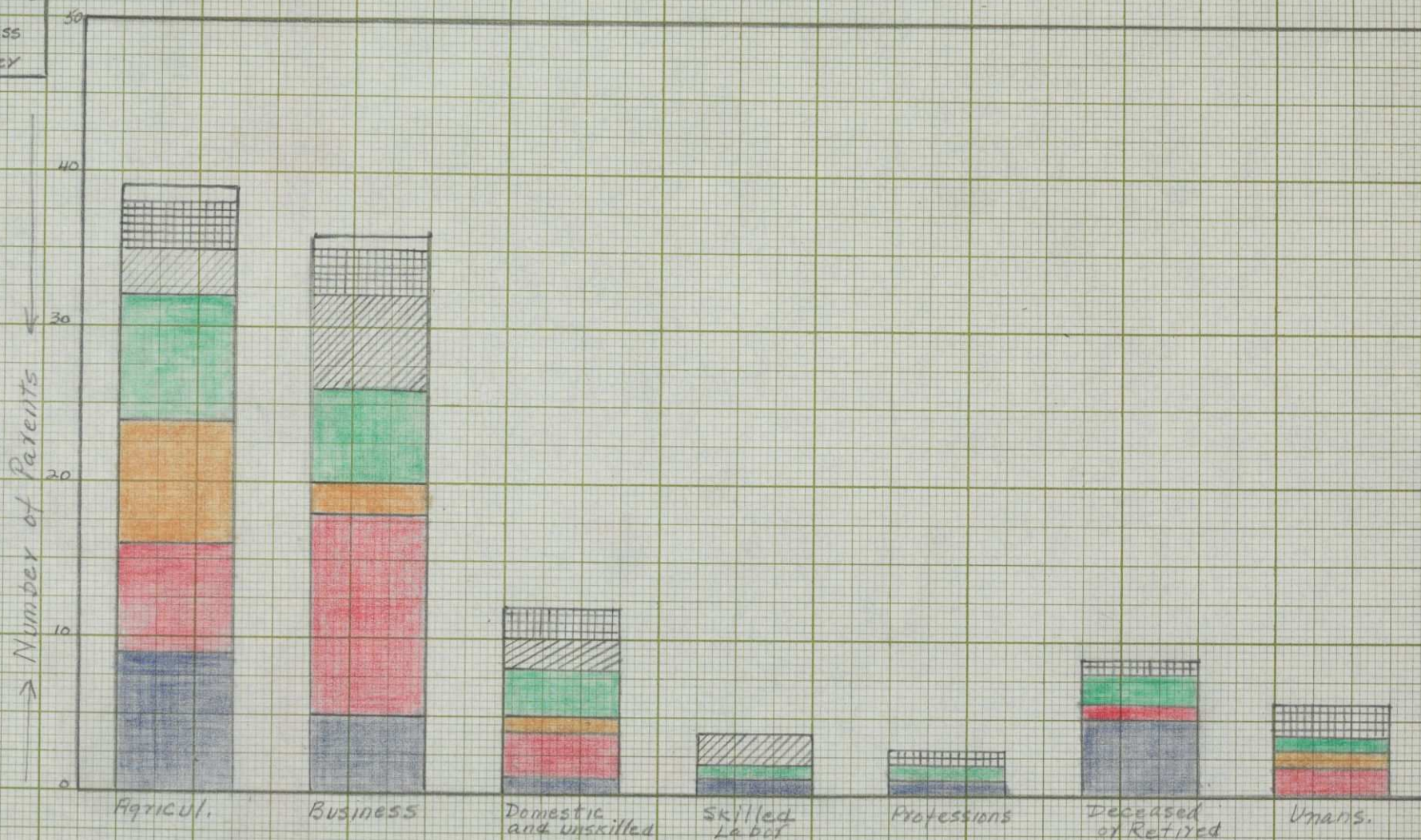


Source: Questionnaire Items 10, 11, 12.

Offspring



Occupational Distribution of Parents with Proportion of Offspring in Various Majors*

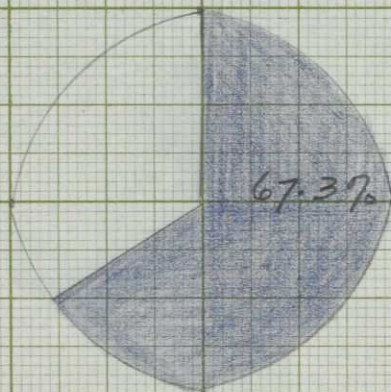


Source:
* Male Population Only Considered

IV

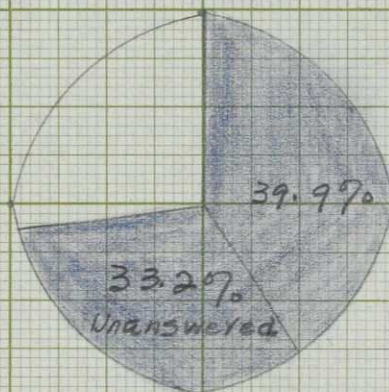
Coincidence of Each of Three Factors with Students Major
Male Only
(In percentage of total Male Population)

Favorite Subject and
subject requiring least effort



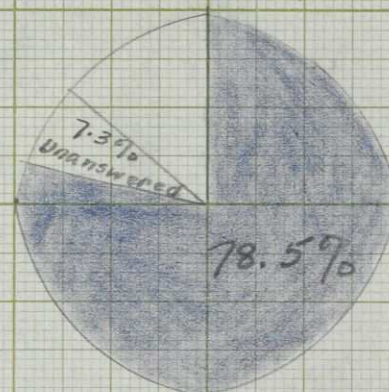
Source: Questionnaire
Items 6 and 7

Ideal Vocation



Source: Questionnaire Item 24
Note Below: *

Intended Career



Source: Questionnaire
Item 13

* The total percentage of shaded area 73.1% is derived from the assumption that those who failed to answer Item 24 (33.2%) are presumably in the major coinciding with their ideal vocation because they desire no change - (see Item 23)

Note: Females not included because not as important as to future occupational pursuits.

VII

COMPARATIVE COINCIDENCE OF
FAVORITE SUBJECT, INTENDED CAREER, AND IDEAL VOCATION
WITH STUDENTS' CHOSEN MAJOR

<u>Urban</u>	Favorite Subject	Intended Career	Ideal Vocation
Males (60)*	67.9%	81.7%	85.0%
Females (34)	54.5	44.2	64.7
<u>Rural</u>			
Males (49)	66.7%	65.3%	61.2%
Females (28)	50.0	57.2	89.4

*Number of males sampled from urban etc.

Source: Favorite subject - Questionnaire item #6 and #7	} Chosen Major with Question- aire item #10, 11, 12.
Intended Career - Questionnaire item #24	
Ideal Vocation - Questionnaire Item #13	

A.		MALES		FEMALES	
		Urban	- Rural	Urban	- Rural
	<u>MAJOR OWN CHOICE</u>				
	Yes	91.7	92.0	79.4	92.9
	No	1.7	6.1	11.8	7.5
	No answer	6.6	2.0	8.8	0.0

Source: Questionnaire item #19

B.	<u>ENJOY MAJOR STUDY</u>	Yes	70.0	75.5	70.6	85.7
		No	8.3	10.2	5.88	0.0
		Indifferent	18.35	14.3	23.5	14.3

Source: Questionnaire item #18

C.	<u>HOPE TO FIND WORK IN LINE OF MAJOR STUDY</u>				
	Yes	85.0	85.7	73.5	71.5
	No	8.3	8.2	14.7	21.4
	Unanswered	6.7	6.1	11.8	7.2

Source: Questionnaire item #20

D.	<u>EXPECTANCE OF DISCRIMINATION IN SEEKING A JOB</u>				
	Yes	76.7	79.7	79.5	50.0
	No	11.7	18.4	20.6	32.1
	No answer	11.7	2.0	0.0	17.9

Source: Questionnaire item #21

	MALES		FEMALES	
	Urban	Rural	Urban	Rural
A. <u>LOCUS OF WORK</u>				
United States	73.3%	75.5%	88.3%	78.7%
Japan	13.3	8.2	11.8	-
Hawaii	3.3.	-	-	-
Elsewhere	1.7	-	-	-
Not Certain	6.7	14.3	8.8	21.4

Source: Questionnaire item #22

(could be
9.8 m.w.)
not clear

B. CHANGE MAJOR IF FINANCIAL CONDITIONS PERMITTED*

Yes	20.0	20.4	14.7	14.3
No	55.0	65.3	55.8	71.4
Unanswered	25.0	14.3	29.4	14.3

* Assuming that economic condition was a factor in choice.

Source: Questionnaire item #23

C. FINANCIAL SUPPORT

Wholly	6.7	49.0	16.2	21.4
Partially	40.2	20.4	20.6	39.3
Dependent	51.7	30.7	64.7	39.3

Source: Questionnaire item #15

COMPARATIVE PERCENTAGE ANALYSIS OF
REASONS FOR ENROLLMENT AT THE UNIVERSITY
MALE AND FEMALES FROM URBAN AND RURAL AREAS

MALES **	URBAN			RURAL		
	I	II	III	I	II	III
1. For specific occupation	71.7	16.7	1.7	55.2	14.3	10.2
2. For occupation definitely assured	5.0	18.4	8.34	2.0	20.4	10.2
3. To acquire cultural background	20.0	31.7	16.7	32.7	30.6	16.3
4. To be with friends	0.0	1.7	6.7	0.	0.	0.
5. To make new friends	0.	5.0	28.4	2.0	8.2	20.2
6. For Social prestige	0.	3.3	8.3	2.1	4.1	10.2
Unanswered	3.33			4.08		

FEMALES **	URBAN			RURAL		
	I	II	III	I	II	III
1. For specific occupation	50.0	14.7	5.9	53.5	17.9	0.
2. For occupation definitely assured	11.7	26.5	5.9	3.6	3.6	7.2
3. To acquire cultural background	67.7	23.5	29.4	35.7	35.7	17.9
4. To be with friends	0.	11.7	20.6	3.6	0.0	0.0
5. To make new friends	0.0	26.5	38.3	0.0	17.9	21.4
6. For social prestige	0.0	5.9	5.9	0.0	0.0	10.7
Unanswered	0.0					

** I, II, III indicate first, second, and third choice rankings as reasons for enrolling at the university.

COPY

LETTER

Barry Shiki
Stockton, Calif.

June 18, 1942

Stockton, Calif.
June 18, 1942

Dear Dr. Thomas,

I received a letter from Thomas Shib., a few days ago announcing his final establishment at Tule Lake. In his previous correspondence, he informed me about conditions as it existed at Tanforan. Because of the intellectual and far-sighted groups located at that center, it seemed that the maintenance of efficiency there has been kept.

Tom urged me to write to you, so I am taking the initiative of letting you know how it is out there. People out here are relatively more provincial than the Bay Area folks so we have no medium of expressing our gripes to the administration.

I'm not claiming that we have a lot of legitimate reasons for more improvements, but there is more than one basis for protests by the Centerites.

We--the people of Stockton--were evacuated on the 12th and 13th of May with due pomp and ceremony (ogling crowds, thousands of bags and bundles, Greyhound Busses, Armed militia, etc.) Our arrival into the Stockton Fair Grounds was just as ceremonious--what with the examinations of baggages, medical check-ups, and signups for Barracks, but somehow we managed to survive all this.

Thoroughly far from palatial, our family of eight (seven now since my father was detained by the FBI because I and my brothers had participated in Kendo or Jap. Fencing) settled ourselves into two apartments about 20' x 20' each.

My first job came in the form of second cook in Mess Hall #8, but I didn't particularly relish the work so I tried to get some other position. After all, getting up at 4 A.M. and working in the kitchen till noon in this sultry valley weather isn't very conducive towards the development of proper language, especially since I had to put in 16 hrs. of work during the first two days and received no rest for an eighteen period.

But getting another position wasn't as easy as it seemed; for I was enlightened to the fact that even in these Centers, a little outside help or "pull" was necessary. My applications for mess clerk and for a reporter on the press went by neglected. However, one of my college 'pals' who had become editor of the *Walerga Wasp* wrote in a recommendation to the El Joaquin, the Stockton Assembly Center paper. The result was that I got in as a reporter one Saturday about 3 weeks ago. On Monday, they asked the Ass. Ed. to resign and I was promoted. On Saturday, the staff threatened resignation if the editor did not resign because he was too stubborn in his policies. I quit my job as Ass. Ed. and took up teaching current events, history, and algebra to high school students and adults. I was asked to be the editor and to choose my own staff so I signed up voluntarily on the newspaper and am now teaching as well.

Contrary to what many of the Issei's thought, the camps have been fairly well built. Of course, it consists of only rows and rows of creosote covered barracks and messes but it has not worked too great a hardship on anyone--except for the lack of privacy.

COPY

2.

LETTER

Barry Shiki
Stockton

June 18, 1942

The food cost for the first three weeks in this Center has been about 20-25 cents per person per day. On some days, the cost was averaging 16-18 cents. The Center Force has been doing big business while money has been moving out in a steady stream thru the post office. I am afraid that if our paychecks don't come soon or if we are to be paid after the war, many of us will be financially defunct.

Ere my acribbling sloppy pen cover too much territory, I shall spell "finis" to this miserable manuscript.

Sincerely,

(signed) Barry Shiki

P.S. ^Am sending along a copy of the Ei Joquin. Please note page 4 (bottom). I am wondering if it was necessary for the Centerites to buy equipment.