The US Navy Japanese/Oriental Language School Archival Project

The Interpreter

Archives, University of Colorado at Boulder Libraries

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Our Mission

In the Spring of 2000, the Archives continued the original efforts of Captain Roger Pineau and William Hudson, and the Archives first attempts in 1992, to gather the papers, letters, photographs, and records of graduates of the US Navy Japanese/ Oriental Language School, University of Colorado at Boulder, 1942-1946. We assemble these papers in recognition of the contributions made by JLS/OLS instructors and graduates to the War effort in the Pacific and the Cold War, to the creation of East Asian language programs across the country, and to the development of Japanese-American cultural reconciliation programs after World War II.

Stanford's Robert Ward

Pioneer in International Studies Dead at 93

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Robert Ward launched his academic career expecting to become an expert on the Balkans. He learned Bulgarian and Croatian in graduate school, and began mapping his life as a budding political scientist.

Then World War II intervened. The Naval Intelligence Service swept through the country's college campuses looking for students who showed a knack for learning difficult languages. They found Ward studying at the University of California-Berkeley and sent him to the Navy Language School in Colorado. A year later, Ward was speaking Japanese and working on Gen. Douglas MacArthur's staff as a translator. The war ended and Ward returned to Berkeley with a Legion of Merit Award. But after such a deep immersion into Japanese language and culture, he turned his attention away from the Balkans and toward the Land of the Rising Sun.

He spent the rest of his life teaching, writing books and fostering a greater understanding of Japan, comparative politics and international relations. At Stanford – where he taught from 1973 until his retirement in 1987 – he founded and was the first director of the Center for Research in International Studies, a precursor to the Freeman Spogli Institute for International Studies.

Led Japan-U.S. Friendship Commission

Ward, who also led the Japan-U.S. Friendship Commission that was established by President Ford in 1975 to nurture educational and cultural ties between the countries, died on December 7, 2009. It was the 68th anniversary of Japan's attack on Pearl Harbor. He was 93.

"He never felt hatred or thought of Japan as an enemy," his daughter, Erica Ward, said. "He always approached things from an academic perspective and immersed himself in Japanese language and the culture. He was a huge believer in international understanding and cooperation."

His efforts were recognized by Japan, which awarded him the Order of the Sacred Treasure in 1984 in recognition of long and meritorious service.

"Much to his embarrassment, my mother had it framed and displayed in the house," his daughter said. But when he traveled to Japan, he would wear a lapel pin identifying him as a member of the order.

Born in San Francisco in 1916, Ward decided against taking over the air conditioner installation business started by his father and earned a bachelor's degree from Stanford in 1936. After his academic interruption during WWII, he received his doctorate from Berkeley in 1948. He was immediately hired at the University of Michigan, where he taught political science until 1973. While at Michigan, he directed the Center for Japanese Studies and was president of the American Political Science Association and the Association for Asian Studies. He was also a member of the national council of the National Endowment for the Humanities from 1968 to 1973.

Ward required his graduate students to spend time in Japan doing fieldwork, and made frequent trips to the country himself. He spent a total of four years living in Japan with his family between 1950 and 1968. "I went to 18 schools by the time I graduated high school," Erica Ward said. "But we got to see the world."

After rejecting several job offers while at Michigan, he quickly accepted a position at Stanford in 1973. His daughter had graduated from the university a year earlier, and his wife, Constance Barnett, was a member of the Class of 1939.

Considered Stanford 'home'

"The only place my dad would leave Michigan for was Stanford," Ward said. "He thought of it as going home."

At Stanford, Ward set up the Center for Research in International Studies and served as a member of President Carter's Commission on Foreign Language and International Studies. He served as chairman of the board for the Social Science Research Council, the Japan-U.S. Friendship Commission and the American Panel of the United States-Japan Conference on Cultural and Educational Interchange.

He was also a fellow of the American Academy of Arts and Sciences and of the American Philosophical Society.

"Professor Ward was the leading academic on Japanese politics," said Daniel Okimoto, a professor emeritus of political science who worked for his doctoral degree at Michigan under Ward's guidance before following his mentor to Stanford. "If you look at the last half-century of academics who shaped international discourse, academic programs and administrative entities, it would be hard to find anybody that brought together as many diverse strands of research, training and outreach as Bob Ward."

In addition to his daughter, Erica, and her husband, Ralph Gerson, Ward is survived by his brother, John Ward of Kentfield, Calif., and granddaughters Stephanie and Maddie Gerson.

Contributions in Ward's memory can be made to Stanford University for the benefit of the Freeman Spogli Institute for International Studies or to a charity of one's choice.

By Adam Gorlick
Stanford Report
December 18, 2009

[Ed. Note: We had run an obituary of Robert Ward in Issue #187, but this obituary included much more of Professor Ward's career.]

At War & Peace in the Pacific

On Iwo Jima there wasn't a lot of interpreting to do. I remember just one Japanese prisoner who was brought into the headquarters unit *[5th Marine Division]*. He was absolutely petrified with all the language people gathered around him, plying him with cigarettes, food and whatnot. But he didn't have much information to offer.

The other major work we did was sorting over documents, which had been captured, deciding which ones should be sent back to Pearl Harbor for further work and which ones could be disposed of locally. I don't remember coming across any particularly valuable documents.

At the end of the Iwo Jima operation, I went back to Pearl, where I stayed until the end of the war. In fact, the whole translation section was packed up and flown to Guam, at which point we were dispersed to various units. I ended up with the Fourth Marine Regiment, which was one of the first units to land in post-surrender Japan. There was, of course, a good deal of apprehension on our part, as well as by the Japanese. My apprehension had nothing to do with physical safety, but with my ability to deal with the language. It was a well-founded apprehension, since I found out from having dealt with weather terminology for over a year, it was a poor preparation for the myriad activities that I was called upon to interpret after I got ashore. One of the first jobs I had involved going over the electrical wiring on one of the buildings in Yokosuka with one of the electricians. I was dealing with language I didn't even understand in English, let alone in Japanese.

I never had any physical fear any time I was in Japan. Even when travelling alone, I never felt threatened in any way, shape, or manner. In fact, there were almost no instances of attacks on American forces. I don't remember any being reported in the Yokosuka area.

I might add that I was not the only interpreter attached to the outfit. There were two other Boulder boys, Jim Durbin and Sam Brock. Then there were at least three local Japanese interpreters.

The first morning we were there in Yokosuka, we took a walk through the town with the marines – a show of force, I guess. There was almost no one on the streets. The few people who were out were almost all men, and none of them would look directly at us. But if you looked out of the corner of your eye, you saw people peeking out from behind curtains. And it was the children who led to the breaking down of the barriers between the Japanese and the American servicemen. The soldiers tossed the children candy whenever they saw any, and the barriers came down fast after that.

The work was rather interesting and involved many things, including learning the role of the Japanese police, and much of my work involved working with the Yokosuka Police Department. For example, if you wanted to get anything done, you went to the police instead of city hall. Whenever there was a black market or any kind of criminal case, the Japanese always went to the Korean community to look for suspects *[or as Claude Raines said, "Round up the usual suspects.]*. The more one observed this sort of thing, the more aware one became of the similarities between the status of Koreans in Japan and the status of African Americans in the United States.

Willard H. Elsbree,
"Japanese Language Officer,"
in Bruce M. Petty,
At War in the Pacific: Personal Accounts of World War II,
(Jefferson, NC: McFarland & Company, Inc., 2006),
Pp. 174-175.

Herman W. Burkland JLO Geographer

Herman Walter Burkland, who entered the US Navy JLS from Seattle, Washington, graduated from the University of Washington, with a B.A. in 1941. He entered the US Navy Japanese/Oriental Language School at the University of Colorado in December 1942. He was commissioned in the USNR and was assigned as a Japanese Language Officer in the Office of Naval Intelligence, and as a Language Officer, US Strategic Bombing Survey, Japan, during the Occupation. He returned to the University of Washington, earning his MA in 1947. He was a teaching fellow. His MA thesis was entitled, *The Yokohama Waterfront: A Study in Port Morphology.* He became a geographer for the Office of Chief of Naval Operations. He was a geographer on the Joint Intelligence Study Publishing Board. Areas that he knew firsthand included the Northwest Pacific, Japan, China, Philippines, Pacific Islands, the west coast of Middle and South America. His major interests included: seaports, regional and economic geography. His research included methods of seaport analysis and classification. According to the Pineau JLS necrology, he is listed as having passed away in 1956.

David M. Hays
Editor & Archivist

Warning Leaflets

There are not many Boulder friends I made years ago who are still living (2010). I keep in touch with Ed Whan and Wendell Furnas, but I've exchanged letters earlier this year with Griff Way, a Seattle lawyer, now retired, who always spent a couple months every year handling cases in Tokyo.

Griff put me in touch with Michiyo Morioka, the author of *An American Artist in Tokyo: Frances Blakemore, 1906-1997*, a biography of Mrs. Blakemore containing many of the paintings she made during her lifetime. One chapter was of special interest to me. It's entitled, "War Propaganda Leaflets" and centers on the war leaflets that Mrs. Blakemore, working for OWI in Honolulu, prepared for dropping on Japanese troops in the Southwest Pacific Area. The leaflets she helped prepare fascinated me, but I was particularly impressed by the fact that there were no *warning leaflets* like the ones we prepared at Admiral Nimitz's Advanced Headquarters on Guam for B-29s to drop on Japanese cities. The leaflets we prepared on Guam, as you know, contained the map of Japan, with eight or so cities circled each week and urged civilians to get out of those cities that week, since B-29s were going to hit some of them.

If I were younger, I'd probably go to Japan to see if I could find out how many civilians left the cities listed on the warning leaflets and thus avoided slaughter. All I know is that more than eight and a half million were involved in evacuating their cities, which included cities that were never attacked. It would be interesting to know what cities were evacuated because of the warnings and saved lives, and which were evacuated but were not touched.

www.philcrowther.com/6thBG/6bgmisstyp.html Not the exact pamphlet.

Anyway, in a terrible war during which millions of civilians perished, I'm glad to know that, in a small way, I helped to save some civilians from being fire-bombed.

Paul F. Boller, Jr.
JLS 1943

[Ed. Note: Amen. Good job!]

USMC Enlisted Linguist

David, thanks for keeping me on your mailing list, even though I seldom find anyone I've heard about. The reason for that is because I am one of the few graduates of the Japanese Language School that enrolled enlisted Marines in the 13-week Japanese language course at Camp Elliot, near La Jolla, California, rather early in WW II. This school, unlike the year-long course in Boulder, was, I believe, designed to get people into the field quickly and allowed a much more limited contact between students and Marine Corps teachers than was the case at Boulder. Boulder's graduates were commissioned as

Navy or Marine Corps officers, whereas graduates from Camp Elliot entered as privates in the USMCR after their boot camp training and those who completed the course 13-week course were promoted to Private First Class !

Interpreter Number 143, dated January 1, 2010, carried with it several photos, one of which is of "John Merrill, Paul S. Oull, Camp Elliot, Aug. 1942." This is the school I attended. It should, of course, have been captioned Paul S. Dull, then a Captain, USMC, who headed the school when I arrived from boot camp, and his friend, John Merrill, whom I never knew because he was elsewhere when I reported for duty at the close of my boot camp training in February 1943.

I had enlisted in Los Angeles December 8, 1942, and was sent to boot camp at San Diego. In processing us "boots," the Marines must have noted that my recently completed high school curriculum included Latin, Ancient Greek, and Spanish. Desperate for interpreters, the Marines scoured all possibilities, and they apparently assumed that "language skills" could be surmised from such a background. On patrol August 12, 1942, the intelligence chief of the First Mar Div., Lt. Col. Frank Goettge, had been killed in an infamous patrol on Guadalcanal, along with the only other person then overseas in the USMC who spoke Japanese, Lt. Ralph Corry, plus their 22 fellow Marines. There was one survivor, Platoon Sgt. Frank Few.

At that early stage of our Pacific war, the pickings of interpreters were exceedingly slim. Until publication of your picture, I had not known about the background of Dull and Merrill, but a bit of research with Google revealed a copy of *Life Magazine* dated September 28, 1942, in which a letter to the editor from a reader named Harold J. Noble, Capt. USMC, appears, and he writes "Here in the Second Marine Division ... we have been able to overcome some of the worst difficulties in teaching and learning written Japanese. In a three month course, given to a group of specially selected students (officers and men of the Division) we are actually teaching men to translate accurately and quickly regular Japanese field orders, of a type similar to those recently picked up in the Solomon Islands.

Capt. Paul S. Dull teaching Japanese at Camp Elliott, California, August 1942, b&w, 8x10, **Pineau 15_17_00 _02.tif, *Pineau Collection,* AUCBL.**

Credit for working out the course of study and for teaching it as well is shared by Captain Paul Dull and John E. Merrill, both of the Second Marine Division. They have a background of study of Japanese at the University of Washington, Stanford, and Harvard, and also in Japan. Credit must also go to the men who practically eat and sleep the Japanese language during the intensive three month course, during which they are rarely through in less then ten hours in any given day."

I can certainly attest to this last statement. The rigors of boot camp and the seemingly sadistic glee our drill instructors took in polishing the civilian edges of us, their charges, and making us truly Marines were at Camp Elliot matched intellectually by our schedules at the Nihongo Gakko. We did everything together. We marched to the mess hall together, we marched back to our barracks together after a long day of being drilled in the language, with study materials written by our faculty, and we even marched to the PX or pub as a body on the rare occasions when we had "free" time. Speaking English was not allowed. Our faculty were only three: Captain Dull, a "China marine," who was reputed to have been invalided out of the Corps and returned to active duty after Pearl Harbor; a kindly older captain whose name has disappeared from my memory - he had long been a businessan in Tokyo; and (unusual in a Marine Corps, whose racist recruiting policies had at that time kept other Chinese or Nisei from enlisting, - at that time there were neither Blacks nor women in the Corps), a Chinese sergeant named Lu Yet Ming. These 3 gentlemen were our only instructors, and instruct us they did! (to be cont'd)

Gerald Allen Green, Ph.D.
Professor emeritus of Psychiatry & Family Medicine
SUNY Stony Brook NY

Jean C. Morden Career Details

After graduating from Stanford University in June 1943, I entered the US Navy's Japanese Language School at the University of Colorado. This was a 14-month course of intensive study after which I was stationed in the Washington, DC Office of Naval Intelligence as a Japanese Language Officer for the duration of World War II. In this capacity I translated Japanese documents, manuals, and other materials related to Naval Intelligence.

Barnes, Eckes, Baer, Anderson, Edwards, Fletcher, Hunt, in formation, *Pineau,* 30_03_00_02, Archives, UCBL.

After the war, in May, 1946, I went to Japan where I was employed by the US Army as a civilian translator of Japanese. After one month in Tokyo, I accepted a position to teach Japanese to allied personnel in Yokohama. This was the beginning of my "teaching career."

I returned to the United States and my home in Portland, Oregon in 1947 and was married in 1948 to Major Roy Morden who had been a student in the Yokohama class. Our first assignment was in Seattle, Washington, where I completed my Master's Degree in Japanese at the University of Washington. As part of my thesis, I translated four stories by Higuchi Ichiyo: *Nigori, Jūsanya, Koto no Ne* and *Noki Moru Tsuki.* Later we were stationed in Europe for three years where I attended universities in Paris, France, Heidelberg, Germany, and Uppsala, Sweden. My husband passed away in 1990.

Since there was little interest in studying Japanese after World War II, I taught French for many years until 1974, when I succeeded in introducing Japanese into a high school curriculum. This was the first public high school Japanese class east of the Mississippi.

Jean Charlotte Morden
Senior Lecturer
RICE Japanese Program
Reitaku University
Washington, DC
April 3, 2002

[Ed. Note: We are sorry that she is gone. Although an obit will follow, I thought her own words, along with those of a former student, in #190, would be a good start.]

Another USMC Enlisted Linguist

[I sent Professor Green's message to Cal Dunbar and Carole Slesnick. This was Cal's first response.] I never heard of Green because I did not get to the Camp Elliott Language School until Oct. 1943 and because our June boot camp was finished on the first of September, 1943 and we were assigned a month of mess duty before we were sent into the field. Our class started at Camp Elliott on Nov. 1, 1943.

I am very glad that I was lucky enough to serve under Colonel Howard Stent as GT on Guam who had command of our prison camp and the roundup operations. Col. Stent regarded the prisoners we captured to be the eventual leaders of the New Japan. I remember one day in his office, he asked me, "Dunbar, do you know what we have in those pens down there?" I replied,

"Yes, Sir!... The remainders of the 29th Infantry Division, the 48th Independent Mixed Brigade, the 54th Naval Guard Force, and some miscellaneous units." I felt very impressed with myself that I could recite the order of battle for the units of the prisoners we had inside the stockade.

Guam 1945, USMCR interpreter Cpl. C.W. Dunbar interrogates two POWs in ZSCOM stockade, b&w, 8x10, **Pineau11_02_00_23.tif, *Pineau Collection,* AUCBL.**

He replied, "No, that's not what we have down there!" I said, "It isn't?" He said, "No! What we have in there are the leaders of the New Japan because we will win this war and they will go home to areas which Americans will never penetrate, obscure rural villages and the like, and they will be asked, "What kind of people are these Americans?" and "How were you treated?" and "What is our future with them?" Driving back to the stockade, I thought about what a rarity Col. Stent was! And how lucky was I to be assigned to him. After the war, I was talking to him at his home in Warner Springs, and we commented on how well the occupation was going and the resurgence of the democratic Japanese government.

He said, "You know, Dunbar, we did a good job with those guys because we sent back several thousand from Guam and who knows what communities they returned to and the effect they may have had on the population due to our treatment of them." (See my vignette on Colonel Stent which covers this matter in detail.)

The people who were the instructors at Camp Elliott whom Green was hazy about besides Staff Sergeant Lew Yet Ming are: Captain Jewett. Paul Dull had just left the school because of a discharge for illness. He returned to the U. of Oregon where he became a historian who wrote books. I think Harold Nobel had just left there because I don't remember seeing him and the commanding officer of the school at the time I was there was Major F. O. Wolf who had been an interpreter for the First Marine Division at Guadalcanal at some time.

This sums up my knowledge of situation. Best regards to Carol and Sles and you.

Cal Dunbar
USMCEL 1944

From the Lower East Side to Washington, DC -
Simon Tucker
JLS 1944, 1921-2010

Simon Tucker passed away on July 9, 2010, at the age of 89, surrounded by many of his family. He was in good spirits and joking until he took a nap and passed away peacefully in his sleep.

Simon was born in 1921 in the Lower East Side of New York City. An advanced student, he was able to skip three grades, graduating from high school at the age of 14. Despite his youth, he was awarded the medal for highest honors in mathematics at his high school graduation. He then attended City College of New York, where he graduated with a Bachelor of Science Phi Beta Kappa and *cum laude* in economics 1940 at age 18. After graduation he was a research associate for the New York City Division of Investigation. He received a scholarship and attained a Master of Public Administration from New York University in 1943. From October 1941 until December 1942, he worked for the US Civil Service Commission in public personnel administration.

In December 1942, Simon Tucker entered the US Navy. In February 1943, he entered the US Navy Japanese Language School at the University of Colorado in Boulder. There he was quartered in the Men's Dorm with Ed Greenfield, Jack Miller and Jerry Cohen. He studied under Sensei Rokuro Sakai, Yoneo Sakai, George Kawai, Sam Ota, Akira Manabe and more senior Sensei Hirabayashi, and Nakamura. Commissioned on 16 June 1943, he graduated on September 27, 1944 first in his class of 143 Naval and Marine officers. Although he did not graduate until September, he was asked to give his valedictory to those graduates during the May commencement.

Following his graduation he attended Advanced Naval Intelligence School and was assigned to the Office of Naval Intelligence. In 1945, he was transferred to JICPOA at Pearl Harbor. In August 1945, he was assigned as interpreter for the Commander, British Landing Force in the Occupation of Japan. In this assignment, he was the first person ashore in the Occupation Landing of 0900, August 30, 1945. He helped set up the Navy Intelligence Office at Yokosuka Naval Base. Then, until 1946, he was assigned to the US Strategic Bombing Survey in Tokyo and later in Washington, DC.

Lt. Simon Tucker and Lt. Martin Silverman in Tokyo, Nov. 1945, *Pineau,* 25_28_00_03, AUCBL.

After the war, Simon Tucker continued his graduate work in public administration at American University from 1946 to 1948. He received his Juris Doctorate *with Distinction* (1953) and Master of Laws (1955) from George Washington University Law School, George Washington Law Review, Order of the Coif.

During his education, he was also a Civil Service Examiner, Budget and Work Measurement Examiner. After his legal education, he became a lawyer for the State Department, and was a legislative liason and analysis officer and a special assistant on financial legality. He worked for the State Department in Washington, DC for 30 years.

Mr. Tucker published two articles on the administrative law of federal hearing examiner personnel in *George Washington Law Review* which were used by The Honorable Robert Ginnane before the US Supreme Court in *Ramspeck v. The Trail Examiners Conference.*

Mr. Tucker continued serving in the US Naval Reserve after the war: as an intelligence officer from 1946 to 1949; civil affairs officer, from 1949-1953; and as a law officer in the Navy Judge Advocate General's Corps from 1953-1968, when he retired.

After his naval service, Simon Tucker married his high school sweetheart, Shirley Feuerman with whom he had four children. They moved to Washington, DC where Mr. Tucker followed his academic and professional pursuits in public administration and law. He is survived by his four children: Eben, Marsha, Ave, and David and by daughters in-law Ellen Heineman, Dianne Bostick, son-in-law Bill Rucker and five grandchildren.

He was interred with full military honors at Arlington National Cemetery on October 27, 2010.

Memorial *by Tucker Family & the* Simon Tucker Collection, *AUCBL*

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