



SCATTERGOOD HOSTEL

Transitioning to a New Home

QUAKERS

- ❖ Religious Society of Friends
- ❖ A Mocking Nickname of the 1600s
- ❖ Something Sacred in Each Individual
- ❖ Radical and Democratic Views Brought Persecution
- ❖ Took on Penal Reform, War Stricken
- ❖ William Penn Bought the Land in Pennsylvania
- ❖ Assisted Freedom Seekers on the Underground Railroad
- ❖ Educated Native Americans



William Penn founder of
Pennsylvania

SOCIETY OF FRIENDS IN TIMES OF WAR

- ❖ Provided Post War Relief after WWI
- ❖ Some of Those They Cared for Became Nazi Officials
- ❖ Allowed Access Concentration Camps for Humanitarian Efforts
- ❖ Started Refugee Centers in Europe, Cuba and the US
- ❖ Met with Anti-Semitism and Anti-Immigrants in the US
- ❖ Played a Key Role in the Kindertransport
- ❖ 1938 Tried to Secure Passage for Jews



JEWISH PEOPLE



- ❖ Religious and Cultural Traditions back to Beginnings of Recorded Western History
- ❖ First Jewish People in Germany followed Roman Armies
- ❖ Anti-Semitism Waxed and Waned through the Centuries
- ❖ Blamed for Several Events Including the Plague and Forced Into Russia, Ukraine and Poland in the 1300 and 1400s
- ❖ Returned to Europe in the 1600s
- ❖ Blamed for Executing Jesus by Martin Luther during the Reformation
- ❖ In the 1800s they Became Increasingly Useful in Germany and Austria
- ❖ In 1871 the German Kaiser Declared Jews Emancipated

JEWS IN TIMES OF WAR



- ❖ Post WWI the National Socialist German Workers – Nazi Party blamed Jews, Pacifists, Internationalists, Homosexuals, Romas (Gypsies), and more for the Losses and Downfall of Germany
- ❖ After Hitler's Rise to Power These Groups were Restricted and Eventually Felt they had to Leave
- ❖ Restrictions Included: Forced Retirement from Civil Service, Dis-allowment of Property Ownership, Restricted School Attendance, Various Vocations, Restrictions on Who they Could Marry, Use of Public Facilities and Resources, Subjected to Curfews, Wore Marked Clothing and Carry Marked Documentation

DEPARTURE



WHERE TO

- ❖ Yugoslavia, South Africa, the Dominican Republic, Shanghai, and the Midwest United States are a Few of the Places Refugees went to.
- ❖ The US took on the Greatest Number of Refugees – But NOT as Many as We Could
- ❖ US Would Only Give Visas to Head of Household Men – Assuming Most Would Not Leave their Families
- ❖ Some Had to Wait at other Quaker Installations for Paper Work
- ❖ Some Families Were Reunited at Scattergood



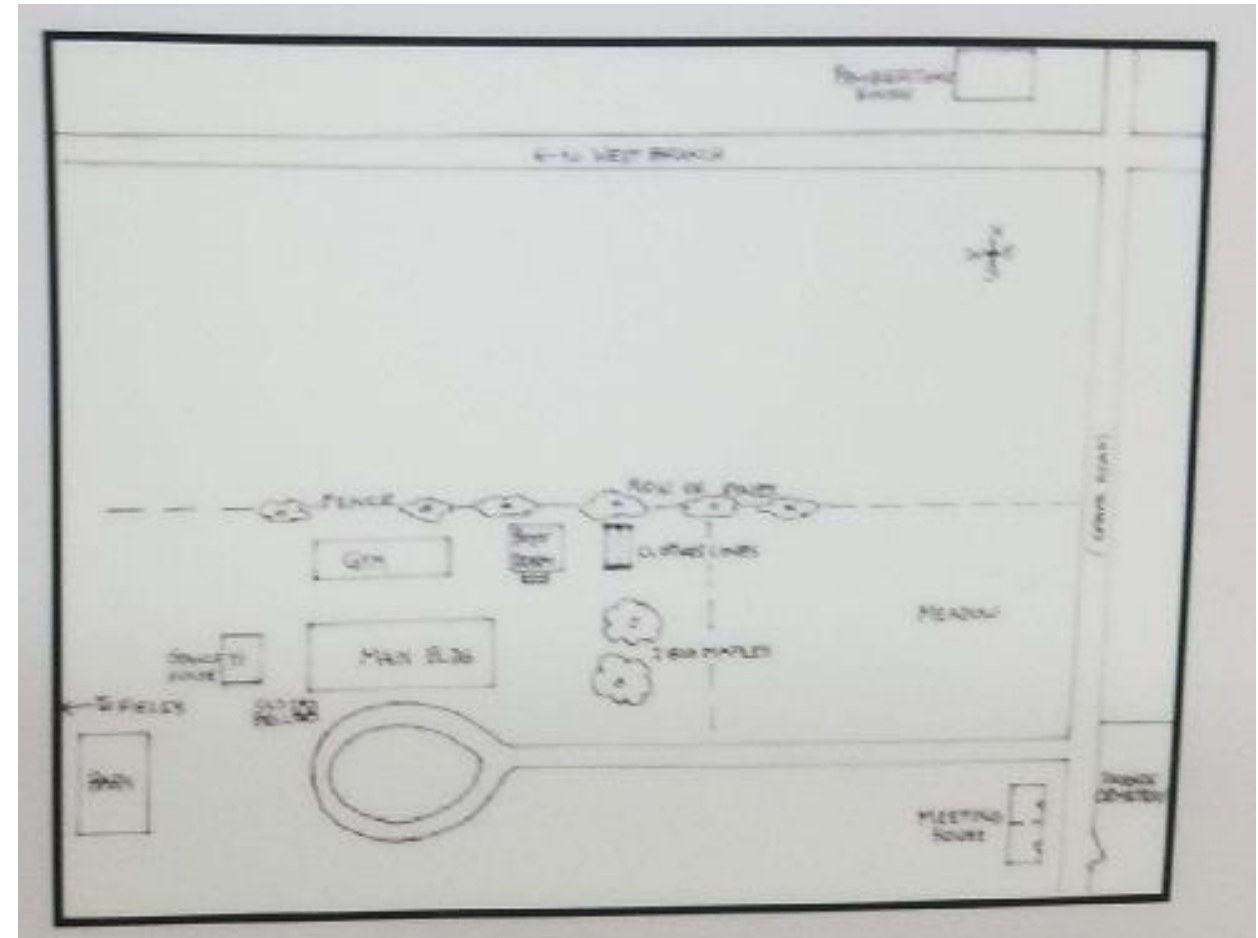
SCATTERGOOD



- ❖ Quaker Boarding School Founded 1890
- ❖ Closed in 1931 Because of the Great Depression and Fewer Pupils
- ❖ 1938 Young Friends Suggested Bringing Displaced Europeans to Iowa
- ❖ November 1938 Kristallnacht Occurs
- ❖ January 1939 it is Agreed to Reopen Scattergood as a Hostel
- ❖ 1943 Scattergood Hostel Closed – After Failed Attempt to Bring In Japanese Americans
- ❖ Scattergood School Still Exists Today Serving Learners from All Over the World

WHY IOWA

- ❖ Avoid Anit-Refugee Backlash
- ❖ Assist Refugees to Acclimate Faster
- ❖ More Employment Opportunities
- ❖ Peaceful and Therapeutic
- ❖ A Ratio of 10 Staff to Serve 30 Residents was Established



WELCOMED WITH OPEN ARMS?

- ❖ Methodist Minister James Gable Spoke on “The German Jew” to Help Gain Community Tolerance – if Not Acceptance
- ❖ West Branch Friends Warned by American Friends Service Committee Not to Accept Too Much Help from Surrounding Quaker Groups – It Would Appear they Were “coddling” the Jews
- ❖ It was Decided that Acceptance Would Not be Based on Race



WHO THEY SERVED



- ❖ 185 Guests Stayed from 1939-1943
- ❖ 85% Were Jewish
- ❖ Came From: France, Germany, Czechoslovakia, Germany, Russia, Austria, Poland, Latvia, Hungary, Luxembourg
- ❖ Men, Women, and Families

WHO SERVED



- ❖ Mostly American Quakers
- ❖ Also from Ireland, Canada, and Britain
- ❖ There Were Presbyterian, Unitarian, Brethren, and Catholic
- ❖ 30 of 49 Under the Age of 30
- ❖ All Came from Diverse Backgrounds

HOW IT WORKED

- ❖ Work
- ❖ Education and Training
- ❖ Community and Relationships
- ❖ Creative Outlets
- ❖ Celebrations
- ❖ Downtime



WORK

- ❖ Everyone Did Something Within Their Abilities
- ❖ These Tasks Helped Develop New Skills
- ❖ Chores were Scheduled and Rotated
- ❖ Chores Included: Working the Fields, Gardening, Cooking, Cleaning, Setting Up and Cleaning Up After Meals, Laundry and more
- ❖ Everything Was Flexible



EDUCATION AND TRAINING

- ❖ English was Vital – Guests Received 3 Hours of One on One Time with a Staff Member Plus Classroom Time each week
- ❖ Lessons in American History and Culture with Guest Speakers
- ❖ Impromptu Lessons from Visitors Such as Grant Wood
- ❖ Also Skills were Taught Including: Driving, First Aid, Judging Meat Quality, and Sending Telegrams for Example
- ❖ Education was Geared to Help Guest Survive Successfully in their New Home and Rid Themselves of the Habits the Totalitarian Regimes had Forced on Them
- ❖ Socializing and Working and Entertainment were Also a Component of their Learning



COMMUNITY AND RELATIONSHIPS



CREATIVE OUTLETS

- ❖ Music, both American and Original Pieces
- ❖ Theater, Adaptations and Original Works
- ❖ Poetry and Prose
- ❖ Art in the Form of Drawings, Prints, Paintings and 3-Dimensional Pieces
- ❖ Therapeutic to the Soul, Helped Acclimate to America, and Served as Distraction



CELEBRATIONS

- ❖ Started with Staff Member Sara Stanley Recording Everyone's Birthday and Ensuring They had a Cake and Party
- ❖ Holidays, Anniversaries, Engagements and Weddings were Celebrated Also
- ❖ Provide an Opportunity to Socialize and Learn More About Each Other
- ❖ Just Plain Fun

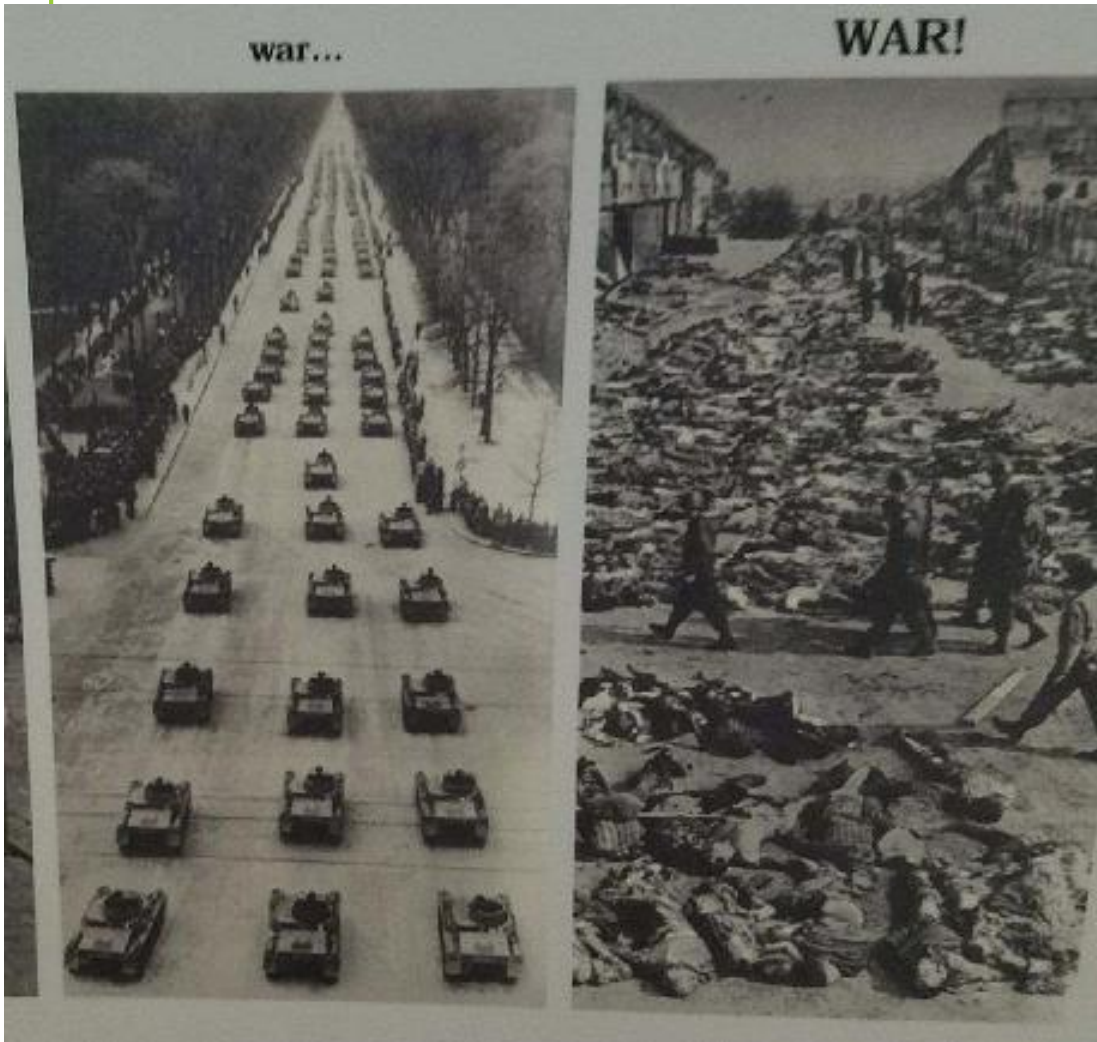


DOWNTIME

- ❖ Sometimes Hard to Differentiate From Work and Learning
- ❖ Somewhat Structured
- ❖ Included Outings, Swimming, Picnics, Games and Puzzles
- ❖ Responding to Invitations – Where Sometimes They Became the Entertainment



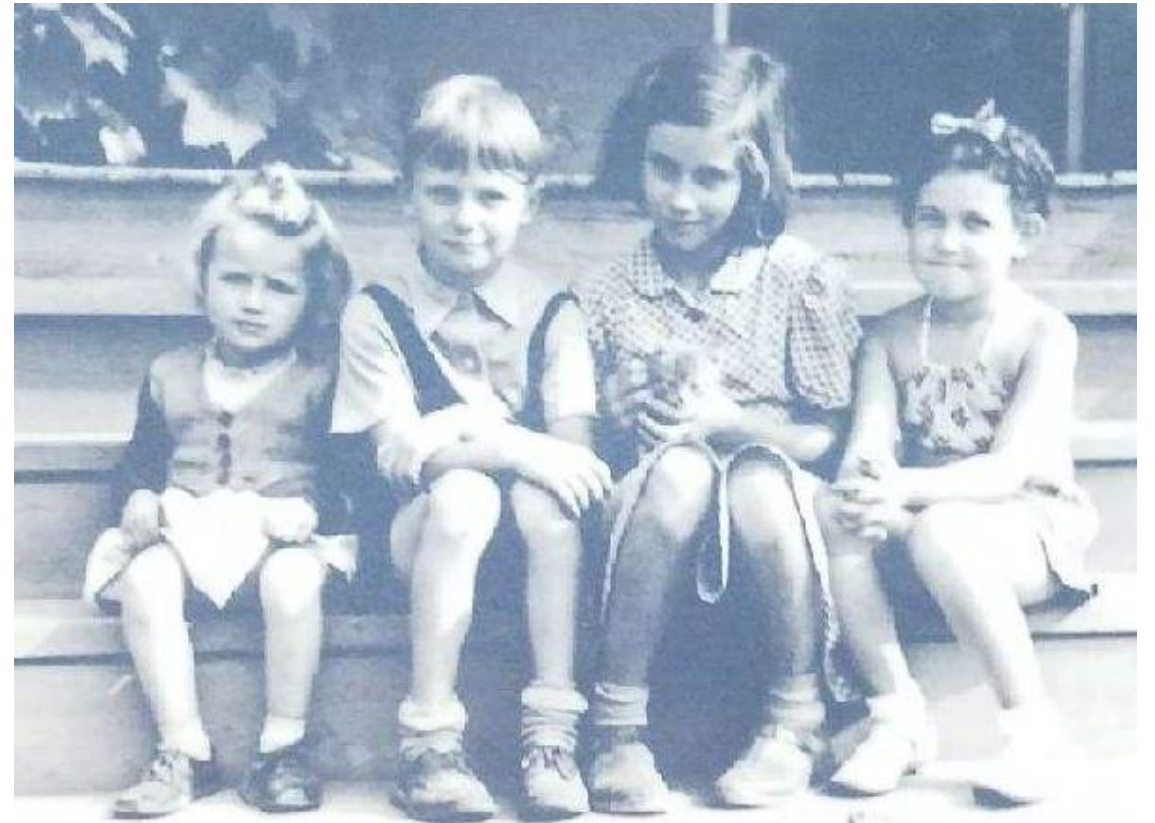
TRIALS AND TRIBULATIONS



- ❖ Conflicting Cultures and Religion
 - ❖ Spats over Religion
 - ❖ Shoe Shining
- ❖ Required to Speak English
- ❖ Full American Cultural Immersion – Including How to Hold Cutlery
- ❖ Not Working in their Field
- ❖ War*
- ❖ Local Resentment

CHILDREN

- ❖ 23 Children Aged 10 mo – 16 yrs
- ❖ Nationally and Culturally Orphaned
- ❖ World of Opportunity, But Lacking Role Models
- ❖ Parents Were Caught Up in their Own Concerns
- ❖ West Branch School “Americanize” Them
- ❖ One Became an Architect, One a Meat Inspector, the Rest Worked in Social Work, Counselors, Teachers, and other “People” Professions



WHERE DID THEY ALL GO



- ❖ Arizona
- ❖ California
- ❖ Colorado
- ❖ Connecticut
- ❖ Illinois
- ❖ Indiana
- ❖ Iowa
- ❖ Kansas
- ❖ Kentucky
- ❖ Maryland
- ❖ Massachusetts
- ❖ Michigan
- ❖ Minnesota
- ❖ Missouri
- ❖ Nebraska
- ❖ New York
- ❖ Ohio
- ❖ Oklahoma
- ❖ Pennsylvania
- ❖ Texas
- ❖ Wisconsin

WANT TO KNOW MORE?

- ❖ Conceptualized by Michael Luick-Thrams, Author and former director of Traces
- ❖ Once a Traveling Exhibit, Now In the Cedar County Historical Society Museum
- ❖ Sponsored by Iowa Jewish Historical Society
- ❖ Supported with grants from Humanities Iowa and National Endowment for the Humanities
- ❖ And funding from Walter and Vesta (Newlin) Hansen

