

1. Where were you born?
2. Where were you brought up?
3. How many were in your family, and which number were you?
4. What did your mother and father do for a living?
5. What village or district in Japan were they from?
6. Did your parents provide explicit training in Japanese language, customs and values?
7. How much education did you have? Where did you get your degrees?
8. How old were you at war time? How old were other members of the family?
9. Were you and your family evacuated? When, and from where?
10. What assembly center were you taken to, and then which camp?
11. Did you leave camp to go to work or college?
12. What year did you enter the service? Where were you at the time?
13. Were you a volunteer or a draftee?
14. Where did you serve?
15. Which units were you with?
16. Going back as early as you can, what did you want to do with your life?
what did your parents want for you? What were your parents like and what was your relationship like with them? What did they expect of you in behavior and what you might do with your life?
17. By the time you reached high school, how were your life plans shaping up?
18. In college, what kinds of things were influences on your goals, opportunities, and choices?
19. At the time of the outbreak of war, what plans did you have for your life?
20. What were some of your earlier career experiences that influenced your thinking and decisions?

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21. What was your reaction to Pearl Harbor and what happened to you and your family immediately afterwards?
 22. How did you learn your Japanese?
 23. How did you get to Brown, to Harvard?
 24. Why did the MISLS come into being, and how did it come about? What was the need for it?
 25. How were you recruited to be the academic director of the language school?
 26. What kind of curriculum were you trying to put together and what were the main obstacles or problems?
 27. Who were your faculty and where did they get their language skills?
 28. Why did you move the school from the Presidio to Minnesota? How was the new site chosen?
 29. You are remembered by your students for two things -- for being a hard taskmaster and for giving eloquent graduation speeches -- Why were you so tough, and what did you say in those speeches?
 30. What provision was made for the feelings of the men whose families were locked up? Were there problems or ambivalence among them, and was there any discussion about it? What was your attitude? Did you think there was a contradiction in asking nisei to use their language and skills when their families were being locked up for being Japanese? Did you discuss it? Was there any counseling service for men who might have trouble dealing with it?
 31. Besides MISLS, what other training was there for military Japanese language training? In the US and other allied countries?
 32. What were the key roles of nisei linguists in the occupation of Japan?
 33. What qualities in addition to language skills did the nisei MIS bring to their work that made them unique?

34. In broad outlines, describe your relationship to the other faculty, the administration of the school, the US military, and the students. What kinds of meetings would you engage in on a regular basis?
35. What was the most difficult part of your work?
36. Were there situations where you were in the middle -- between the students and the military?
37. What was your view on unequal promotions given to nisei vs. white men? What did you think could be done, or should be done?
38. What did you expect of the graduates? What did you tell them?
39. Thinking about your best students, what made them excel in your eyes? What were they like?
40. What disciplinary problems did you have? Any recurrent ones? How did you handle it?
41. Do you think qualities of good students were a result of their issei parents' influence?
42. In your own upbringing, what do you think of as the important values that your parents' generation emphasized and passed on to you?
43. When you were in Manchuria, Chiye, and then Japan, what were your feelings about your roles in those settings? Did you think you had a future there? Did you feel at home? How did you compare it with your relationship to the United States?
44. As the students went into the field, and you got reports back, what adjustments did you make in the curriculum, and why?
45. The men of the 442 were bonded by being in a cohesive, segregated unit. The MIS were scattered and virtually invisible -- what do you think held them together? What do they share?
46. In the final analysis, what are the contributions you feel these men have made, and what are you most proud of?