Sato, Tsutae

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Mr. Tsutae Sato
Tape 1 Track 1 & 2
Interview 1. March 16, 1972

K Please speak your name and the date and year of birth.

S It is recorded now?

K Yes.

S Well, what is the purpose of such research?

K To preserve the history in voice

S It is very good, such thing is the first time, isn't it?

K Please say
Your name and the year and date of birth and the place you were born in Japan.

S My name is Tsutae Sato.
I was born in Fukushima, a very remote place in a country, in 1891, 6th of October.

K Did you have the brothers & sisters?

S I had six of them, they are all dead, I am left alone

K Did any of your brothers come to Canada?

S No, none came to Canada.

K. Before you came to Canada, what did you do in Japan?

S In Japan I graduated d' Tokyo School of Teachers Training and tamght at an elementary school in Shibuya, one of the downtowns in Tokyo, for four years.
The Ministery of Education asked the president of the School of Teachers Training to find one teacher to teach in Canada and he asked me if I wanted to go. I accepted the offer with pleasure. Therefore I was invited by the Japanese school in Vancouver with the recommendation of the Ministery of Educatin in Japan.

K. When you came, how old were you?

S I was 24

K. Did you know anything about Canada?

S No I did know nothing.
I was just surprised. I did not know anything about Canada.

K. Was there anybody around you who knows something about Canada?

S Well, that time, it seems that nobody knows about canada.

K What kinds of preparation did you make before leaving for Canada?

S Speaking about myself, I was living a teacher's life. I enjoyed being a teacher. I had been a teacher days and nights, so there was not much preparations to make. The first thing I did was to get my suits made. Then I bought a hat. Because I did not own such things, I was teaching in my student uniforms, I was just excited and happy. I did not know how they got the information, at that time there were newspapers published in TOKYO called MAINICHI-SHIMBUN and YOMIURI-SHIMBUN and SHIBUYA-JIHO the news men from those papers came to me, and asked me various questions, and they carried the articles about me in the next day papers. So the people in Shibuya all knew about my leaving for Canada Then my preparation was speeded up.

K How was Japan that time? It was before I was born.

S Yes, it was a long time before you were born.

That time, how can I say, it was 1917 when I came here, 1917 is when Germany and Japan were fighting, then England and Japan were allied. Germany and England were fighting so Japan naturally joined the war. So all the way [illegible] the ship called SADO-MARU, it took us ten days, every night the light was out, blackout. On the way, in the middle of the Pacific Ocean, there was a big fuss about U-den a well known german submarine frightened by the world at that time.

It was such time, Japan was covered with the nationalistic spirit and atmosphere.

K. When you decided to come to Canada, were you [illegible]?

S. No, no worries at all. I was in high spirits.

K. Were you married then?

S No. I was not married.

K. Was the ship Japanese ship which you came by?

S Yes it was a Japanese ship called SADO-MARU, a little ship of about 6000 tons.

Also I could not go to the third class area either. The majority of the passengers were in the third class, they were seasonal labourers to come to US and Canada.
Especially there were many picture brides. Because of this segregation, I did not have a chance of meeting people in the first and the third classes.

K Did you have a chance to talk to one of the picture brides?

S The picture marriage is interesting. When the boat arrived in Victoria, these picture brides who carried the pictures of their bridegrooms in their pockets, looked for their husbands by the aid of the pictures. Today it may be hard to imagine that kind of marriage which does not involve any love.
So in some cases, the brides or grooms were very disappointed to see the originals who looked quite different from what they thought they would look, and their marriages broke up.

K Were all the Japanese women in the western dresses?

S No women in Japan were in the western dresses. However, many women got their dresses made in YOKOHAMA to come over here.

K. Was it a passenger boat?

S Yes, of course

K Would you please speek a little about your boat trip?

S Let me see
I was all joyous, I did not suffer from seasick very much, Every day we played on the deck
There is nothing particular in the memory of my boat trip
When I arrived in Victoria I had the strong impression that I arrived in a foreign country. finally
Most of the ship arried in Victoria then and from Victoria I took a Canadian boat to Vancouver. So about the boat trip, I remember only that I was extremely happy and nothing too impressive.

K Was there no storm?

S No storm either

K What kinds of Japanese people were on the ship?

S Let me see, I took the 2nd class, that time there was a severe class segregation so I did not have any chance to go to the first class area

K. The shoes, if they were not used to them before, did they give them any trouble?

S In TOKOHAMA, there were second hand shoe stores. So the picture brides bought those second hand shoes and dresses, sometimes they did not look fit on them.

K Did you eat the Japanese meals on the ship?

S In the 2nd class they served more western dish than Japanese dish.

K How did you find the western food? Were you used to it?

S No, never, in Japan only western food I ate was the rice and curry.

K Did you like the western food?

S However, if we asked for the Japanese meals we could have them. so I did not have any trouble with foods.

K Did the boat stop at Hawaii or somewhere else?

S No. straight to Victoria.

K Would you tell me how you felt when you arrived in

Victoria? How did Victoria look to you?

S I did not feel anything. There were not many cars available that time, so after landing I got on a street-car. All the immigrants went on the streetcar; I was a non-immigrant, I did not understand English. The English I learned in Japan was not useful at all. I got on the streetcar, it was all right so far, but I did not know how to buy a ticket. While hesitating the street car arrived in front of the ISHIDA HOTEL, and everybody got off including me. The first thing I did in Canada was to take a free ride on the street car. I felt very guilty about it but I could not ask any questions about it, I did not know what to do. Still now I feel guilty about it.

After I arrived in the hotel, I had never seen the flush toilet in Japan. The instruction said "Push" so I pushed. The flush of the water, the loud noise of the gushing water startled me to death. I still remember how surprised I was.

K Did you study English in Japan?

S No, although we were taught English in the School of Teachers Training, the English education there was quite primitive, it was of no use.

I taught the school in the daytime, when I finished teaching, I went to study legal education at the night-school of NIPPON UNIVERSITY where I did not study English at all. Before leaving Japan my life was like this.

K. Did you have any particular reason to become a teacher;

S No, no particular reason. As the matter of fact I used to be longing for studying, at that time there were hardly anybody in my native village to go to a highschool, I wanted to go to highschool, but I could not afford for it; then a training school for semi-teachers was built so I went to the training school for only half a year. Most of the students were older than me, they were from twenty to twenty-five years old who were already teaching as replaced teachers. I was only sixteen, I was the youngest so I was looked down by the others, they called me "kid". There I learned study of education etc. However on graduation I was the best of all from (receiving the diploma at some reason. This was reported on Fukushima Provincial Report and I was greatly pleased. I taught at a local school for six months before coming out to Tokyo to go to the School of Teachers Training as I said before.

K Did you see any westerner in Japan that time?

S Yes, there were some, The teacher who taught me in the school was a woman teacher, Her name was Miss Bointon, We learned English from her But the students did not study seriously Sometimes we had to give speeches by turns Some of the students who were very poor in English asked the senior students to write their speeches for them, the seniors stood outside of the window showing the speeches which the students inside read as if they were making their own speeches. The English education was limited to such extent so I did not learn any English.

K How old were you when you entered the school of Teachers Training?

S I went to the regular elementary school for four years, senior elementary school for four years, then the preparatory school for the school of Teachers Training and the School of Teachers Training for four years. I loved the study considerably and in the summer I went to Waseda Univ. to take the special courses, in the winter I went to the School of Teachers Training for higher education to study education. After graduating from the Teachers Training School I accepted the teaching job in Shibuya, Tokyo.

disappointed. The places like Ishida Hotel looked after those immigrants very kindly. However, in general the immigrants themselves did not feel anything like that.

K Did Ishida Hotel have accomodation for sleeping?

S Yes, of course, because it was a hotel.

K What kind of building was it? what kinds of rooms did it have?

S I did not occur to me to look at the building, I do not remember. The rooms, however, the floor at the foot, there were no tables, the curtains looked like cooked in soy sauce, in brown color, so it was quite a dreary sight.

K How long did you stay in Victoria?

S Only one night

K Then next day

S Yes, next day I came over here

K Were there many Japanese people living in Victoria those days?

K. Is that so? Returning to the previous topic, when you arrived in Victoria, you went to Ishida Hotel, didn't you?

S. Yes, Ishida Hotel.

K. What kind of hotel was it?

S. Oh it was a very local lousy hotel. The immigrants of that time are very different from the immigrants today. Today the Japanese immigrants had high education in Japan, many of them are skilled immigrants, Japan itself is not isolated anymore, she is involved in the world affairs however at that time most of the immigrants were local people, it is not nice to say but they were not education, the best of them were graduates of the elementary schools, that is four year education and it was rare to find one who had eight year education, that is, a graduate of the senior elementary school.
Therefore, when I arrived in Ishida Hotel, I was quite disappointed. For example, in the dining room, on the table, there were a big rice ball, soup pan and a mug full of chopsticks, and each of us helped ourselves with the rice and soups. They devoured the food. That was the typical way of immigrants in those days. So when I ate the dinner at Ishida Hotel for the first time I was a little

easy going too. they rang the bells when they felt like ring the bell, then the children ran out of the brush to make a line. Anyway things were easy in those days.

K What kind of teacher you were?

S There were three teachers, there were about 150 pupils.

K Quite a few pupils.

S The school was built in 1906 I came in 1917, so when I came the school had been there already for ten years.
There was only that school for the Japanese children who did not go to the White school.

K Oh, the Japanese children did not go to other schools.

S Yes, from 9:00 in the morning to 3:00 in the afternoon exactly like a school in Japan, gymnastics, music, geography, history; we taught everything. Anyhow, if the principal went home for lunch, he did not come back. Nobody knew when he would be back. Whenever he was back he rang the bell, the children were called and the lesson started. Anyhow it was a carefree school.

S. I think there were not many Japanese in Victoria

K Did Victoria city look like today?

S No, completely different I think. First Vancouver has changed a great deal. There used to be low poor houses, today the city looks completely different

K So. Then next day you came to Vancouver

S Yes, the next day I came to Vancouver. I arrived at CPR dock and for the first time the people of the school came to meet me. I came to the school by a car.

K Where was the school located?

S It was where it is now. Not exactly, the present school is at 475 Alexander street, the school was at 439, a little west of the present school. The school building was a wooden building. The present school was built in 1928, the old school was built in 1906

K. Was the school established as the school? However it was a very easy-going school, the back of the school was all bush, full of trees, and the children were the country children running all over, here and there, the teachers were

to go back to Japan to have the comfortable life when they saved up a lot of money. They were all seasonal workers, temporary residents of Canada and did not pay any attention, to the Canadian way of living and dying here. I was also one of them. Therefore I had a contact with the white people only on a professional level and all my daily life was within the Japanese community, therefore we kept the habit of eating OCHAZUKE (the rice in the hot tea) with the pickled horseradish, bean curd and bean paste soup and enjoying soaking ourselves in the warm Japanese bath, which reminded us of the home. People who missed home consoled themselves in this way and the Japanese the
Also forming associations like Japanese Association, the associations of the same locals was very popular. The new year party and picnics were carried out with the Japanese as the center at which people could talk to each other in their own local dialects. It was a big entertainment for these people.

I wrote this soon after I arrived in Vancouver.

K Where did you live?

S You don't know about rooming, do you? We don't have one anymore

K What was the school hour?

S From nine to three. The children did not go to the white schools.

K Did all the Japanese live around the Alexander street?

S Yes, of course they lived around there. I wrote about the area like this.

The children & teachers are better in Japanese than in English. As the matter of fact they speek only Japanese at home. There is also a Japanese town, Little Tokyo where we can obtain(rice, soybean paste, soy sauce, but also (not only) we can buy bean-curd, bean jelly, MITSUWA-brand-soap, lion-tooth paste, straw sandales, Japanese books and magazines, whatever merchandise you could get in Tokyo. Little Tokyo in Vancouver has more stores than a local town in Japan. The salesmen from the Japanese stores come one after another. We can get what we wanted without going for shopping. There are several Japanese bath houses, restaurants, SUSHI-bars and confectionaries.

The Japanese of those days came to Canada across the rough waves of the Pacific Ocean, like bees and ants. They worked hard to save enough money to send to their families left behind in Japan. Most people dreamed

years of regular elementary and two years of the junior school. I taught all these grades.

K. Did you have almost same number of boys and girls?

S. The principal and I were men and the principal's wife and another woman, there were four teachers. So there were two men teachers and two women teachers.

K Were there girl pupils and boy pupils?

S Yes, it was co-education. In Japan they did not have co-educational system that time.

K. What kind of teachers did you have then?

S My school had very good teachers they were graduates of School of Teacher's training or school of teachers training for higher education. They were all qualified.

K. When you came, how long did you intend to stay in Canada?

S Are you asking about myself? Well I came here with the four year contract. I intended to go back after four year teaching. (cont'd)

Rooming is first to rent a room. I lived there

K Did you start teaching the next day?

S Yes of course — I did not care about playing around. I was eager to be with children as soon as possible.

K How was your first teaching?

S Well, the children were very rude. They called me "you-wa" "you-wa". I was uncomfortable with it. Now I find it quite natural. That time it sounded awkward to my ears to hear them saying "you-wa" and "me-wa" However they understood Japanese perfectly so it was easy to teach them.

K Did you teach every subject, geography, etc?

S Yes, of course I was taught everything, gymnastics too, military drill was a part of the gymnastics in those days when Japan was a militaristic nation, like "Eyes Right" etc. I taught even this kind of gymnastics.

K. How many grades did you have?

S When I left Japan the school system was four years for the regular elementary and four years for the senior elementary school. When I came here the system was changed in such way that they had six

Later when the Japanese school stopped the full time operation, we gave away these science implements to the White school.

We ordered everything to Japan those days, including the hanging maps which were not in the school before I came. After I came the school had more equipment.

K Besides those implements, what kind of improvement did you intend to bring about?

S The first attempt was getting those implements.

K Did you have PTA?

S PTA did not exist. The PTA was first established after my wife came. The contract was four years but on the fourth year I became a principal and I could not go back. So I invited my wife in 1921, my educational life started then, my real teacher's life started in 1921. After that we could be fully active as the teachers.

K. It was your fourth year, wasn't it?

S It was the fourth year, 1921.

K. How was the financial situation of the school?

S: When I was teaching at Shibuya Elementary School, I was fond of buying books so I had a big library. I asked one of the teachers to keep these books for me while I came back after four years. I used to own a number of books. I wonder what happened to them, I never went back.

K: Is that so?

S: Therefore four years.

K: In those days did you teach here exactly the same way as you had taught in Japan?

S: Here, the same. However the language was different and the basic idea was different, so I had a lot of troubles. In those days, however, the parents as well as the children accepted everything Japanese as it was, so considerably things were easier then than today. Especially on science, as soon as I came here I intended to improve the implements of the school. I sent the orders to Japan for the various implements for science and biology classes. Thus I got all the necessary implements to teach the Archimedean principle, balance etc, this school was more well-equipped than any school in Japan that time as far as science was concerned.

S. Now I am a landed immigrant.

K. Is that so? In those days, there were hardly any people who came as students. Therefore most of them were immigrants as I said before.

K: More than 150 people wanted to come, I suppose?

S It was impossible to invite more than 150 people. Only 150 people, so the most of them were farmers. The farmers had some property, a man of a certain amount of property and reputation could invite the Japanese. Some merchants could do it too.

K I have heard this name. Does he live in Toronto?

S He works for "New Canadian" in Toronto. He also came here as a farm labor.

K. The new comers came by the help of their relatives, didn't they?

S. Yes, that's right. They were all relatives. Look, many people came from Shiga-prefecture and Wakayama-prefecture, they are all related in their groups even today.

S. Of course by the tuition fee and the contribution given by maintenance committee. Each member of the maintenance committee had to pay fifty cents a month, five dollars a year to the school. It was more the donation than the membership fee. Also there was some donated money which included the donation, $25, given by the family who could invite one of their family members from Japan to become an immigrant. That time invitation was the only way to become an immigrant because the number of the Japanese immigrants was strictly limited. There was a hard competition to get a permission to invite over the family. Therefore financially the school was quite established.

K. Was there the movement to forbid the Japanese's entrance?

S At that time 150 Japaneses were allowed to enter every year. Afterwards the ristriction got more severe. These people had to meet with a certain qualification. For example, speaking about the farmers, a certain qualified farmers could invite somebody only from Japan.

K. What kind of status did you have?

S I came as a student.

K A student?, I see.

a ship of how many tons I don't know, but the people, about 70 people or so, on the ship and at a great amount of risk they arrived near Victoria; they climbed the cliff outside of Victoria 'in secret' to land. I will lend you this book. Quite interesting.

K. Were they successful in landing?

S In those days, the regulations were not so strictly carried out as today. The immigration office itself was quite easy-going. They were all arrested on their way up and put in the asylum. In due time they were all set free.

K (laughs)

S It could not happen today. In those days things were easier. The immigration officers were also easygoing. At the end they were all forgiven. All of them are dead now except Kinpei Goto.

K Very precious.

S Yes, it is.

K Mrs. Sato came in 1921, didn't she?

Mrs S Yes.

K Were you married then?

K was there any (case of) secret passage?

S Yes, there was. Excuse me this is the book of the Group Secret passage.
I was such a devoted teacher that I did not hear too many rumors in detail. However as the matter of fact there was such case of secret passage. In the most of cases, a secret passenger hid himself in a ship in contact with a sailer who brought him some food, etc, and when the ship came near to shore, he jumped off the boat, some of them, disguised himself as a sailer landed without passport. There were not many but a few of these people.
This book "the record of Canadian Secret passage" written by Rokuro Goto, describes the most famous group secret passage by the Japanese. Mr Kinpei Goto is the only survival of the group, he is about 80 years old now. He was sixteen when he came, the youngest, he is my friend. He lives in Hamilton now.

K How was it carried out?

S There was a man whose name was Jinzaburo Oikawa. People called him "O'JIN". He was from MIYAGI prefecture. He decided to bring many Japanese over here. He recruited and as I said before he prepared

S No, not married. Speaking about marriage ours was not a picture marriage but the marriage was arranged. I was teaching at Shibuya school & taught three younger brothers of Mrs. Sato. Mrs. Sato's mother was very cooperative in the school activities, who paid the frequent visits to the school, when Mrs. Sato was a student of the women's high school. After graduating the high school she continued the study at the School of Teacher's Training and when she graduated she found the job in HOTAKASHIRO elementary school. The principal of Shibuya school was familiar with Mrs. Sato's mother and the family and I also visited there sometimes. Thus we had been knowing each other quite well. So not the picture marriage, we were familiar; the principal said to Mrs Sato "How about going to Canada?" Well the story will become long. In the bus, no, in the train, in YAMANOTE Line in Tokyo. The marriage was arranged. That is, she was commuting to HOTAKASHIRO Elementary School, on her way back to Shibuya in the train she happened to see the principal who said, "Oh you are busy? How about going to America?"

Mrs. In those day they all called America, Nobody said Canada.

K Is that so?

Mrs S. That time I was anxious to go to a foreign country. So marriage was the second important.

K You were anxious to go to a foreign country.

Mrs S Certainly I was.

S. Afterall she came there in the form of invitation by the Japanese school with the recommendation of the Ministry of Education in Japan.

Mrs S I did not know when I would return. So I kept my job in Japan I thought I could go back in one or two years when I thought I would continue my teaching there. Afte all I did not go back, I sent the resignation.

(end of the 1st interview)

S This morning shall I talk about what I did as the principal of the Japanese Language School?

K Yes, please.

S First of all, revision of the school system; As I said before the policy was to make a national of Japan, However it is very difficult to make a Japanese national in a foreign country. After a year in Vancouver I started to have the idea that it is necessary to would be

However each year the number of such people deceased and in 1921 almost majority of the Japanese children regularly attended the white schools, only 30 to 40 children were the daily students at the Japanese school. I invited their parents to school to tell them that their children should be sent to the white school. Or I visited them and advised them to do so. I did my best to convince them to follow the new policy. At my back some people said that I was a non-Japanese, I forgot about my country, etc However it was impossible to swim against the stream of the age, at the time when I became the principal and when Mrs. Sato came the new policy was fairly settled down, In 1923 there were only few who received the national Japanese education, all most all were the regular students at the white schools. Facing to the new situation I was forced to change the way to operate the Japanese school. The main purpose of the school was just to teach the Japanese language. (supposed to be However, a lot of parents wanted to have more so We taught the Japanese History. We took such way to let them know about Japan by teaching Japanese History. This is the comprohising method.
This was the first step of my revision of the school system.

revise such policy. I had been thinking that all the Japanese children should go to the white schools to have the general education while this school would have the purpose of teaching the Japanese language. Only Then time we had the consulate general called SATOJI UKITA who was very interested in education, shared the educational ideas with me; he agreed to my policy but the public opinion was against us. The parents had the idea that they would go home in one year, three years, etc, so they demanded to have the Japanese same national school
Mr UKITA thought such idea should be cut. Since it was hard to make a revision right way, we decided to take a inbetween step; that is, for those who wanted to go back to Japan the school gave the same national education and those who intended to take a permanent residence in Canada were advised to send their children to the white school. This gave the people opportunity to think seriously if they would settle down in Canada or not. We made such a compromise and revised the school regulations according to this new policy in 1919. In spite of this revision the parents were still not satisfied. There were a great number of people who insisted on having the traditional national Japanese school since they intended to go back home eventually.

and in the association, we published the association magazine called School-Home-Communication. The magazine was published twice a year. The content was; my educational theory, the parents' opinions on education, the activities, the school activities. The purpose of the magzine was to let the public know what was happening at school and to let them understand the function of the school. This was my first project. The magazine started in 1923 and continued until 1941 when the war started. The magazine was ready for publication when the war came but publication was halted by RCMP.

In brief the magazine School-Home-Communication was a part of the movement to improve the children's family lives.

Thirdly what I did was establishment of Canadian Japanese language school. That is, educational committee of the I wanted to unite all the Japanese language schools in Canada in some way. In 1923 there were Seven Japanese schools in BC. Only BC had the Japanese schools that time. Those seven schools were not necessarily ideal schools because some schools did not have the qualified teachers. For example a man who was a clerk in a town hall or a woman

There were still a lot of voices that the school should teach moral, geography, how to bow, etc, we had to listen to what the parents wanted to say to a certain extent.

Next, in order to decide the educational principle of myself I organized the association call Mother-sister-association which would be equivalent to the today's PTA. We did not have such thing as PTA in Japan. It would be possible to say that we were ahead of the time. On the Mother-sister-association, the home is the basis of the children's education, mother is the most important in the home mother and elder sisters. In order to make a good home I would invite mothers and sisters to let them know my educational principle; I thought this was the right approach to take. In 1923 the first Mother-sister-association of the Japanese School was established, the officers of the association were chosen. Thus the form of the education was gradually shaped

My educational principle is that the education has to be in action not only at school, but also at home. For this purpose the education by printed matter is important. For example, after the Mother-sister-association we had about 150 members or so, only 50 or 60 members attended the regular meetings, the rest did not come in order to let them know what was happening at school

the future. It went on for two days.
At the meeting we also decided to hold such meeting once every year. Gradually more schools were established so we made this committee the permanent one both the main in our school in Vancouver. Later on the education in Japanese schools in BC became extended, united, systematized. Therefore after this, my school was the center and we did various things, for example, hiring of teachers, selection of the text books, recommendation of teachers, etc. This continued until 1941.
In 1941 there were already 54 Japanese schools. they were all under one blanket. it is impossible to make all the people come to the meetings.
Because some people would say "I will not go because I am not qualified to attend such meeting" etc then I said, "Everybody has to come, it does not matter if you can pay the fee or not," etc. I did my best to have all the school at the meetings. In this way people started to feel familiar with the school.
In 1941 there were 54 schools, 92 teachers 4000 students in BC.
The committee published the newsletters, translated the BC educational by-laws, etc.
When we held the yearly committee meetings

who graduated only high school was sometimes appointed for the position of teaching in those schools. In those days it was rare to find the graduates of the senior elementary schools. One was highly respected if he graduated a high school. So the schools were carelessly operated in many cases. The purpose of the new committee was to unite these schools* to spread the uniformal carefully prepared educational principle over these school.

The first meeting of the committee was held at my school in 1923. There was not the Japanese ambassador in Canada at that time there was the consulate General in Otawa who dealt with the Japan Canada relation. Mr. Ota, the consulate General of Japan in Ottawa took the pain of coming to Vancouver to attend the meeting. (the consulate in Vancouver Mr. Gomyo

TAIRIKU-NIPPO reporters KANADA-SHINPO reporters, the officers of the Japanese Association were all present at the meeting. The Chairmen of the boards and the teachers of each school were invited too. All together about 26 people got together to have two day meeting. In the meeting first we each reported the situations of the schools. This alone was a big achievement. After this we discussed how to operate the schools in

we invited quite a few lecturers from Japan.
Also the white high school teachers and elementary school teacher, we sent them to Japan to study Japan. We sponsored such exchange program every year until the war came.

(the end of the tape #1 track #1)

This book was written by Mr. Brown after coming back from Japan. Later there two ladies, Bradshaw and Norla, Miss Norla, were sent to Japan by the money collected from the Japanese in Vancouver. Every year we did this. This was one of the works done by the educational association.
As to matter of fact, I was the center of the committee activities, everybody agreed. Thus one of the activities was to put the bridge over Canada and Japan, I was always thinking about it.
The fight against the anti-Japanese racism was also carried out by the association, which I will speak about later on.

What I did was: revision of the educational system; establishment of Mother-sister association; establishment of the educational association; Construction of the Japanese school, I think this was the important achievement.

K. The building of that school?

people from all over BC, across the sea, over the mountains
Here were about six schools in Vancouver Island,
came, attendants were over 100 regularly,
they studied seriously. We did not have any
economical profit-loss relationship as the
regular schools do, we were all in one heart.
to improve the education, we all had heated
discussions. I think the committee was quite
successful.

. By the matter of fact the Japanese Societies
in US, Hawaii, etc wherever the Japanese got
together, they were divided into two groups or
more to be against each other. Our committee
never followed such ugly tradition. Never
such tendency as far as the educational committee
was concerned. All the schools in BC became
the members, proceeded in one step for the development
of the Japanese Schools in BC
Therfore (the education for the 2nd generations in each
area, concerning)
we did not lean to right nor left, we took
. the middle way all through.

The activities of the educational committee was;
communication between each school, research,
invitations of various guests from Japan to do
research under them, for example Prof. Heizaburo
Takashima, a great psychologist, his lectures
were very well received, when some politicians
visited Vancouver, we invited them to give the lectures,

urgent to build a new school. In 1924 the project of building a new school started, however there was still strong tendency that they would go back to Japan soon. It was hard to reach the unanimous agreement. However, by and by owing to the publicity, ... please stop.

Although the time was now the age of contraction, it was hard for them to be free from the "emigrants' disposition", that is, in their minds they were missing home, at the same time, they reached to realization that it was impossible to become a millionare as they dreamed at the beginning. They therefore started to make a long term plan, that is, they sent for their wives and children who were left behind in Japan. Those who returned Japan also often came back. Thus the number of children remarkably increased in a short time, the school was too small. Finally in 1924 we got the plan of building a new school hall, we organized the Construction Committee consisting of the mentioned mother-Sister Association, Educational Association, maintenance Committee, GAKUYU-KAI (School mate Association)
We started the project with the aim of collecting 30 000 dollars. Well, a group of people opposed our plan. They said "It is impossible to collect so much money at this time of depression. It is a reckless attempt". They spread such

S. Yes, that building. I wrote about it under the title "Construction of the never-before-never-after school building".
By that time, compared to the previous time which could be called "pioneer age", 1900-1910, after that I call it "construction age", the world was in the age of construction, the cases of sending the children to Japan for education were getting rarer, the general public had the idea that it was not desirable to send the children over Japan for education, that their children should have good education in Canada. At the same time more and more people were coming from Japan. Please stay for a while.

The Japanese were entering into the construction age, at the same time majority of them were taking up the semi-permanent residence in Canada by this time. Also the Japanese immigrants were increasing rapidly; for example in 1921 when I became a principal in this year the Japanese population in all over Canada was 15800, but in 1931 the population was 23000, the increase in ten years was about 7~8000. The increase of the population means the increase of children. The existing school was too small that the question of construction of a new school building was brought in. Owing to the gradual increase of the children the old school building used to have various additions to such extent that it was impossible to have any more additions, it was

Mr. Abe had a firm decision to build a school by any means; eventually all the newspapers and Japanese people got together to form a committee called Construction Committee for the Japanese Hall as well as Japanese Language School. We received a lot of encouragement from various people. With the unanimous support we started collecting the donation, two dollars in those days was quite valuable, three companies, Japan-Canada Bank, Furuya-Shoten (now in Toronto) and Maekawa each contributed two hundred dollars for the project which was very encouraging. People sent us the money not only from Vancouver but from all over Canada and at the end the building was completed on the 10th of March in 1928 without any debt. We were all with great delight and celebrated the happy day with red-rice and cooked vegetables with the presents of red and white rice cakes. I will never forget the delight. After all these oppositions and troubles I could carry out the project.

Now when I say I, I mean my wife too because she did all the practical works I only made a plan. The job of the construction Committee was extremely complicated; general meetings, regular meetings, committees, Seminars, investigation meetings, executive committee,

words among the residents of Powell street. The consul was among the opponents.

K. Did the consul oppose?

S Indeed, he himself opposed the plan. We went to him to talk but we could not reach the compromise. In those days there were many bureaucratic people, so if the consul was against the plan, the plan was out. Our plan went deadrock in this way
This consul left Vancouver for Japan in 1925 and our plan was revived. This time people said we should build a bigger building with a hall for more than 30,000 dollars. Building of the Japanese Hall was supported not only by the Japanese Language School but by all Japanese community including newspapers, Barbers Union, Merchants Association Labor Union, Hotel Owners Association, etc. Never before such a strong union was seen in the history of Japanese community
The man who carried out my plan was Mr Matsunoshin Abe who was really a great man. He was a nephew of Mr. Makoto Saito who was Prime Minister of Japan in some time in nineteen-thirties. Mr Abe was fearless, he could say to the consul, you are only a chicken in those day the consul was very much revered people obeyed to whatever he said;

In another word this Japanese School became the center of unity of the Japanese and took the initiative to bring about the prosperity of the Japanese Language Schools in Canada. This was one of the social services that the Japanese School had done.
However, such spiritual movement nobody had paid attention to, it is completely mingled in the stream of the history. Of course no officers of the present school know about it. The reason I wrote this book (History of the Japanese Language Schools in B.C.) was I wanted to let people know the spirit behind those schools.

carried out a big job.
The association was always behind my plans. Still now the Association is alive, in Vancouver, Thunder Bay, Winnipeg, Toronto and Montreal. They send us various things at various times. This stereo-set here was sent by Toronto GAKUYU-KAI. That soapstone sculpture, I did not know anything about it before, was given by Toronto at our fifty year ceremony.

K How big! How great! This must cost a fortune.

Committee to raise the contributions ; meetings after meetings, numerous meetings we had to go through , all these records are at my hand now. All the records were kept by me. The people of those days were cooperative with their body and heart, forgetting about themselves, the Japanese all over Canada were in one heart for this project , finally we could collect 50000 dollars such a big amount of money to finish the building. It was March 10, 1928 as mentioned before. At the inauguration ceremony we served all the guests red-rice and NISHIME (cooked vegetables) with red and white rice cakes to take out. we were very deeply moved with the delight. This was one of my achievements

K. Next, what kind of function did the building have before the war?

S It was the center of unity of the Japanese people. The time between building of the Japanese Hall and the beginning of the war was the time when the Japanese language schools were the most prosperous, achieved a great development and the time when the Japanese people developed. In the meantime the students of the school were more than Thousand with five hundred guardians and the Japanese School was the center of educational movements backed up by the Mother-Sister-Association, Maintenance Association, GAKUYU-KAI and Japanese Library.

The Educational Association prepared to (make and) edit the text books

K Did you make the text books free?

S The books were not published; I went to Japan to prepare for publication of the texts in 1941.

Mrs.S He could not come back.

K Couldn't he?

Mrs.S It was just before the war began. I received the money which went through the inspection of the ministry of Education in Japan. I intended to take a ship, the war situation got very grave and I could find no ship to return by. I could not leave for Vancouver I did not take too much so I had to make a lot of debts.

Mrs.S All the money I sent could not be received by Mr. Sato because all the communication was cut off between Japan and Canada.

K Did you know that Mr. Sato was not receiving

5. Even today they send us something whenever there is an opportunity. If any one of them to Vancouver he will visit us without fail. We have an autograph book here. Each and another they pay us visits.
In brief there is such GRATITUDE which wholeheartedly Sponsors me. At my gold wedding ceremony they made a surprise party for me.

K. What happened to your first graduates?

S. I will speak about them later under the title "Some children I taught". In Vancouver most of the successful people were my pupils, the same in Toronto and in Montreal.
Today wherever I go I see my pupils who are the main body of the businesses. I will speak about it later.

Now I will speak about my experience of fighting against the anti-Japanese movement. I was the most worried about anti-Japanese Language School movement. The first problem in such movement was segregation problem. Segregation often happened inside of the school.

Mr. S The situation was pretty grave by that time although we did not realize it

S Now I will speak about the anti-