

QUESTIONS ON THE RESETTLEMENT PHASE

Employment

1. Getting a Job: How did you get your first job....What places did you try, and how often were you turned down....Why do you think you were turned down....What jobs did you turn down.....What kind of job did you hope to get....Any other difficulties connected with getting a job....Are you generally confident or afraid about applying....What is the best approach you've found to an employer....What is your opinion of the WRA, and other agencies, in helping to get jobs....Have your friends helped in getting a job, or jobs....Have you helped others to get positions?
2. Conditions of Work: What is your job....What wages do you get, and have you had any advancements....How are the working hours....Do you get much overtime; do you want overtime....Why....Are you making as much as other nisei....Are you making enough for your needs....How are the working conditions in your office or shop; is it satisfactorily equipped....Is your shop well organized, or is it inefficient....Is the work monotonous, or do you find it interesting....Why....Does the work tire you very much?...What are the irritating things about your work...
3. Relations with Others: How do you get along with the employer....or the manager....Do you think he's a good boss, or does he handle the workers badly....What's his attitude toward Japanese....How do you get along with fellow workers....Do you have any trouble with them....What other national or racial groups are there....Do you have any good friends among the haku-jin....Do they invite you out....Are there other nisei where you work....What do you think of them....Would you care if more nisei were added....Does anyone irritate you in the shop?
4. Job Changes: Have you changed your position since arriving in Chicago....What jobs have you held....Why did you change....What did you tell the boss when you quit....Did you have any difficulties....What do you think about the "Sixty Day Japs". ...Are you better satisfied with your new job....Have you missed any good job opportunities, and what was it like....
5. Job Future: What are the job chances for the nisei....Do you think they're doing pretty well, or are there definite limitations....Do you intend to stay in the present job for long....What do you intend to do after the war....Are there chances for advancement where you are now....What do you think of the outlook of the nisei for the future....Do you think your chances are any better or worse than that of other nisei....Do you intend to stay in Chicago....What do you think of your present job compared to what you had before the war...

Emerging Nisei Society

Do you wish for more opportunities to see your nisei friends? Do you think there should be more nisei organizations and social events? Why? What kinds of organizations do you think might be started? What function would they serve? If you want nisei organizations, what do you think has prevented their formation until now?

Do you think the nisei should make more Caucasian contacts? Do you think the nisei ought to make special efforts to accept invitations from Caucasians? Do you know nisei who have made numerous Caucasian contacts, and what do you think of them? Who are the Caucasian friends you've made? What do you think of nisei who make no effort to get into Caucasian groups?

Some of the agencies have been afraid that a L'il Tokio might start here in Chicago and have urged nisei to get into Caucasian groups: what do you think of this line of thinking? Do you think "integration" is desirable? Do you believe that immigrant groups and their children need their segregated communities? Why?

(Concrete behavioral evidence regarding the individual's attitude towards a nisei society should come out ~~under~~ in the discussions under other headings. This section should serve to bring out his opinions about a nisei society.)

The Draft

(For men) What is your present draft status? What are your chances of getting a deferment? Has the question of the draft bothered you very much? How does the uncertainty affect your plans? What was your reaction when the announcement of nisei induction was made? Did you consider changing to a deferred job, or make any effort to get deferment? What have members of your family said or advised concerning the draft? What do you think of their attitude?

(For women) Are any members of your family subject to the draft? What is your attitude toward his or their getting drafted? Does their getting drafted affect your position or responsibilities in the family? What are your plans in this regard? Does the draft affect girls' chances of marriage? Are you going around with anyone subject to the draft? How does the draft affect your plans of marriage?

(Married men) How do you plan to take care of your wife, and children, if you get drafted? Will you send her back to the center? Have you been working out any means already to take care of the problem when you get drafted? (Married women) How do you plan to take care of yourself, and your children, if your husband gets drafted? Will you go with him to the town nearest the camp? Will you return to the center? Have you anybody else in the family on whom you could count for support? What discussions have you had with your husband on this problem?

The Draft (contd.)

If you get your induction notice, will you go in without raising any objections? Will you try to get into Savage? What do you think of the draft considering that the nisei had to undergo evacuation: do you feel it unjustified? What do you think of the nisei in the camps, and the kibei at McClellan, who refused to join the combat unit? Suppose the draft were to be closed to the nisei; do you think it would seriously affect the future of the nisei? What would you be fighting for if you joined the army? In general, how does the draft affect the future of the nisei? (Try to find out how the individual's estimate of the Army has been influenced by others, particularly the nisei already in the service.)

Family Relocation and Relations

~~How many members of your family are still in the center?~~
How many members of your family have already relocated? Where are they? What was the sequence of resettlement? How did it happen that they relocated in this order? How did you or other members of the family influence and affect the relocation of other members?

How many members of your family are still in the centers? What are the reasons for their remaining in the centers? What plans are being formed for further resettlement of family members? Do you consider the relocation centers a better place for the remaining members than the outside? Do you anticipate any difficulties if the remaining members are still in the centers at the end of the war?

To what extent are members of your family scattered (already answered)? How often do you see the other members of your family? Do you enjoy being independent of your family? What advantages or disadvantages? How often do you correspond with other members of the family? Do you write to your parents in Japanese? If you are living with your family, are your parents satisfied with their conditions? Have you more or less responsibility towards your family now than before the war? Do you have more or less freedom to make individual decisions?

Attitudes towards other members of the family.

QUESTIONS ON THE RESETTLEMENT PHASE

Resettlement

1. Factors predisposing towards resettlement: What were your dissatisfactions with camp life? (Monotony, nothing to do, friends leaving, family conflicts, registration and aftermath, limited economic and/or educational opportunities, etc.) What were the attractions on the outside? (Wages, jobs, schools, "freedom", friends, city life, etc.) When and how did you first start to think about resettlement? What situations prevented you from earlier resettlement (family pressure, rumors, hostile news publicity, etc.)
2. Timing of resettlement: What caused you to resettle at the particular time that you did? (Changed WRA regulations, impending draft, encouragement from others, etc.) Did you make the decision on impulse, or after much thought?
3. Mechanism by which resettlement was achieved: Did any employer, hostel, or friend, sponsor your leaving the center? How did you establish these contacts? Did you encounter any difficulties with these arrangements?
4. Sequence of places sought in resettlement: What kind of leave (seasonal, short term, education, indefinite) did you receive when you left the center? Was there any change from other type of leave to indefinite? What movements did you make between the time you left the center and the time you arrived here?

Family Resettlement

1. Sequence of family resettlement: Who was the first resettler among relatives? In what order did other family members resettle, and how did each resettlement happen to take place? How did you or other members of the family influence the relocation of other members? Was there any opposition to these instances of resettlement, and who created the opposition?
2. Family members remaining in centers: How many members of your family, and relatives, are still in the centers? What are their reasons for remaining there? What plans are being laid for further resettlement of family members? If no definite plans, what thought have you given the problem? What is your attitude about their remaining in the centers? Do you try to encourage their resettlement in your letters? Do you expect to have them out before the end of the war?

Housing

1. Sequence of dwellings 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 discrimination 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, etc.) How does your present residence compare with your pre-evacuation home? Do you hope to find a better place later? What kinds of housing problems are your friends having?
3. Relations with other residents: How do you get along with the landlord? With other tenants? Are there many Japanese living in your apartment house, or neighborhood? Would you care if more moved in? Have you ever encouraged other resettlers to find dwellings at your apartment house or neighborhood?

Employment

1. Sequence of jobs: (List all jobs received since relocation) What did you hope for in the way of employment when you first started job hunting? How did you get each of your jobs? What job openings did you turn down and why? What were your reasons for accepting and quitting the jobs? What problems and difficulties have you met in finding employment? What were the wages and hours of each job?
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 your work?
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 with any of the Caucasian workers? Are there other resettlers where you work? How many are there? Would you care if more resettlers were added? Has there ever been any discrimination or trouble in your office or shop? Could you get a better job if you weren't an evacuee?
4. Income and budget: What is your monthly income? What are your monthly expenses for each of the following items: (a) rent, (b) food, (c) clothing, (d) laundry and cleaning, (e) recreation, (f) medical service, (g) gifts and obligations, (h) family support, (i) savings and insurance, (j) tax, (k) miscellaneous.

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. Personal preferences in leisure: How often do you go to the movies? What movies do you like and who are your favorite actors? What do you read (newspapers, magazines, books)? What programs do you listen to on the radio? Do you attend concerts, plays, operas, or other such entertainment? Do you see professional athletic events? Do you miss the opportunity to participate in sports yourself? How often do you write letters and to whom? Do you gamble? What enjoyment do you get from gambling? Do you get the urge to travel?
3. ~~Friends and social groups~~ Social events: Have you attended any nisei dances, parties, or other social events? What did you think of them? Describe some of these events? Should there be more such events? Have you attended any social events where Caucasians were the majority? Ever go to Trianon, Aragon, night clubs, bars, taverns, etc.? Did you feel uncomfortable among Caucasians? Have you ever encountered discrimination among Caucasians?
4. 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 have any group of friends with whom you get together quite often? How did the group happen to form? Do the same people always get together? What do you do together? Where do you fit into the group--casual relations, follower or leader? What do you think of the people in your group; what are they like?

Do you have any social contacts with Caucasians? How did you get to know them? What kind of people are they? What do you do with them?
5. Summary: Are you satisfied with your present social life? Do you miss the social life you had before the war, or in the centers? What do you miss most?

Boy-girl relations and sex

(I leave this to you, Charlie)

Emerging 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 nisei organizations from forming here?
2. Increasing Caucasian contacts: Do you think nisei should make more Caucasian contacts? Do you think nisei should make special efforts to accept invitations from Caucasians? Do you know nisei who have made numerous Caucasian contacts, and what do you think of them? What do you think of nisei who make no effort to meet Caucasians?
3. Integration vs. Segregation: Some agencies have been afraid of a L'il Tokio developéng here and have urged nisei to associate more with Caucasians, what do you think of this idea of integration? Do you think such a program desirable? Do you believe any ~~xxx~~ immigrant group or their children need segregated communities?

Family Relations in Chicago (Members of resettled families)

1. Nature of relations: Which members of your family are resettled here? What living arrangement do you have: place of residence, division of labor, breadwinners and dependents, etc. If members are scattered, how often do you see the others? On what occasions do you all get together? On what kinds of problems do you consult each other?
2. Problems of family: What are the major problems that concern your family? (Housing, employment, draft, future) Are your parents satisfied or dissatisfied with their situation here? How are these problems being solved?
3. Changes in family relations: What changes in family relations have resulted from resettlement? Have you more or less responsibility towards your family now than before? Do you have more or less freedom to make individual decisions? Has the authority in the family shifted?

The Draft

1. (For men) What is your draft status? What are your chances for deferment? Do you feel that the drafting of nisei is justified after evacuation? Has the uncertainty bothered you? What was your reaction when the draft was announced? What have members of your family advised you regarding the draft? If you are drafted, will you try to get to Savage? How does the draft affect the future of the nisei in your opinion?
2. (for women) Are any members of your family subject to the draft? What is your reaction to their getting drafted? Does their getting drafted affect your responsibilities or position with

respect 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 the centers? What has been the nature of discussion with your wife (or husband) in regards to this problem? What preparations have been made for the contingency?

The Future

1. Economic: What kind of work do you plan to do in the future (after the war)? If you have no definite plans, what would you like to do? What are the difficulties in your position? Do you think you will continue to make your home in Chicago?
2. Residential.
3. Familial;
4. Educational:
5. Future of nisei in general:

Attitudes and Philosophy of Life (Summary)

1. Get attitudes on the following points:
 - a. Evacuation as military necessity vs. Evacuation unnecessary^{ry}
 - b. America vs. Japan - and - America vs. Germany
 - c. Colored races vs. white - and - Japanese vs. other races
 - d. Issei parental control vs. nisei independence
 - e. JACL vs. Anti-JACL
 - f. Conciliation vs. protest
 - g. Success thru individual initiative vs. success thru impossible under prejudice

Phrase your questions in the following manner: "Do you think the evacuation was necessary or unnecessary? Weren't there a lot of organizations like the Butokukai and Heimushakai that were dangerous to the war effort? etc." or, "Do you blame America or Japan for the present war? How about Germany? Do the nisei have any future in Japan? In America? etc."

2. Philosophy of life: By this I mean the effort to determine whether an individual has one inclination or another in his view of life. E.g., pessimism or optimism, individual determinism of history or historical determinism, radicalism or conservatism, idealism or materialism, Activism or fatalism, opportunism or absolutism, relativism or absolutism. Phrase questions: "Then you feel that we could have done something about the evacuation. You don't feel that history just determines these things?" or "Aren't you being opportunistic?" All this should come out in connection with the attitudes.

April 25, 1944

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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? Where 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 kibeii 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 re-settlers? Do you become angry, more cautious, more sensitive, more timid, or more aggressive at such publicity?

2. Favorable publicity: What did 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?

OUTLINE OF QUESTIONS FOR RESETTLEMENT PHASE

A. Resettlement History

1. When did you resettle?
2. What situations predisposed you to resettle?
 - a. Situations in camp:
 - Monotony
 - Family or generational conflicts
 - Lack of economic or educational opportunities
 - Registration crisis
 - Pending draft
 - Pending closure of project
 - b. Situations on outside:
 - Contacts with resettled friends and relatives
 - Job or educational offers
 - Hostel or agency sponsorship
 - Desire for freedom or "new experience"
3. Did you resettle directly to Chicago?
Did you take seasonal or short-term leave before taking out indefinite or terminal leave?
List all moves between leaving center and arrival in Chicago, giving circumstances and reasons for seeking each destination (jobs, friends, family, etc.) and for leaving for another destination
Do you consider Chicago your permanent residence?
If not, what plans are you making for leaving and where will you go?
4. What members of your family have already resettled?
 - a. Who was the first to resettle (when, where, to what jobs, etc.)
 - b. In what order, and under what circumstances, have other members of the family resettled (when, where, etc.)
5. What members of your family are still in camp?
What plans for family resettlement are being made in view of WRA's closure policy?
What plans, if any, are being made for return to the Coast?
Resistances or opposition to "forced relocation." Fears or anticipation re reception on Coast.
(Try to document this section with letters where possible)

B. Employment in Chicago

1. What job do you have at present? Wages, hours, nature of work.
How did you get this job?
Is the work interesting? Does it offer advancement?
How do you get along with your employer? With your fellow-workers (what race or nationality are they, etc.?)
2. What job did you obtain first in Chicago? Wages, hours, nature of work.
How did you get this job?
Was the work interesting? Did it offer advancement?
How did you get along with your employer? With your fellow-workers (what race or nationality were they, etc.)?
Follow through same questions with all jobs held here and elsewhere since leaving camp, including also questions on reasons for quitting each job.
3. Have you met any discrimination in regard to jobs?
4. Are there, or have there been, other resettlers where you work. Your reaction (favorable or unfavorable) to this?
5. What problems are other members of your family having in getting jobs?
6. How does the job you now have compare with your pre-evacuation job? Does it utilize your training?
7. How does your present job fit in with your plans for the future? Are you attempting to find a new job? How? Why?
8. What do you think of Nisei future re occupational opportunities after the war?

C. Housing in Chicago

1. Where do you live at present? How did you get this housing? What sort of housing is it: rooms, facilities, cleanliness, crowding, etc.?
With whom do you share your housing (family, friends, etc.)?
2. Same questions for sequence of all dwellings in Chicago, (starting with first place found upon arrival)
3. Did you meet any discrimination in regard to finding housing?
4. How have you gotten along with the landlord, with other tenants, with neighbors?

Housing in Chicago, continued

5. Are there, or have there been, other Japanese living in your apartment or neighborhood in each of these places?
Your reaction (favorable or unfavorable) to this?
6. What housing problems are the other members of your family facing in resettlement?
7. How does the housing you have found in Chicago compare with your pre-evacuation home?
8. Are you attempting to find new housing? How? Why?

D. Social and Economic Problems and Adjustments

1. Budget:

How adequately does your income cover your expenditures?

List your monthly expenditures for

rent	recreation
food	family in center
clothes	medical service
laundry and cleaning	gifts

What debts do you have? To what extent are you saving money?

2. Military service:

What is your draft status? What are your chances of deferment?

What was your reaction when draft was reinstated for Nisei?

Do you feel that drafting of Nisei is an injustice?

What have your family members advised you re the draft?

If you are drafted, will you try for Snelling or some other specialized unit?

What plans are you making for care of your family (wife, children, parents) if drafted?

3. Organizational activities:

a. Have you had any contact with agencies established to assist resettlers (WRA, Friends, Christian groups, etc.)?
Your reaction to their efforts and efficiency?

b. Have you had any contact with Chicago J.A.C.L.? What do you think of their program?

c. Have you joined any organized religious group?

d. Have you attended any organized Nisei dances or other

Organizational activities, continued

all-Nisei social events? Describe them. Do you think there should be more of them?

- e. Have you joined any societies or organizations (including labor unions) where Caucasians are also members? Describe them.

4. Interpersonal relationships

- a. Who are your friends in Chicago?
How often do you see them?
How and where did you meet them?
- b. Is there any informal group with whom you associate?
How did you happen to join it? What do you do together? Who belongs to the group?
- c. Do you have social contacts with Caucasians or persons other than of Japanese ancestry? Describe.
- d. Dating and relations with persons of other sex?
With Nisei only or with persons of other races?
Attitude towards intermarriage.
- e. Preferences re use of leisure time: How much leisure time do you have?
What reading do you do?
What movies do you see?
What sports events do you attend, or participate in?
Do you gamble?
With whom and how often do you correspond?
What else do you do with your leisure time?

5

Family adjustments:

- (1) If relevant: What plans have you made for marriage? For having children?
- (2) How much responsibility do you have for your parents and other family members? Who has the major responsibility? Who is assuming responsibility for resettlement?
- (3) If family members are scattered, how often do you see them? On what occasions do you get together? How have you helped each other?
- (4) What conflicts do you have with other members of your family?

6

Social attitudes:

- (1) Other than re jobs and housing, (if relevant) where have you met discrimination? Describe.

Social attitudes, continued

- (2) Do you like Caucasians? Are you sensitive in their presence? Do you avoid them?
What do you think of Jews? Negroes? Filipinos? Germans? What contacts have you had with them?
- (3) Do you want more opportunities to meet Nisei? Would you like a "Japanese hangout" in Chicago?
- (4) Where do you think your future lies: in America or Japan?
What do you think the outcome of the war will be? What do you think of democracy? etc. (difficult to formulate direct questions here)
- (5) How do you think evacuation has affected your life plans?
What have you gained and lost through resettlement? Are you optimistic or pessimistic about your future - and the future of Nisei generally? In what respects?
- (6) What are your ambitions for the future?

2/26/45

PROBLEMS AND PATTERNS OF ADJUSTMENT OF CHICAGO RESETTLERS
AS SHOWN BY ANALYSIS OF 53 CASE HISTORIES

A. Introduction

Tabulation of the 53 cases (simple)

Age and Sex
Origin
Marital status

B. The Single Man

(1) Introduction

Description of the cases, (Table - more complete than in main introduction) including brief descriptions of the persons.

- (2) Jobs
- (3) Housing
- (4) Social adjustments
- (5) Plans for future

Jobs:

- (a) Chicago - initial job
subsequent mobility
- (b) Personal adjustments connected with job situation
 - (1) Relation to employer
 - (2) " " fellow workers
 - (3) Discrimination and prejudice (both ways to and from)
 - (4) Attitude towards job: obj. or subj.)
plans for future
- (c) Earlier history of occupational adjustment (with special reference to mobility)
 - Prewar
 - Camp
 - Other resettlement

Housing:

- (a) Chicago - initial mobility
- (b) Problems connected with finding a home
 - (1) Types of housing accommodation and
 - (a) Physical: facilities, crowding, etc.
 - (b) Social arrangements: cooperative; sharing with friends; boarding houses, etc.
 - (2) Relation to landlord
 - (3) " " neighbors
 - (4) Discrimination and prejudice
 - (5) Attitudes towards housing: comparison with past and plans for future

Social and Economic Problems and Adjustments:

- (a) Budget - adjustments of income to expenses - past, present and future plans

- (b) Military service
- (c) Organizational activities
- (d) Interpersonal relationships
- (e) Limitations or extensiveness of interests
- (f) Family adjustments
- (g) Social attitudes: real or imagined discrimination; integration vs. segregation; identification with America or Japan; personal dissatisfactions and satisfactions

Evaluative Summary:

Attitudes towards future in respect to the major topics listed above; life plans and expectations or anxieties; personal disorganization and reorganization of life plans.

Same thing for

- C. Single woman
- D. Married man
- E. Married women

F. Crude group comparisons: What patterns have evolved for men vs. women, single vs. married, etc.?

G. Individual Differences within groups:

(a) Pre-evacuation background, as influencing behavior and especially attitudes. (By background, we mean origin - different past experiences, e.g. of Hawaiians and Inter-mountain residents re integration, interracial association, etc.; we also mean rurality vs. urbanity of residence, particularly whether or not they lived in Japanese communities; family training and strictness of upbringing; school and social contacts; Japanese language schools; retention of Japanese culture, generally, and national identification).

(b) Camp Background and Experiences:

(Particularly the factors that influenced decision to relocate, e.g., departure of friends, letters received, registration issue, cleavage of generations).

III. Single Females

From California - under 25 years of age

CH-3
 ✓CH-16
 ✓CH-22
 ✓CH-23
 ✓CH-26
 ✓CH-41
 ✓CH-48
 ✓CH-51
 ✓CH-57

From California - over 25 years of age

✓CH-8
 CH-60

From Intermountain and California - under 25 years of age

✓CH-9
 ✓CH-20
 ✓CH-39

From Intermountain and California - over 25 years of age

CH-59

From Hawaii and California - over 25 years of age

CH-12

IV. Married Females

From California - under 25 years of age

CH-36
 CH-42
 CH-54

From California - over 25 years of age

✓CH-49
 ✓CH-55

From N.W. - under 25 years of age

CH-40

From Intermountain and California - under 25 years of age

CH-4
 CH-24

From Intermountain and California - over 25 years of age

CH-25

From Hawaii and California - under 25 years of age

CH-56

[May 26, 1943]

I*.

- Brief History of the Individual. *Supplement with*
- A. Parental Background (see VIII). Individual's account of childhood training and childhood crises, ~~and his~~ own story of his relation to his parents and siblings
- B. His educational history; chronological account of schooling received, including schools attended (place and dates), major interests, ~~grade averages~~ *activities,* ~~Did he attend Japanese language school? What were his reactions to the teachings of the language school? ~~actions and reactions.~~~~
- ~~What school experiences stand out as happy or bitter ones? What roles did he assume with his classmates? What was his relationship with his teachers? How active was he in class recitations, in extra-curricular activities? What were the parental attitudes and pressures in regard to education?~~
- C. His employment and economic history; chronological account of jobs held (type of job, type of industry, rate of pay). Account for all periods of unemployment. Note whether employers and fellow-workers were Japanese or Caucasian. ~~What were his relations with employers, fellow-workers, labor organizations? What does the individual consider the determining factors in his selection of these jobs? How have the various jobs fit in with his conception of a career? What jobs has he tried to get, and failed? To what does he attribute his failures? How has he, from time to time, viewed his career chances in America? In Japan or the Orient? Elsewhere? Has the income received from his jobs been sufficient to maintain what he considers a reasonable standard of living (what is his concept of a reasonable standard of living?) Has he been able to save? When and how much? Has his family (or another benefactor) supplemented his job income? What sources did he draw on in periods of unemployment?~~
- D. His interpersonal relations outside the family (exclude the romantic): Who were his intimate friends at various times? (Note particularly whether they were Caucasian, Nisei, Issei, or Kibei.) What instances of prejudice or discrimination were met in his interracial friendships? ~~What does the individual consider were the factors determining the selection of his friends? To what extent did parental approval or disapproval affect the situation? What friendships were broken up, and why?~~
- E. His romantic, sex, and marital history: What were his early boy-girl relationships? Were they confined to Nisei and Kibei, or did they extend to other racial groups (particularly Caucasians). ~~What were his own and his parents' attitudes towards intermarriage?~~

Describe the experiences of courtship and engagement and the events surrounding the marriage. Was the marriage Japanese or American type (e.g. were Baishakunin used)? ~~Did conflicts arise with parents (or others) concerning the marriage? What have been the outstanding problems of married life (See Shibutani's detailed outline on the family)~~

*1 include
Japanese language
school*

- F. His political activities and shifting interests: voting, party membership, running for office. To what political organizations has he belonged? How have his interests and affiliations changed?
- G. Associational history: What clubs, groups, and groups has the individual joined? What role has he played in these groups? What offices has he held? (Include cliques and informal groups, as well as organized groups. See Miyamoto-Shibutani outline for group analysis)
- H. Recreational history: what have been his dominant interests (sports, reading, hobbies, etc?) How have these changed? To what extent were these interests Japanese or American?
- I. Religious history: church membership; attendance at Sunday School and various church groups. Under what circumstances did the individual join church (e.g. by "conversion"). Has his religious affiliation been the same as that of his parents? ~~Did the individual "lose his religion" and what effect did this have upon him?~~

I* Brief History of the Individual

- A. Parental Background (see VIII) Supplement with individual's account of childhood training, and his own story of relations with parents and siblings.
- B. His educational history: chronological account of schooling received, including schools attended (place and dates), major interests and activities; whether or not he attended Japanese language school.
- C. His employment and economic history: chronological account of jobs held (type of job, type of industry, rate of pay) Account for all periods of unemployment. Note whether employers and fellow-workers were Japanese or Caucasian. What jobs has he tried to get, and failed? Circumstances surrounding these failures?
- Has the income received from his jobs been sufficient to maintain a reasonable standard of living (individual's definition of reasonable standard of living?) Has he been able to save? When and how much? What sources were drawn on in periods of unemployment?
- D. His interpersonal relations outside the family (excluding the romantic): Who were his intimate friends at various times? Note particularly whether they were Caucasian, Nisei, Issei, or Kibei. What instances of prejudice or discrimination were met in interracial friendships?
- E. His romantic and marital history: What were his ~~early~~ boy-girl relationships? Were these contacts confined to Nisei and Kibei, or did they extend to other racial groups, particularly Caucasian? *Whom did he marry?*
Describe the experiences of courtship and engagement and the events surrounding the marriage. Was the marriage Japanese or American type?
- F. His political activities and shifting interests: voting, party membership, running for office. To what political organizations has he belonged? How have his affiliations changed?
- G. Associational history (other than political): What clubs, organizations and groups has the individual joined? What offices has he held?
- H. Recreational history: what have been his dominant leisure activities (sports, reading, hobbies, etc) How have these changed? To what extent have these been Japanese or American?
- I. Religious history: church membership; attendance at Sunday School. Under what circumstances did the individual join church? Has his religious affiliation been the same as that of his parents?

Note: This outline has purposely been limited to the factual, "behavioristic" aspects of the individual's history. It is intended to develop common background factors by which the individual can be "placed." It represents the minimum that must be obtained for all resettlers in the sample. It omits the many important sociopsychological factors which would lead to a greater understanding of the individual. These factors cannot be investigated in all cases, but will be covered in selected cases, following the outline appended to this memorandum: Shibutani-Miyamoto, Outline for Documents on the Resettled Nisei.

I Brief History of the Individual

- A. Parental background (see VIII) Supplement with individual's account of childhood training, and his own story of relations with parents and siblings.
- B. His educational history: chronological account of schooling received, including schools attended (place and dates), major interests and activities; how long did he attend Japanese language school.
- C. His employment and economic history: chronological account of jobs held (type of job, type of industry, rate of pay). Account for all periods of unemployment. Note whether employers and fellow workers were Japanese or Caucasian. What jobs has he tried to get and failed? Circumstances surrounding these failures?
 Has the income received from his jobs been sufficient to maintain a reasonable standard of living (individual's definition of reasonable standard of living)? Has he been able to save? When and how much? What sources were drawn on in periods of unemployment?
- D. His interpersonal relations outside the family (excluding the romantic); Who were his intimate friends at various times? Note particularly whether they were **Caucasian**, Nisei, Issei, or Kibei. What instances of prejudice or discrimination were met in interracial friendships?
- E. His romantic and marital history: What were his boy-girl relationships? Were these contacts confined to Nisei and Kibei, or did they extend to other racial groups, particularly Caucasian? Whom did he marry? Was the marriage Japanese or American type?
- F. His political activities and shifting interests: voting, party membership, running for office. To what political organizations has he belonged? How have his affiliations changed?
- G. Associational history (other than political): What clubs, organizations and groups has the individual joined? What offices has he held?
- H. Recreational history: What have been his dominant leisure activities (sports, reading, hobbies, etc.)? How have these changed? To what extent have these been Japanese or American?
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Subjects for investigation will include both individuals and groups. Individuals will be chosen by a rule-of-thumb method of stratified sampling, in order that most of the significant classes in the universe represented by this population may be included, and in order that inferences may be drawn about migration differentials.

Among the important strata to be included are:

- (1) Generational (Issei-Nisei and Kibei)
- (2) Age, sex, and family status
- (3) Residence prior to evacuation (Northwest, Northern-central California, Southern California and Arizona; farm, village, urban, metropolitan)
- (4) Evacuation status and residence (voluntary evacuee, Free Zone evacuee, Assembly center, Relocation project, and combinations of these).
- (5) Education
- (6) Residence in Japan
- (7) Religious background (Christian or Buddhist)
- (8) Occupation prior to evacuation (in terms of Edwards' socio-economic classes)
- (9) Occupation at present.

for sample purposes use

- ① Garrison
- ② Sex
- ③ Occupied farm to evacuee

Prof - manager

6 classes

Individuals will be selected from each of these strata, e.g. Issei married male, aged 30-45, from Seattle, Puyallup Assembly Center-Minidoka Relocation Project, high school graduate (in Japan) migrated to America at age 18, Buddhist, manager (retail grocery store), now clerk in retail grocery store in Chicago (Problem: make a list of classes on cards, then fill in subjects for investigation as we get them.)

Insert ②.

Since each individual is a member of a family group (whether other members of the family are resettling at the same time or not) studies of families will be built up by using the individual as the

Insert ①

Importance

Begin start up which case had to find

center of the family group. Shibutani's outline, as follows, can be used to build up the characteristics of the family group:

- homeland (family group) before about*
- status*
- parents' view*
- status*
- analysis*
- Tous' explain*
- I. Composition and Characteristics of the Family
 - A. Informant's concept of the family
 - B. Demography of the family (age, sex, relationship to head)
 - C. Educational and cultural background of family members
 - D. Occupational status of family members
 - E. Religious background of family members
 - F. Physical characteristics of family members
 - G. Standard of living of family
 - H. ~~Social Status of family~~
 - II. Brief history of the Family
 - A. Immigration of ~~family~~ Issei members to America
 - B. ~~Settlement in America~~
 - C. Economic history of family in America
 - D. Educational history of family in Japan and America
 - E. Interpersonal relations of family members
 - F. Relations of family with Japanese community in America
 - G. Relations of family with Caucasian community in America

III. The evacuated Family

- A. Preparations for evacuation (disposal of property, changes in family plans for future, integration or dispersal of family members.
 - B. Experiences in Assembly Centers (See below re individual)
 - C. Experiences in Relocation Projects (See below re individual)
 - D. *Changes in capital and character (See I)*
- IV. The resettled Family (See below also re individual)

- A. Mechanism of resettlement
- B. Social status in Chicago
- C. Nature of associations
- D. Solidarity of the family (or disintegration)
- E. *Changes in capital and character (cont)*

In the family analysis, efforts should be made to shift the focus from the individual informant (who is arbitrarily chosen as the "center") to other members of the group, i.e., to get a picture of the family as viewed by each of the family members in turn.

Since, also, each individual is a member of various associational groups and cliques, studies of groups will also evolve from the individual records, again using the informant as the center of each of the groups in which he is involved. Again, the record will extend

beyond the individual, ie, the structure of the group will be determined, the type of sponsorship, the role of the various members, the type of leadership, the cognized function of the group, the detailed activities of the group, the roles played by various members, etc.

In addition to the the type of analysis of groups in which individual informants are involved, effort will be made to observe and analyz~~ed~~ the activities and membership of all associations, organized groups and cliques, among the resettled evacuees, per se. *Organized* Groups thus to be analyzed may be roughly classified as follows:

Organized Religious organizations

Organized Political organizations(JACL, YD, YCL, etc.)

Japanese "cultural groups"(Prefectural societies, flower arrangement clubs, etc.)

Mutual aid societies

Recreational, hobby and sports groups(organized)

Friendship groups and cliques(unorganized)

(Problem: prepare an outline for analysis of groups per se)

.....

In regard to the preparation of documents relating to families and associations, the purpose of the study, as outlined in the first paragraph, must be kept clearly in mind, i.e., we are attempting to analyze the effect of a crisis(evacuation) upon the collective behavior of a population group. Thus, we shall begin with the impact of the war and subsequent time-identified events upon the individual, his family, and his associations. We shall start, in all instances, with a reconstruction of December 7, 1941. We shall ask what adjustments and changes in plans, activities, aspirations and fears occurred concomitant

with or following

Pearl Harbor

Period of early restrictiond on enemy aliens

Period of FBI roundups

Filipino incidents

Evacuation of enemy aliens from restricted areas

Announcement of evaucationorders for citizens

~~Exxxxxxxxx~~

Specifically: Did the informant stop school, change his residence, lose or change his job, dispose of his property? How did these incidents affect his relationships with his family, with the Japanese community, with his Caucasian friends, neighbors and associates? What was their effect upon his identification with Japan or ~~Am~~erica (i.e upon his "patriotism"), on his identification ad a member of a minority group? What were his fears, and what role did rumors play in their development? What changes did he make in his plans for the future?

crisis,

Having rechecked the follow of behavior & attitudes during the
~~We~~ shall then proceed to a reconstruction of the major experi-

ences in Assembly Center and Relocation Project, following

Shibutani's outline:

I. The Assembly Center

A. Preparations for entering centers

B. Attitudes towards center(and towards administration)

before and after entry

B. C. Activities while in center(follow through the list of topics used in our relocation outline)

II. The Relocation Center

A. Attitudes towards center(and towards administration)

before and after entry

(Shibutani to rework this outline on the basis of our actual procedure in the social structural report of Tub Lake)

Following this, we proceed to an analysis of resettlement, again using the main elements in Shibutani's outline:

I. Resettlement

A. Reasons for resettlement

~~B. Attitudes towards resettlement, before and after~~

~~C. Mechanism by which resettlement was achieved (sponsorship)~~

II. Initial Adjustment to life in Chicago *(what they did in the first week in Chicago)*

A. First contacts in Chicago, and their carry-over

B. Finding a home

C. Finding a job

~~D. Establishing the family in Chicago~~

~~E. Spending leisure time in Chicago~~

~~F. Seeking and finding congenial "interest groups" in Chicago~~

III History of Resettling in Chicago

~~A~~ Changing plans for the future *(what are you going to do after the war?)*

~~B~~ Changing attitudes towards the war, democracy, American citizenship, the Army, Japanese communities in America, Japan, Caucasians ~~(persistence or change of "keto" concept)~~, relief or government subsidy ("wards of government" concept)

~~A~~ ~~B~~ Development of activities in Chicago

1. Making a living

2. Getting an education

3. Participating in religious activities

4. Spending leisure time

5. Finding a mate, ~~or founding continuing family relationships~~ *establishing a family or continuing family relationships.*

6. Establishing status, or attaining prestige

and his friends
 C. The Individual ~~or the Family~~ and the Out-group in Chicago

1. *The Family*
2. *Voluntary groups*
1. Nature of associations
2. Nature of exclusions
3. *Contacts with other groups (include internal)*

E. Conflicts and disorganization

change attitudes - *(work by individuals)*
 F. New definitions of the situation facing the individual and the family.

G. Race relations and attitudes

1. Contacts with members of other races and other national origins
2. Attitudes towards these persons
3. Incidents with members of other races and national origins.
 - a. Personal involvement
 - b. Rumors and stories reported by others.

After getting a record of the impact of the war and evacuation and of the early states of the resettlement process, we shall attempt a reconstruction of the status of the individual, the family, and the "group" for the period immediately preceding Pearl Harbor, i.e. just before the outbreak of the war, including data on residence, occupation, standard of living, economic activities, social status, associations, attitudes towards Japan and America.

In a limited number of cases, retrospective accounts of the whole train of experience of the individual will be obtained from "representatives" of the various strata listed above. Here the Shibutani-Miyamoto outline of May 14, 1943 will be used.

ANALYZING THE PROBLEM OF THE INDIVIDUAL FAMILY RESETTLER

I. Resettlement

- A. Factors predisposing towards resettlement.
- B. Timing of resettlement.
- C. Mechanisms by which resettlement was achieved.
- D. Sequence of places sought in resettlement.

II. Housing

- A. Sequence of dwellings sought and lived in.
- B. Adjustment to housing facilities.
- C. Relations with other residents.

III. Employment

- A. Sequence of jobs.
- B. Conditions of work.
- C. Relations with others.
- D. Income and budget.
- E. Economic future.

IV. The Draft

- A. Effect on the men.
- B. Effect on the women.
- C. Effect on married couples.

V. Family relations in Chicago

- A. Nature of relationships.
- B. Changes in family relations.
- C. Sequence of family resettlement.
- D. Family members remaining in center.

VI. Leisure time and social life

- A. Amount of leisure time.
- B. Friends and social groups.
- C. Social events.
- D. Personal preferences in leisure.
- E. Boy-girl relations.

VII. Nisei society

- A. Increasing nisei contacts.
- B. Caucasian contacts.
- C. Integration vs. segregation.

VIII. Political views

- A. Nisei political status.
- B. International status.

IX. Evacuee Publicity

- A. Unfavorable publicity.
- B. Favorable publicity.

X. Personality Problems

Economic life of individuals outside the camp community

Serial number of the family:

Flow of Income during Year:

*Relevant to
Improvement
Study*

Income Received

Income paid out

Interest on securities
Savings or other acc't
Rent on House owned
Real estate owned
Farm owned
Returns on business or
farm operated by other indi-
vidual. or Co.

Mortgages paid out on
farm or real estate.
Rent paid on House or real
Estate.
Returns paid out to partner
in Business.
Repairs and replacements on
House or other property.
Insurance premiums

Payments for past services

Personal
on House or property

Repayments on loans made to
individuals or Co.

Gifts and community welfare
outside of community life, in
camp. ~~Loans paid out~~ Taxes paid out

Legal income (trial won etc..)

Union, Professional or business
association dues.

Securities sold
Insurance policies surrendered or
settled.
Property sold.
Money withdrawn from bank. (?)

Securities bought
Insurance policies bought.
Property bought.
Money put in bank.
~~Loans paid out~~

Property changes

Property changes

Other
Total

Other
Total

Assets and Liabilities at end of Year.

Assets (Evaluated)

Liabilities

Securities held
Investments in business
Property owned
House
Real estate
Farm
Insurance policy owned (am't paid on it)
Improvements made on property
Loan made during year.
Cash on hand (?)
Savings Account
Checking Account
Rent and other payments due to family
Other

Mortgages, rent and other
payments due, to others
Notes due to banks, insurance
Co, other Co. and individuals.
Taxes due.
Charge account due
Balance due on
installment purchase made in
scheduled year.
Cash due.
Other

Total

Total.

Outline for the Study of Informal Groups Among Resettlers

Definition: By informal groups we refer to groups without definite structure (without specific procedures, regulations, and office holders); i.e., friendship groups, cliques, discussion groups, and gangs.

- I. The general characteristics of the group
 - A. Identification. Do they have a name? If so, what do they call themselves? What are they referred to by others?
 - B. Locale and purpose of meetings. Where do they meet and how often? Who calls together the meetings? What reasons are given for meeting?
 - C. Membership. Give the names and addresses of all members (including irregular members of the group). (See the schedule for members of informal groups.)
- II. The formation and development of the group (treat the groups as ongoing processes)
 - A. Early history. Who started the group? Who was in the original bunch? What were their previous connections? Describe the early meetings
 - B. Give a brief account of the outstanding events and changes in the history of the group.
 - C. Membership
 1. What are the characteristics of the members? (See schedule for members of informal groups). What interests led individuals to join this group? How are new members selected? Who are excluded and who are sought? Are Caucasians or persons of other "races" accepted, and under what conditions? How are new members assimilated into the group? How has changing membership affected the group?
 2. What are the characteristic roles of various members?
 - a. Leadership. Who are the leaders and what are their personal characteristics? (See schedule for members of informal groups). How did they gain leadership? What interests do they seek to promote? What influence do leaders have over others? How are decisions made in the group? How do leaders maintain their roles? By what steps do new leaders gain acceptance? How has changing leadership affected the group?
 - b. Followers. How do individual members influence the group, or what do they contribute to the group? What types are there among the followers (e.g., the "good guy," the "windbag," the "naive," the "sophisticated," the "serious minded," etc.)? Who are regarded as the least desirable ones in the group, and why? What tensions and conflicts arise among the followers, and how are these resolved?
 3. What cliques are there? Who constitute these cliques, and what brought them together? What interests do these cliques seek to promote? How do the cliques influence the policies and activities of the group? What conflicts arise among the cliques, and how are they resolved?
 - D. Activities. What are the activities of the group? What are the characteristic subjects of discussion in the group? What satisfaction or dissatisfaction about these activities are there? Under what circumstances has group activity changed?

Outline for the Study of Informal Groups
Among Resettled Evacuees

page 2

June 2, 1943

- E. Maintenance of group solidarity. What are some tacit understandings in the group as to what may be done or said? What are the bounds of conduct that may not be transgressed within the group? What does the group approve, and disapprove? What special language (phrases, slogans, terms, catchwords, etc.) has developed in the group? To what occasions does the group pay special attention, and how does the group respond to them (with beer parties, special meetings, dances, etc.)? What are the expressions of loyalty to the group when it is threatened from the outside? What obligations to the group do individual members feel?
- F. The group and the community. Is this group considered elite, rowdy, radical, or what, by outsiders? In what activities of the evacuee community does this group participate? With which other groups is there conflict and with which ones does this group maintain good will? What is the reaction of this group to crises affecting all Nisei? What efforts does the group make to meet these crises? What relations does this group maintain with Caucasians?
- G. Tendencies toward organization. Is there any tendency within the group to organize? In what manner and under what conditions does the tendency to organize manifest itself? Who are most interested in organization? What needs are stated for organization?

May 26, 1943

Outline for the Study of Informal Groups

Definition: By informal groups we refer to groups without definite structure (without specific procedures, regulations, and office holders); i.e., friendship groups, cliques, discussion groups, and gangs.

I. The general characteristics of the group

- A. Identification. Do they have a name? If so, what do they call themselves? What are they referred to by others?
- B. Locale and purpose of meetings. Where do they meet and how often? Who calls together the meetings? What reasons are given for meeting?
- C. Membership. Give the names and addresses of all members (including irregular members of the group). *See the schedule for members of informal groups.*

II. The formation and development of the group (treat the groups as on-going processes).

- A. Early history. Who started the group? Who was in the original bunch? What were their previous connections? Describe the early meetings. *are the characteristics of the members? See schedule*
- B. Membership. *for members of informal groups* What ~~occupational, religious, political, social, sectional, and personality backgrounds do the members represent?~~ *are the characteristics of the members? See schedule* What personal interests led to the formation of the group, and what led others to join? How are new members selected? Who are excluded and who are sought? *are* ~~Would other "racial" groups be accepted?~~ *a factor of other "races" and under what conditions?* Describe how changing membership has affected the ideas and activities of the group. By what steps are new members assimilated into the group? What are the characteristic roles of various members? Are the members satisfied or dissatisfied with their roles, and how do they attempt to maintain or change them? Who are the misfits in the group?
- C. Leadership. Who are the leaders, and what are their personal characteristics? What influence do leaders have over the members? Describe how they influence the members? How are decisions made, and who makes them? By what steps do new leaders gain acceptance? How do leaders maintain their role?
- D. Activities. What activities does the group promote? What satisfaction or dissatisfaction about these activities are there? How do individuals reconcile personal interests with group interests? Show how various activities were incorporated into the group activity.
- E. Formations within the group. What groupings and cliques have developed within the group? Along what lines do these cleavages take place? What roles do the groupings and cliques play in the whole group? What conflicts arise among the cliques, and how are the conflicts resolved?
- F. Communication in the group. Through what channels do information, ideas, news and gossip circulate in the group? What are the characteristic subjects of discussion in the group? What special language (phrases, slogans, terms, catchwords, etc.) has developed in the group? What differences of ideas arise, and how do members align themselves? How are new ideas introduced, and how are they assimilated or rejected? What kind of ideas

take hold and what kind do not?

- G. Maintenance of group solidarity. What are some tacit understandings in the group, as to what may be done or said? What are the codes of the group, and how did they gain acceptance? What are the bounds of conduct that may not be transgressed within the group? What ^{said and} is done within the group that is generally not done elsewhere? What are the occasions that the group dramatizes, and how do they do it (with beer parties, ceremonies, dances, or what)? What symbolisms of words or action give the group a we-feeling? What claims upon the members does the group develop? Who maintain the most persistent relationships within the group and who shift most rapidly?
- H. The group and its relation to out-groups. What influence, if any, does the group have on other groups? Do members of this group belong to many other groups, or do they spend most of their time with this group? What is the reaction of this group to crises affecting all Japanese? What contacts does the group as a group maintain with Caucasians?
- I. Tendencies toward organization. Is there any tendency within the group to organize? In what manner and under what conditions does the tendency to organize manifest itself? Who are the ones most interested in organization? What needs are stated for organization?

Outline for the Study of Informal Groups Among Resettlers

Definition: By informal groups we refer to groups without definite structure (without specific procedures, regulations, and office holders); i.e., friendship groups, cliques, discussion groups, and gangs.

- I. The general characteristics of the group
 - A. Identification. Do they have a name? If so, what do they call themselves? What are they referred to by others?
 - B. Locale and purpose of meetings. Where do they meet and how often? Who calls together the meetings? What reasons are given for meeting?
 - C. Membership. Give the names and addresses of all members (including irregular members of the group). (See the schedule for members of informal groups.)

- II. The formation and development of the group (treat the groups as ongoing processes).
 - A. Early history. Who started the group? Who was in the original bunch? What were their previous connections? Describe the early meetings. ¹ Give a brief account of the outstanding events and changes in the history of the group.
 - B. Membership
 1. What are the characteristics of the members? (See schedule for members of informal groups). What interests led individuals to join this group? How are new members selected? Who are excluded and who are sought? Are Caucasians or persons of other "races" accepted, and under what conditions? How are new members assimilated into the group? How has changing membership affected the group?
 2. What are the characteristic roles of various members?
 - a. Leadership. Who are the leaders and what are their personal characteristics? (See schedule for members of informal groups). How did they gain leadership? What interests do they seek to promote? What influence do leaders have over others? How are decisions made in the group? How do leaders maintain their roles? By what steps do new leaders gain acceptance? How has changing leadership affected the group?
 - b. Followers: How do individual members influence the group, or what do they contribute to the group? What types are there among the followers (e.g., the "good guy", the "windbag", the "naive", the "sophisticated", the "serious minded", etc.)? Who are regarded as the least desirable ones in the group, and why? What tensions and conflicts arise among the followers, and how are these resolved?
 - C. Activities. What are the activities of the group? What are the characteristic subjects of discussion in the group? What satisfaction or dissatisfaction about these activities are there? Under what circumstances has group activity changed?

*Insert II, B, 3
on questions regarding
"cliques." see bottom
of next page.*

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- C. Maintenance of group solidarity. What are some tacit understandings in the group as to what may be done or said? What are the bounds of conduct that may not be transgressed within the group? What does the group approve, and disapprove? What special language (phrases, slogans, terms, catchwords, etc.) has developed in the group? To what occasions does the group pay special attention, and how does the group respond to them (with beer parties, special meetings, dances, etc.)? What are the expressions of loyalty to the group when it is threatened from the outside? What obligations to the group do individual members feel?
- D. The relation to out-groups. Is this group considered elite, rowdy, radical, or what, by outsiders? In what activities of the evacuee community does this group participate? With which other groups is there conflict and with which ones does this group maintain good will? What is the reaction of this group to crises affecting all Nisei? What efforts does the group make to meet these crises? What relations does this group maintain with Caucasians?
- E. Tendencies toward organization. Is there any tendency within the group to organize? In what manner and under what conditions does the tendency to organize manifest itself? Who are most interested in organization? What needs are stated for organization?

Insert II, B, 3.

3. What cliques are there? Who constitute these cliques, and what brought them together? What interests do these cliques seek to promote? How do the cliques influence the policies and activities of the group? What conflicts arise among the cliques, and how are they resolved?

Outline for the Study of Organized Groups Among Resettlers

- I. The general characteristics of the group
 - A. Name of the organization, usual time and place of meeting, amount of dues, stated purposes of the group, and constitution (if any).
 - B. Names and addresses of all members. (See the schedule for members of organized groups). Names of officers, positions held, and their duties. List of committees with names of chairmen and members.
 - C. Policies and regulations of the organization.
 - D. Financial statement of the organization.
 - E. Other available recorded information about the organization (minutes of meetings, history, documents, etc.) indicating where they may be found.
- II. The formation and development of the group (treat groups as ongoing processes).
 - A. The early history of the organization
 1. From what group or groups did the organization develop? Specifically, was it an outgrowth of a pre-evacuation assembly center, or relocation project group (organized or informal)? If so, give a brief account of its history. When was the idea of the organization of resettlers first conceived? Who were instrumental in starting the organization, and for what felt needs did they organize? Who were the charter members? Describe some of the early meetings; what were the main issues of discussions?
 2. Give a brief account of the outstanding events and changes since the initial period of organization.
 - B. Membership
 1. What are the characteristics of the members? (See schedule for members of organized groups).
 2. How do outsiders learn about and come into the group? How are new members selected? Who are sought, and who are excluded? Are Caucasians, or persons of other "races" accepted, or under what conditions would they be accepted? How are new members assimilated into the group? How has changing membership affected the group?
 3. What are the characteristic roles of various members?
 - a. Leadership. Who are the leaders, and what are their personal characteristics (see schedule for members)? How did they gain leadership? What interests do these leaders seek to promote, and what motives may be attributed to their action? What relations (of conflict, rivalry, hierarchy, cooperation, or compromise) are characteristic among the leaders? To what extent do leaders influence the group? Who makes the decisions? What pressures are there to change the leadership? How do leaders seek to maintain their roles? How and under what conditions do new leaders gain acceptance? How has changing leadership affected the organization?
 - b. Followers. How do followers align themselves behind the leaders? What types are there among the followers (e.g., the "hundred percenters," the "old faithfuls," the "stool pigeons," the "grippers," the "rebels," and the "contact men")? Which followers can be counted on to do the work of the organization? Who are the slackers? Are the members satisfied or dissatisfied with their roles, and how do they attempt to maintain or change them? What tensions exist among the various members?

- c. Misfits and agitators. Who are the "misfits" and "agitators" in the group? In what respects do they fail to fit into the group? What attitudes are held toward these individuals? What influence do "agitators" have over the organization? What changes do these individuals seek to bring about?
4. What cliques are there? Who constitute these cliques, and what brought them together? What interests do these cliques seek to promote? How do the cliques influence the policies and activities of the organization? What conflicts arise among the cliques, and how are they resolved?
- C. Activities. What activities does the group promote? Which activities gain the greatest support? How do individuals reconcile personal interests with group interests? What satisfactions or dissatisfactions about these activities are expressed? How were various activities incorporated into the organization? What are the characteristic subjects of discussion?
- D. The maintenance of group solidarity.
 1. What are some tacit understandings in the group as to what may be done or said? What are the bounds of conduct that may not be transgressed? How does the group show approval or disapproval of individual members? What special language (phrases, slogans, terms, catchwords, etc.) has developed in the group? What rituals characterize this group? What obligations do members feel toward the organization?
 2. How does the group adjust to crises and reorganize to meet changing needs? What are the expressions of loyalty to the group when the organization is threatened from the outside? What efforts are there to meet dissatisfactions among members?
- E. The organization and the community
 1. Is this group considered elite, rowdy, radical, or what? What influence does the organization have on the evacuee community?
 2. With which other groups is there conflict and with which ones does the organization cooperate and maintain good will? What relations does this organization maintain with Caucasians?
 3. What is the reaction of this group to crises affecting all Nisei? Is there any greater identification with the Nisei in general in times of crises? What efforts does the organization make to meet these crises?
 4. What is the relation of this group to the official agencies concerned with resettlement (WRA, Friends, etc.)?

Outline for the Study of Organized Resettled-Nisei Groups

- election*
- I. Basic data on the organization. (The following information should be taken on a schedule.)
- A. Name of organization, usual time and place of meeting, amount of dues, stated purpose of the group, and constitution (if any).
 - B. Names and addresses of all members differentiating active and associate members. Names of officers and positions held. List of committees with names of chairmen and members.
 - C. Financial statement of the organization.
 - D. Available recorded information about the organization (minutes of meetings, history, records, etc.) indicating where they may be found.
- II. Brief history of the organization.
- A. Initial stage of organization.
 1. When was the idea of the organization first conceived? For what felt interests and needs, and under what circumstances, was the group started? Who were instrumental in starting the organization? Who were the charter members? Describe some
 2. of the early meetings of the group? What were some of the initial ideas concerning the organization of the group? What rules for financing the group, selecting members, conduct of members, etc., were agreed upon?
 - B. Developmental history.
 1. What changes have occurred in the organization of the group? What changes of leadership and membership have occurred? How has the group altered in size and composition? What committees have been expanded, which ones have disappeared?
 2. What changes have occurred in the interests and purposes of the group? What problems were discussed before, and which problems dominate the discussion now? What brought about the changes in these discussions? What have been the outstanding events of the organization?
- III. Structure of the organization.
- A. Administrative procedure.
 1. Outline the formal organization, the formal relationship of offices, committees, and members, in the group. What are the formally stated lines of authority and communication in the group? What responsibilities and functions are delegated?
 2. What are the basic policies of the organization? What regulations have been established? Who are the persistent custodians of these regulations and policies, and who are the regegades?
 - B. Membership.
 1. Who are the members of the organization? ~~What social class among Japanese do they belong to?~~ What occupational, educational, religious, political, or other special interests, do they represent?
 2. How are members selected? What persons are excluded from membership, and who are sought? Would Caucasians be permitted membership if they applied? Is there any selective determination on the basis of sections or relocation centers from which individuals have come?

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C. Leadership.

1. What offices are there, and what functions are attached to each office? To what extent are these offices institutionalized, that is, to what extent may office holders deviate from customary practices? How well are the present officers fulfilling the requirements of their offices? Wherein are they adequate or inadequate?
2. Who are the present leaders of the group? What are their personal characteristics, and what characteristics suit them for leadership in this group? What are the characteristics demanded of a leader in this organization? ~~What~~
3. What is the relationship of leaders to members? ~~Where does the power in the group lie, at the top or among the membership?~~ What is the structural relationship among the leaders? Where are the points of tension where conflicts may arise?

D. Groups within the organization.

1. What group formations take place within the organization? What cliques are there? Who constitute these groups, and what determines the selection of membership in these groups?
2. What is the relationship of these inner groups to the whole organization? Which groups have the most influence on the organization? Which ones have the leaders of the organization?

E. The organization and the community.

1. What is the relationship of this organization to the whole Japanese evacuee society in Chicago? Is this group considered an elite society, or is it thought a bunch of "rowdies"? What influence does the group have on the evacuee community?
2. What is the relationship to the Caucasian society? Is there much communication with the larger society, or is that communication limited? Does it relate itself ^{to} other minority groups?

IV. Function of the organization.

A. Interests.

1. What interests of resettled Nisei does this organization satisfy and/or promote? What are the common interests in the group? What are the diversified interests of individual members that are not satisfied by the dominant interest? Which interests lead to the formation of cliques and inner groups? Do the interests in this group overlap with that of other groups in the community?
2. What is the interactional pattern by which one interest or another comes to dominate in the group? Under what condition does any given interest become effective in the group?

B. Selective process in membership and leadership.

1. How are members selected? What persons are excluded from membership, and who are sought? Who are sought but fail to join? Would Caucasians be permitted membership if they applied? Is there any selective determination on the basis of sections or relocation centers from which individuals have come?
2. How are leaders selected? Is there manipulation to get "dummy" leaders in office, or do leaders rise by popular consent?
3. How do leaders and members maintain their roles and relationships in the organization? What pressures are brought by the group to change these roles? How are the tensions between

personal and group interests met and minimized? Under what conditions do these tensions give rise to conflicts?

4. How do relationships within the group change? Under what conditions do members of one clique move into another? Who maintain the most persistent relationships within the organization, and who shift most rapidly?
 5. By what steps are new members assimilated into the group? By what steps do new leaders gain acceptance?
- C. The discursive process.
1. How is communication maintained in the group? How is information passed on in the group? What are the channels of communication? What are the purely physical problems of communication? What are the social relationship problems?
 2. What is the universe of discourse of the group? What special linguistic symbolisms have been appropriated by the group and are understood within it? What differences of ideas arise within the group?
 3. How are new ideas introduced and assimilated by the group?
- D. Maintenance of group solidarity.
1. What formal group sanctions are applied? What codes and creeds have gained acceptance in the group? What are the bounds of conduct which may not be passed within the group? (These apply only to the "mores" of this group) What are the informal methods of maintaining control within the group? What may be done within this group that may not be done publicly?
 2. What ritual performances characterize this group? What are the symbolisms in the name of which the drama of the group is carried on? What are the occasions which the group dramatizes?
 3. How are changes introduced to maintain the organization?

Outline for Documents on the Resettled Nisei

I. Basic background data

(Same as Shibutani's revised outline on family documents, Sect. VII, "Composition and Characteristics of the Family.")

II. Developmental history of resettlers.

(In interviewing and writing the developmental history, note the various situations that confront the individual, how he defines these situations, and meets or attempts to meet them. Some suggested concepts in terms of which to think about these experiences are: crisis experiences, problematic situations, resolution of problems, changing self conceptions, roles in groups, relational patterns, conflicts, identification, responsibility, hopes, ideals, day-dreams and fantasies, feelings of insecurity, self evaluations, optimism and pessimism.)

A. Parental background. (Same as family outline, Sect. VIII, A.)

B. Outstanding impressions of childhood.

What recollections of childhood stand out?

C. Experiences in the home.

1. What were the physical characteristics of the childhood environment, i.e., home and neighborhood?
2. What were the parental emphases in child training? What rules of conduct, ideals, life purposes, attitudes, beliefs, and opinions, were emphasized?
3. What were the cultural emphases in the home with regard to language, etiquette, morals, conventions, religion, and taste?
4. Describe the relationship to parents and siblings. Who held the authority in the family, and in what situations? What was the individual's role; that of others? What conflicts were there, and how were they resolved? With whom did the individual get along best?
5. What were some of the outstanding crises in the family, and how were they met? Who were called in for consultation? What was the individual's role in these crises?
6. What feelings of pride or dissatisfaction with the family life existed? What conditions in the family called out these feelings?

D. Educational career.

1. Give a chronological account of schooling and outstanding experiences in school. Did the individual attend Japanese language school and what did he learn or experience there? Were there any major turning points in the school career or intellectual development?
2. What school experiences stand out as happy or bitter ones? What personal roles were assumed among classmates? What was the relationship with teachers? How active was the participation in class recitations, in extra-curricular activities?
3. What were the parental attitudes toward education? To what extent did they influence the selection of courses, the determination of a career?

Family

Ind

Family

4. What interests or ambitions were developed, fulfilled, or frustrated in school? What intellectual development in interests, reading, thinking, and philosophy of life, resulted from school experiences? To what extent did education shape political thinking, of pro-Americanism, pro-liberalism, etc.?

Index
E. Interpersonal relations outside the family.

1. Who were the intimate friends of the individual? What activities did he participate in with these friends? Which of their activities would he not participate in? What roles were assumed in social relationships? What feelings of ease or uneasiness, superiority or inferiority, were felt in these relationships? What does the individual consider were the factors determining the selection of his friends? What satisfaction or dissatisfaction was felt in these relationships?

- Part in*
2. What informal groups, cliques and gangs did the individual belong to? Who were the members of these groups, and what did the group do? What groups and cliques rejected the individual?

3. To what extent were the interpersonal relations with Caucasians or other "racial" groups? When did the first recognition of racial difference occur? What incidents of prejudice or discrimination have been faced, and what was the reaction to these situations? To what extent did the individual maintain friendship with Nisei, Kibei or Issei? Which relationship, with Caucasians or with Japanese, was preferred, and in which group did he feel more at ease?

F. Romantic, sex, and marital history.

1. What childhood conceptions and training were given relative to sex and boy-girl relationships? What ideals of manhood (or womanhood) were emphasized by the parents?
2. What was the individual's attitude and behavior in situations of boy-girl relationships during adolescence; during post adolescence? How did he get along with the opposite sex?
3. What were the attitudes toward persons of the opposite sex among Caucasians? How did the individual behave toward them? What are his feelings about intermarriage?
4. What pre-marital sex experiences has the individual had? What were the individual's attitudes toward such relationships?
5. Describe the experiences of courtship and engagement. What was the relationship with the parents of the couple?
6. Describe the events surrounding the wedding. Was the marriage a Japanese or American type affair? Did any conflicts occur with parents or anyone else concerned with the marriage?
7. What have been the outstanding problems in married life? (See Shibutani's family outline for more complete account of this section.)

G. Recreational experiences.

1. What have been the dominant recreational interests (sports, reading, hobbies, etc.). How have the interests changed over time? To what extent were these interests American or Japanese?

2. What satisfaction or dissatisfaction was received from participating or attempting to participate in these recreational activities?

H. Religious experiences.

1. What was the parent's religion, and to what extent did it influence the individual? Did he attend Sunday School, youth groups, or the church? What were his reasons for attendance, and what influence did these groups have upon him?
2. What has religion meant to the individual in the past and what does it mean to him now? Has the individual puzzled over the meaning of life and of death?

I. Associational and activity history.

1. What clubs, groups, organizations and activities has the individual joined? Of what organized groups is he now a member? How have these associations shaped his interests? What enjoyment or dissatisfaction has he felt in these groups? (This section overlaps with Sect. E, No. 2, as well as with other questions already raised.)
2. What was the role of the individual in these groups?

J. Employment and economic history.

1. Give a chronological account of the employment history.
2. What does the individual consider the determining factors in the selection of these jobs, and particularly of his career?
3. To what extent does he feel success or failure in his ^{occupational} economic history? What are his occupational hopes? What does he consider the economic opportunities in America? In Japan of the Orient? Anywhere else? To what extent does his occupational history or his present position measure up to his conception of his own training or ability? What have been the barriers to greater success?

K. Political affiliation or identification.

1. To what extent has the individual participated in political activities and organizations, (voting, JACL, anti-JACL movements, student movements, etc.) What attitudes does he have toward F.D.R., Republican and Democratic parties, Russia, Germany, America and Japan?
2. What were his attitudes toward the Sino-Japanese War?
3. What are the individual's hopes for the outcome of the present war between Japan and the United States? How does he think it will end?

L. Self evaluation by the individual.

1. How would the individual describe his own personality? Does he see himself as the product of strong inferiority feelings, discrimination, or a happy background? Is he cautious or impulsive, pessimistic or optimistic, etc.
2. How does the individual describe his present philosophy of life? Is life a gamble and a game, is history pre-determined and must he accept his fate, is conflict the basis of progress, is individual will submerged under society's will, etc?

Sex:	Males			Females		
Generation	Issei	Nisei (same as Issei)	Kibei	Issei	Nisei	Kibei
Occupation:	Professional			"Others"	Professional	"All"
	Business: owners or manag.				Business:all	
	Business: clerks, others				Labor:skilled, unskilled	
	Labor:skilled, unskilled				XXXXXXXXXX	
	Farmers:owners or operators				Students	
	Farmers:laborers				Domestics	
	Students				Domestics	
	Domestics				Housewives and family helpers	
Number of compartments	8	8	8	3	6	1

The reasons for this stratification are: (1) to enable us to draw inferences about the whole of the resettling group by weighting our compartments by the proportions these compartments bear to the "resettling universe" (i.e. all resettlers, as determined from comparable WRA records); (2) to test the extent to which resettlement is selective, by comparing our weighted data with (a) the universe of all evacuees and (b) that portion of the universe of evacuees which is not resettling but is remaining on the projects; and (3) to guard against selection of cases merely on the basis of ease of contact, accessibility of informants, or community of interest of informants with our staff members.

Having selected a sample of individual evacuees, experiential documents will be prepared for each of these resettlers, in an attempt to build up a body of data on the effect of the crisis of evacuation upon the individual and upon the collective behavior of this population group.

The following outline will be used for individuals. It will be amplified and revised as the inquiry progresses:

I. The Individual on December 1, 1941 (approximately), i.e. just before the outbreak of the War.

A. His demographic characteristics: birth date, birth place, (ken for Issei), place of residence, sex and marital status, household.

B. His physical characteristics (size, "looks", disabilities)

- C. His educational status (amount of education completed in Japan and in America; his use of the Japanese and English languages.)
- D. His occupational status (job actually held at that time; pay received for the past month; his "usual occupation, by census definition; for whom he worked: Japanese or Caucasian employer; nature of industry and job; his fellow workers.
- E. His religious connections (Christian, Buddhist, none)
- F. His political connections (Japanese Ass., JACL, YD, etc.)
- G. His recreational interests (voluntary associations and cliques; his hobbies; how he spent his leisure time generally; his friendship groups)
- H. His plans for the future (occupational, marital, educational, desired place of residence, desired associations)

→ II. The Individual on December 7, 1941

What was the immediate impact of the Pearl Harbor disaster? The individual should be asked to reconstruct the day, indicating his activities; the contacts he made; the fears he experienced; the rumors he heard; the tentative reorganization of his plans regarding marriage, education, residence, job, etc.

III. The Individual between the Day of Pearl Harbor and the Day of Evacuation, with particular reference to the following time-identified events:

Period of early restrictions on enemy aliens
 Period of FBI roundups
 Period of Filipino incidents
 Period of evacuation of enemy aliens from restricted areas
 Announcement of evacuation of American citizens of Japanese ancestry
 Where relevant, freezing of the Free Zone

- A. Effect upon the individual in his relations with his family; did he attempt to rejoin other family members, assume added responsibility for relatives, break away from the family?
- B. Effect upon his schooling and education; did he stop school, lose interest in studies (did his grade average decline); What were his relations with teachers and fellow-students?
- C. Effect upon his personal and marital plans; did he become engaged or break off an engagement; did he hurry up a contemplated marriage; did he separate from his wife, etc.
- D. Effect upon his residential status and plans; did he move? Was the move forced?
- E. Effect upon occupational status and plans: did he lose or give up his job, or change jobs? What were his relations with his employer, with his fellow workers, with his clientele?
- F. Effect upon his property interests: did he sell out his holdings and his personal property, let his insurance lapse? To whom did he sell, and by what mechanism was the sale accomplished (through government agencies, friends, relatives, personal initiative)? What losses, if any, were incurred? What measures were taken to safeguard property interests, savings, and insurance?

- G. Effect upon voluntary associations and friendships: what changes occurred in his relations with his neighbors, with the Japanese community, with Caucasians?
- H. Effect upon his identification with America or Japan (i.e. upon his "patriotism" or his feeling of belonging to or being loyal to the interests of Japan or of America), and upon his identification with a minority group in America (i.e. upon his feelings of sympathy, community of interests, or repugnance towards others of Japanese ancestry); upon his political interests and activities.
- I. Effect upon his "conduct" (drinking, gambling, personal disorganization)
- J. Effect in general upon his "morale": hopes or fears for the future.

Having reconstructed the pattern of behavior and attitudes during the crisis periods, a reconstruction of the major experiences and attitudes during the Assembly Center and Relocation Project period (i.e., periods of involuntary concentration) should be attempted.

IV. The Individual in the Assembly Center

- A. Preparations for entering center (selection of things to take with him; anticipations of life in the center; official directives (from WCCA, etc); rumors.
- B. Activities in center:
 1. Making a home in barracks
 2. Job activities
 3. Education
 4. Recreation
 5. Religious activities
 6. Political activities
 7. Making friends; romantic-sexual activities
- C. Attitudes
 1. Towards administration
 2. Towards other evacuees
 3. Towards visitors and other Caucasians
 4. Towards America and Japan
 5. Towards outside world in general
- D. Changes in plans for future while in center (See listings under I and II.

(Note: a modification of the above outline should be used for those who evacuated to the Free Zone instead of to an Assembly Center, emphasizing particularly the economic aspect: getting a home, setting up business or getting a job, and the social aspect, i.e., relations with other Japanese in the Zone, relations with Caucasians.)

V. The Individual in the Relocation Project

- A. Preparations for entering the project (were efforts made to go to a particular project, and why; rumors about the project to which the Assembly center population was to be sent; fears regarding conditions in the project; attitude towards WRA versus WCCA prior to entering project.)
- B. Activities (as in IV)
- C. Attitudes (as in IV)
- D. Inception and development of plans for resettlement.

VI. The Resettled Individual

- A. Reasons for choosing particular destination
- B. Mechanism by which resettlement was accomplished
 - 1. How was the decision to resettle reached: effect of letters, personal contacts and reports, newspaper accounts, rumors of economic success of others, desire for an adventure or to see the world, fear of family being caught "on the reservation" for the duration unless resettlement was started; fear of being branded an "internee"; dissatisfaction with physical and social conditions of camp; conflicts or fear of consequences if remaining in camp ("inu" situation, beatings, etc.); opportunity to break away from minority group; opportunity to break away from family.

The factors listed above (and others) may be thought of as positive influences "pulling" the individual to his destination, and as negative influences "pushing" him away from the relocation project. Parental or group pressures against resettling, and how they were overcome, should be noted.

- 2. Sponsorship (individual initiative; religious or welfare group--hostels, etc--WRA; friend on outside; family on outside; associational contact on outside.
- 3. Extent to which plans that were broken or goals that were temporarily abandoned were resumed; extent to which new goals were established.

- C. History of Resettling in Chicago (or elsewhere)
 - 1. Initial adjustment to life in Chicago: reconstruction of activities, attitudes, fears, in first week. Whom did the individual seek out? Who helped him? What were his relations with and attitudes towards Caucasians? Did first impressions fulfill or fall short of anticipations, and in what respects?
 - 2. Finding a job and making a living: What sort of job was first obtained? By what means was it obtained? Was it obtained before or after arriving at destination? Description of job, wages, hours, employer, fellow-workers, work conditions, organization of workers. Relations with employers and fellow-workers (particularly interracial contacts). Satisfactions or dissatisfactions in connection with work.

Note: if several jobs are held successively, detailed record of each to be obtained. Why were jobs given up? Account for all periods of unemployment. Who helped out during periods of unemployment?

Patterns and level of consumption in relation to income received. Extent of saving for the future (including negative saving, or falling into debt.)

3. Getting or completing an education(including night school, vocational school, extension, correspondence school in addition to the regular media of formal education.)
Finding a school.

Getting credit for past work

Problems in regard to residence qualifications

Relations with teachers, advisors, school-mates

Contacts with Student Relocation Committee, with social agencies, with schools, teachers, etc. in communities of previous residence.

4. Participating in religious activities

Attendance at Japanese church or neighborhood church

Why was a particular church selected (e.g., was there any previous connection with minister?)

What, specifically, do resettled Buddhists do in connection with their religion?

5. Spending leisure time:

How much leisure does the individual have, and what does he do with it:

Reading(what sort)

Visiting(Caucasians or aJ apanese? Previous or new contact

Writing letters(to whom?)

Radio

Movies or theatre

Gambling or games

Sports

Boy-girl relationships or sexual activities(incl. Prostitutes and other extra-marital relations)

etc. etc.

The important thing **in** regard to the use of leisure time is to discover not only what the resettler does, but with whom he does it, with special reference to interracial contacts or limitation to intraracial contacts.

6. Finding a mate, establishing a family or continuing family relationships (See later section for analysis of the family)

&7 Participating in political activities

8. Participating in other voluntary associations (see later memorandum on group analysis)

9. Changing attitudes towards the war, democracy, American citizenship, Japan, Japanese communities in America, Caucasians (persistence or change of "keto" concept), relief or government subsidization (wards of the government), informers (Inu concept) , education, the family, etc.

10 Establishing status or attaining prestige: What are the resettler's ambitions or aspirations? Does present status satisfy these ambitions? What is the mechanism by which attempts are made to achieved desired status? What, specifically, does the resettler plan to do after the war, eg. return to West Coast or establish himself here? What are his plans for family, education, occupation
et

In a limited number of cases, retrospective accounts of the whole train of experience of the individual will be obtained from "representatives" of the various strata noted on P.2. Here the Shibutani-Miyamoto outline (see appendix) will be used as a guide.

Since each individual is a member of ~~fx~~ a family group (whether other members of the family are resettling at the same time or not) studies of families will be built up by using the individual as the focus of the family group. The following outline will be used to determine the characteristics of the family group:

VII. Composition and Characteristics of the Family (family defined as household, i.e., individuals living together at specified time, except in heading A.) on approximately Dec. 1, .94.

- A. Resettler's concept of the family
- B. Demography of the family (age, or birth date; sex; marital status; headship; relationship of other members to head; place of residence; birthplace, indicating ken for Izsei)
- C. Educational and cultural status of family members
 - 1. Grade completed at time of evacuation for American education. Follow WRA procedure for education in Japan.
 - 2. Cultural (very briefly): Language used by members in addressing each other; etiquette and rituals; celebration of American or Japanese festivals
- D. Occupational of family members. Usual and factual occupation
- E. Religious connections of family members
- F. Physical characteristics: notes about general appearance and defects
- G. Standard of living of family: home ownership, neighborhood characteristics

VIII. Brief history of the family

- A. Immigration: when, how, with whom, from where, to where?
- B. Economic history of family in America: resources when they arrived in America, first job of immigrants, history of rise or fall on occupational scale, periods of depression and prosperity, who helped out in periods of depression, job mobility
- C. Educational history of family in Japan and America: schools attended, educational goals and achievements
- D. Interpersonal relationships of family members: headship and authority; roles of each member in family management; ~~xxxxxxxxxx~~ conflicts (marital, parent-child, sibling, nature of family solidarity; birth, marriage, death crises) How, in brief, do the family members get along with each other?
- E. Relations of family with Japanese community in America: professional relations; connections with associations; social activities.
- F. Contacts ~~with~~ of family with members remaining in Japan
- G. Relations of family with Caucasian community in America: Same headings as for E. In general, as for individual resettler, evidences of identification with Japan or with America (See III-H)

IX. The Evacuated Family

- A. Preparations for evacuation(disposal of property, changes in family plans for future, integration or dispersal of family members.) Supplement the individual record(III)
- B. Experiences in Assembly Center or in the Free Zone. Supplement the individual record(IV)
- C. Experiences in Relocation Projects . Supplement the individual record(V)
- D. Changes in composition and characteristics, i.e under headings listed in VII, during period of evacuation and in Assembly Center and Relocation Project
- E. Changes in interpersonal relationships (as above, for headings listed inVIII-D)

X. The Resettled Family (Supplement the individual record, VI)

- A. Mechanism of resettlement
- B. Initial adjustment
- C. Activities in Chicago, or wherever resettling
- D. Nature of associations
- E. Changes in composition and characteristics
- F. Changes in interpersonal relationships

In the family analysis, effort should be made to shift the focus from the individual resettler, who was arbitrarily chosen first as the "center", to other members of the family group, i.e., to get a picture of the family as viewed by each of the family members in turn.

Since each individual is not only a member of a family group, but is also a member of various voluntary associational groups and cliques students of these other groups will also evolve from the individual records, again using the individual resettler as the arbitrary center of each of the groups in which he is involved, and again shifting the emphasis to cover as much of the membership as possible. Attempts will be made to analyze the structure of the group, to determine the type and nature of sponsorship, the role of the various members, the type of leadership, the cognized function of the group, the nature of group activities, ~~xxx~~ intergroup conflicts, etc.

An outline for group analysis is being prepared and will be appended.

In addition to the study of individual resettlers, their families, and their groups, an over-all picture will be obtained of the ~~community~~ larger community in which resettlement is taking place, with particular emphasis on acceptance or rejection of the resettlers; and of the structure and shifting policies of the various agencies aiding in or impeding resettlement: WRA, Friends Service, Student Relocation, etc. on the one hand; "pressure groups" of various sorts, on the other hand.

Hayashi

A PROBLEM FOR THE STUDY OF THE RESETTLEMENT PHASE

Problem: What threats to personal and collective security are felt by the resettlers, and what adjustments are made to meet these threats? How do these adjustments serve to promote a Japanese society of resettlers in Chicago?

A social order requires the following for its existence and persistence:

1. Some uniformity of self conception so that individuals of the aggregate identify themselves together. In what cases do nisei identify themselves with other groups, and in what cases do they distinguish themselves from others?
2. A set of common expectations that yield common understandings and rules of behavior. What are the rules of behavior held commonly by nisei, e.g., at dances or social gatherings, and how do they differ from the rules in other groups?
3. A set of common values. What is valued among nisei and what is not---or what is disapproved---, and how are these values distinguished from those of other groups?
4. A common mood and predisposition. To what extent is there a common mood, e.g., of discontent, happiness, anger, hatred, melange, etc., in the collectivity of resettlers?
5. A means of communication by which these common patterns may be developed in the collectivity. Through what modes of communication do resettlers arrive at common definitions of situations?

I. What threats to personal and collective security are felt by Chicago resettlers? How are these threats defined?

- A. To what attacks and threats from the Caucasian majority are the resettlers sensitive?
- B. What are the threats in the present-day situation, as for example, changing tides of war, the draft, freezing of jobs, etc.
- C. What are the dangers from within the collectivity of resettlers? E.g., what is the fear that someone might do something to discredit the whole group; that others may get ahead and leave one behind; that other resettlers do not have a good opinion of you, etc.
- D. To what extent are the dangers ascribed to one's own personality and its shortcomings.

II. What are the individual and collective means used to overcome these feelings of insecurity?

- A. How do the evacuees arrive at their definitions of situations?
 - (1) What mode of communication is used to arrive at definitions?
 - (2) How clearly are the problems seen?
 - (3) What are the steps by which a group arrives at a common definition?
 - (4) What views result as to the desirable line of action?
- B. How do the resettlers collectively organize for protection, for release, and for control?
 - (1) What types of groupings appear, and what satisfaction do individuals gain from these groups?

(2) How do these groups respond to situations of crisis?

III. What are the individual careers of experience of resettlers?

- A. What are some of the typical modes of adjustment by which personal organization is maintained? How is ^{is} rationalization, sublimation, activity, wishful thinking, emotions, defiance of conventions, identification with the majority, rejection of minorities, and withdrawal from problems, used to reinforce the self from attacks? (Include aggression)
- B. How are these traits combined in the individual to organize him for action under various situations? What is his general philosophy of life?
- C. What are the situations in which the individual has difficulty in maintaining his personal organization? What adjustments does he try to make?