



EAST WEST PLAYERS

THEATRE FOR YOUTH

An activity guide for

DAWN'S LIGHT: THE JOURNEY OF GORDON HIRABAYASHI

(An abridged Theater For Youth Production)

By Jeanne Sakata
Directed by Leslie Ishii
With Blake Kushi as Gordon Hirabayashi

Based on a true story.

During WWII in Seattle, University of Washington student Gordon Hirabayashi agonizes over U.S. government orders to forcibly remove and imprison all people of Japanese ancestry on the West Coast. As he fights to reconcile his country's betrayal with his Constitutional beliefs, Gordon journeys toward a greater understanding of America's triumphs and failures.

East West Players Theatre for Youth program is supported in part by the California Community Foundation, City of Los Angeles Department of Cultural Affairs, National Endowment of the Arts, Ralph M. Parsons Foundation, California Civil Liberties Public Education Program, Dwight Stuart Youth Foundation, Metlife Foundation, and Southern California Edison





About East West Players

As the nation's premier Asian American theatre organization, East West Players produces outstanding works and educational programs that give voice to the Asian Pacific American experience.

What started in 1965 with workshops in a small church basement, to the organization's maiden production of RASHOMON, then onto years of success in a 99-seat theater in Silverlake and now a nationally-acclaimed professional theater, East West Players has enjoyed over 40 years of great performances and community service.

East West Players began with nine artists who wanted a theater where they could strive for artistic excellence, have control over their own careers as Asian American artists and tell the stories of their own community. Over the years the organization has provided opportunities to Asian Pacific American artists by producing classic plays, Broadway musicals and stories specific to the Asian American experience.

In 1998, East West Players moved to its current 240-seat home, the David Henry Hwang Theater at the historic Union Center for the Arts in downtown Los Angeles' Little Tokyo district. The theater now serves more than 10,000 people each year through its mainstage production and arts educational programs serving youth and underrepresented Asian Pacific Islander communities.

The Theatre for Youth program

offers new ways to see the world through performance-based and participatory theatrical programs that stimulate students to discover Asian Pacific people and cultures.

Created in the early-1970s, Theatre for Youth was designed to promote cultural understanding and racial tolerance among youth. Today, the basic philosophy remains the same and the program has grown and developed to meet the ever-increasing diversity in our society. The programs we offer illustrate the incredible wealth of the Asian Pacific American cultural experiences we have come to appreciate in Southern California.

Table of Contents

2	About East West Players; How to Use this Activity Guide
3	Gordon's Wartime Journey
4-5	Map; Racism & Wartime Hysteria
6-7	Supreme Disappointment and Civil Disobedience
8-9	Gordon Hitchhikes; Questions Amidst Loyalty Oaths
10-11	Reparations Timeline, Resources
12	California Content Standards

This activity guide

is intended to provide background information useful in better understanding Gordon Hirabayashi's place in the Japanese American Internment experience. In the sidebar areas of each section, please note the following symbols for opportunities to:



expand your inquiry and interest



reflect through writing



get more information on the web



hear people in their own words



pique your curiosity with interesting tidbits of information



connect to the play



act, create, dramatize

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Gordon's wartime journey

April 23, 1918

Gordon Kiyoshi Hirabayashi is born in Seattle to Shungo (father) and Mitsu (mother).

1937 - 1942

Gordon attends University of Washington in Seattle. While enrolled, he becomes an active member of the campus YMCA, joins the Society of Friends (Quakers) and registers as a conscientious objector.

February 19, 1942

President Franklin Roosevelt signs Executive Order 9066, giving orders to military commanders to exclude Japanese Americans from the West Coast.

March, 1942

Gen. John DeWitt issues Curfew and Exclusion Orders. Shortly after, Gordon [in his senior year] drops out of college and begins work with the Quaker American Friends Service Committee (AFSC), helping internees move to the Puyallup assembly center.

May 16, 1942

Gordon presents the Seattle FBI with a four-page written statement entitled "Why I Refused to Register For Evacuation" and is arrested. He spends five months in King County Jail awaiting district court trial while his family reports to Pinedale Assembly Center (and later, Tule Lake Concentration Camp).

October 11, 1942

Brought from camp prior to their son's trial, the prosecution jails Gordon's parents for 11 days alongside their son. Shungo is housed with his son while Mitsu is housed in the women's jail.

October 21, 1942 – February 1943

Convicted of wartime curfew violation, Gordon appeals and spends another four months in prison. Released to Spokane for work with the AFSC, Gordon awaits his appeal.

June 1943

The Supreme Court rules unanimously in favor of the government.

July 1943

Because it is against his principles to pay his way to prison, Gordon is allowed to hitchhike to a Tucson, Arizona federal work camp.

August 1943

Gordon arrives at work camp and is freed after 90 days to return to Spokane, WA to continue with the AFSC.

July 1944

Gordon marries Esther Schmoie shortly before he is convicted and jailed for failing to comply with Selective Service orders.

BA 1944, MA 1949, PhD 1952

Gordon completes his education in sociology at the University of Washington.

sources: [The Courage of Their Convictions](#) by Peter Irons, [Prisoners Without Trial](#) by Roger Daniels and [Nikkei in the Pacific Northwest](#) by Louis Fiset and Gail Nomura (eds.)



The mysterious "Dr. Peter" who telephones Gordon during the course of the play is Peter Irons, a legal historian, civil liberties attorney, Constitutional scholar and law professor. While doing research for his book, [Justice at War: The Story of the Japanese American Internment Cases](#), Dr. Irons uncovered documents in 1981 that proved that key government officials engaged in the purposeful deception of the Supreme Court and Congress through the alteration and destruction of evidence crucial in the Hirabayashi, Yasui, and Korematsu test cases. Dr. Irons is currently the director of the Earl Warren Bill of Rights Project at the University of California at San Diego.



As the 1982 Commission on Wartime Relocation and Internment of Civilians (CWRIC) report noted, "All this was done despite the fact that not a single documented act of espionage, sabotage or fifth column activity was committed by an American citizen of Japanese ancestry or by a resident Japanese Alien on the West Coast."

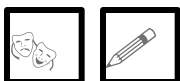
source: [Personal Justice Denied: Report of the Commission on Wartime Relocation and Internment of Civilians](#) by The United States Commission on Wartime Relocation and Internment of Civilians by Tetsuden Kashima, Ed.



Playwright Jeanne Sakata says that "Gordon's journey is about spiritual enlightenment ... [that] begins at a dawn of a realization."

source: www.asiaarts.ucla.edu "The Light of Defiance" by Li Ann Ishizuka

At different points in the play, identify what you think Gordon's realizations are about himself? His country? The nature of justice? Patriotism?



Internees reflected a cross section of American life: farmers, business people, doctors, lawyers, teachers, intellectuals, artists, religious leaders, housewives, college students, orphans, the elderly, the infirmed, school-aged children and teenagers, gardeners, military veterans, journalists, civil servants, and the like. Put yourself in the shoes of the internees and perform character-based improvisations or monologues, using voice, blocking, and gesture to enhance meaning.



Access a detailed timeline of the Japanese American experience, access the web at [A More Perfect Union: Japanese Americans and the U.S. Constitution](#) www.americanhistory.si.edu/perfectunion/experience/index.html

Watch video of Gordon Hirabayashi explaining why he decided to defy curfew orders at Densho: The Japanese American Legacy Project at www.densho.org. Video clips of Peter Irons You can explore the national network of detention facilities through an interactive map, timeline and site locator.

For an interesting cross-section of the difficult choices made by Japanese Americans during World War II, read "Four Hirabayashi Cousins: A Question of Identity" by James A. Hirabayashi, [Gordon's younger brother, chief program adviser at the Japanese American National Museum, and San Francisco State University professor emeritus] in [Nikkei in the Pacific Northwest: Japanese Americans and Japanese Canadians in the Twentieth Century](#) by Louis Fiset and Gail M. Nomura (Editors)

...and leads to the mass evacuation of Japanese Americans from the West Coast

After the bombing of Pearl Harbor, anti-Japanese sentiment in California became more virulent. Consequently, distrust of the Japanese American community reached beyond local communities to the highest levels of state and federal government.

On February 14, 1942, United States Lieutenant General John L. DeWitt recommended the removal of all Japanese from the American west coast despite two government-sponsored reports indicating that mass evacuation was not justified.

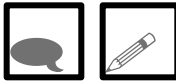
On March 2, 1942, DeWitt announced that all Japanese, regardless of citizenship, would be removed from the entire west coast and placed into internment camps. The "Civilian Exclusion Orders" instructed Japanese Americans to prepare for their evacuation on an assigned date.

The evacuees were allowed to take only a few possessions and were not informed of their final destinations. Challenging the registration and curfew orders shortly thereafter,

Gordon begins his quest for justice.

With as little as a few days to a week, many Japanese Americans on the west coast and surrounding states were forced to sell their businesses and property at a tremendous financial loss. While there were many acts of individual kindness from some members of the non-Japanese community, for the most part, the Japanese American community's economy was severely plundered.

sources: [Justice at War](#) by Peter Irons, [Years of Infamy](#) by Michi Weglyn, and [Personal Justice Denied](#) by CWRIC



Read and reflect upon the words on page 4 of political and military leaders prior to and during the time of Japanese American Internment. Do these views surprise you? Do they remind you of anything you've heard anywhere in the world today? What are the roles and responsibilities of political and military leaders, journalists, and average citizens during times of war?

Read the following quote from one of a few Americans who spoke out against internment. Why do you suppose so few, including the American Civil Liberties Union, protested the treatment of Japanese Americans during World War II?

"These people you condemn gentlemen are human beings — individual citizens who work and dream as you and I. They are not cattle. And they are not to be herded as cattle. They are humans. Citizens. They speak our tongue. They worship our way of life. They are us. Hurt them and you destroy us. If segregation of our citizenry by racial groups persists, democracy is doomed. How can an utopian democracy thrive tomorrow when inter-racial hate is fostered today?"

March 4, 1942, Jack Sheedy, columnist/reporter for the *University of Washington Daily*



- Tule Lake *Segregation* Center in California (where Gordon's family was interned), was designated a National Historic Landmark in Feb., 2006.
- Santa Anita Racetrack in Arcadia, California housed up to 18,719 internees from March 27 to October 27, 1942 and was the largest *assembly* center.
- Ultimately a total of 120,313 Japanese Americans were placed in War Relocation Authority (WRA) custody.

Research the differences between the various types of detention centers and the significance of their geographic locations. Explore the different connotations of the following words often associated with the camps:

assembly
civil control
segregation

detention
relocation
citizen isolation

internment
concentration
incarceration



First-generation (or Issei) Japanese like Gordon's parents were finally given the right to naturalize with the passage of the McCarran-Walter Act in 1952.

source: [Prisoners Without Trial: Japanese Americans in World War II \(Revised Edition\)](#) by Roger Daniels

For a look at original primary source documents such as the 1882 Chinese Exclusion Act and Executive order 9066, access "100 Milestone Documents from the National Archives" at <http://www.ourdocuments.gov/doc.php?flash=true&doc=47>.



Using your atlas, the map on page 4, the timeline on page 3, and the text on page 8, trace Gordon's hitchhiking journey from Spokane County jail in Washington state to the federal work-camp northeast of Tucson, Arizona. Explain the irony of his trek. You can also Visit the Gordon Hirabayashi Campground (formerly the Mt. Lemmon prison camp work site) in the Santa Catalina Mountains of the Coronado National Forest located just northeast of Tucson, Arizona just beyond mile marker 7 on the Catalina Highway.

source: www.fs.fed.us/r3/coronado/forest/recreation/camping/sites/gordonh.shtml

Gordon and others stand on principle despite Supreme disappointment

On May 16, 1942, Gordon challenges Exclusion Order 57 requiring Japanese Americans to register for evacuation with the support of Washington state senator Mary Farquharson, fellow Quakers, and other Seattle community leaders. Two months earlier, Oregon-born attorney **Min Yasui** challenged the curfew and spent nine months in solitary confinement. A November 1942 lower court strips Yasui of his U.S. citizenship, issues a \$5,000 fine, and sentences him to one year in jail.

Gordon Hirabayashi's October 1942 Seattle trial ends with his curfew violation conviction and two 90-day concurrent sentences. The Supreme Court unanimously upholds the lower court conviction of Hirabayashi and Min Yasui in its June 21, 1943 ruling that DeWitt's curfew order during time of war was legal. Gordon is sent back to prison after being released on bail.

Fred Korematsu is found guilty for evading internment orders and given five-years probation in September 1942. While on work-clearance leave in Detroit, his attorneys, Wayne Collins and Charles Horsky, challenge the military necessity claim of DeWitt's original exclusion orders and the subsequent indefinite detention of Japanese Americans before the Supreme Court in October 1944. On December 18, 1943, the court upholds Korematsu's previous conviction, again prioritizing military necessity over due process. Unlike the unanimous decision that resulted in the Hirabayashi case, Justices Owen Roberts, Frank Murphy, and Robert Jackson dissent.

Sources: *Justice at War* by Peter Irons and *Personal Justice Denied* by the CWRIC

Why I refused to register for evacuation:

Over and above any man-made creed or law is the natural law of life - the right of human individuals to live and to creatively express themselves. No man was born with the right to limit that law. Nor, do I believe, can anyone justifiably work himself to such a position.

Down through the ages we have had various individuals doing their bit to establish more securely these fundamental rights. They have tried to help society see the necessity of understanding these fundamental laws; some have succeeded to the extent of having these natural laws recorded. Many have suffered unnatural deaths as a result of their convictions. Yet, today, because of the efforts of some of these individuals we have recorded in the laws of our nation certain rights for all men, and certain additional rights for citizens. These fundamental moral rights and civil liberties are included in the Bill of Rights, U. S. Constitution, and other legal records. They guarantee that these fundamental rights shall not be denied without due process of law.

The principles or the ideals are the things which give value to a person's life. They are the qualities which give impetus and purpose towards meaningful experiences. The violation of human personality is the violation of the most sacred thing which man owns.

This order for the mass evacuation of all persons of Japanese descent denies them the right to live. It forces thousands of energetic, law-abiding individuals to exist in a miserable psychological and a horrible physical atmosphere. This order limits to almost full extent the creative expressions of these subjected. It kills the desire for a higher life. Hope for the future is exterminated. Human personalities are poisoned. The very qualities which are essential to a peaceful, creative community are being thrown out and abused. Over sixty per cent. are American citizens; yet they are denied on a wholesale scale without due process of law the civil liberties which are theirs.

If I were to register and cooperate under those circumstances, I would be giving helpless consent to the denial of practically all of the things which give me incentive to live. I must maintain my Christian principles. I consider it my duty to maintain the democratic standards for which this nation lives. Therefore, I must refuse this order for evacuation.

Let me add, however, that in refusing to register I am well aware of the excellent qualities of the army and government personnel connected with the prosecution of this exclusion order. They are men of the finest type and I sincerely appreciate their sympathetic and honest efforts. Nor do I intend to cast any shadow upon the Japanese and the other Nisei who have registered for evacuation. They have faced tragedy admirably. I am objecting to the principle of this order which denies the rights of human beings, including citizens.

Gordon K. Hirabayashi
May 13, 1942

Image courtesy of the University of Washington Libraries, Special Collections, UW27491z



Photo courtesy of the University of Washington Libraries, Special Collections, UW23241z



Gordon is pictured here with his University of Washington Y.W.C.A./Y.M.C.A. friends, circa 1941.

Rear, L to R:
M. Woodbury, Kenji Okuda, Bert Bostrum, Paul Johnson, Frank Chalifant.

Middle, L to R:
Frank Seeley, Janet Oswald, Eleanor Ring, Fay Allen, Lois Nordling, Ruth Haines.

Front, L to R:
Howard Scott, Gordon Hirabayashi

The postcard pictured on page 8 was written by Gordon to Eleanor "Ellie" Ring, shown standing directly behind Gordon in the photo to the left.

Others challenging the government through civil disobedience:

63 Heart Mountain Draft

Resisters receive three-year terms in federal prison in June of 1944 in the court of Judge T. Blake Kennedy who openly refers to the resisters as “you Jap boys.”

Sentenced to terms of 18 to 39 months in prison with a \$200 fine, **33 Minidoka Draft Resisters** are individually convicted in the court of Chase A. Clark, the former governor of Idaho who had previously blocked the WRA's original plan to resettle Japanese Americans in U.S. interior and publicly claimed that the solution to the “Jap problem” was to “send them all back to Japan and sink the island.”

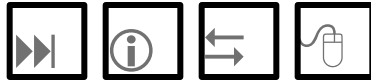
The indictments against **27 Tule Lake Draft Resisters**, on the other hand, were dismissed by U.S. District Court Judge Louis E. Goodman, who concluded that the government's actions against the Nisei were a “shock to the conscience.” Upon release, they were again returned to Tule Lake.

The Heart Mountain Fair Play Committee

began in December 1943 when **Kiyoshi Okamoto** and other Nisei question the moral and constitutional basis of the internment. In July 1944, Okamoto and other FPC leaders were sentenced to two to four year terms in maximum security federal prison on Selective Service violations.

English section editor of Denver's Rocky Shippo, **James Omura**, was a vocal critic of the Japanese American Citizens League in its position on the internment. Tried alongside the FPC leadership for conspiring to counsel draft evasion in his coverage of the draft resistance movement at Heart Mountain, Omura was acquitted, protected by his First Amendment right as a journalist to question the draft of Japanese American internees from behind barbed wire.

sources: [Nikkei in the Pacific Northwest](#) by Louis Fiset and Gail M. Nomura (eds.); [Justice at War](#) by Peter Irons; [Personal Justice Denied](#) by the CWRIC; and [Free to Die For Their Country: The Story of the Japanese American Draft Resisters in World War II](#) by Eric L. Muller



In addition to their support for Gordon and other Japanese American internees during and after the war, find out more about the role of the **Quakers, the American Friends Service Committee (AFSC)** and Gordon's future father-in-law, Floyd Schmoie at Calisphere: University of California's free public gateway to primary sources on the web at www.calisphere.universityofcalifornia.edu/about-cs.html



Only one Supreme Court Justice leaned in favor of Hirabayashi in June 1943 before ultimately being pressured to concur by his colleagues. Justice Frank Murphy wrote:

“The broad provisions of the Bill of Rights ... are not suspended by the mere existence of a state of war ... Today is the first time, so far as I am aware, that we have sustained a substantial restriction to the personal liberty of citizens of the United States based on the accident of race or ancestry ... It bears a melancholy resemblance to the treatment accorded to [Jews] in Germany.”

Read the Constitutional Amendments below. If you were in Gordon's position, explain how you would defend your Constitutional rights as an American citizen. Create a monologue to dramatize your case.

AMENDMENT V Passed by Congress March 4, 1789. Ratified December 15, 1791.

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

AMENDMENT XIV Section 1(of 5).Passed by Congress June 13, 1866. Ratified July 9, 1868.

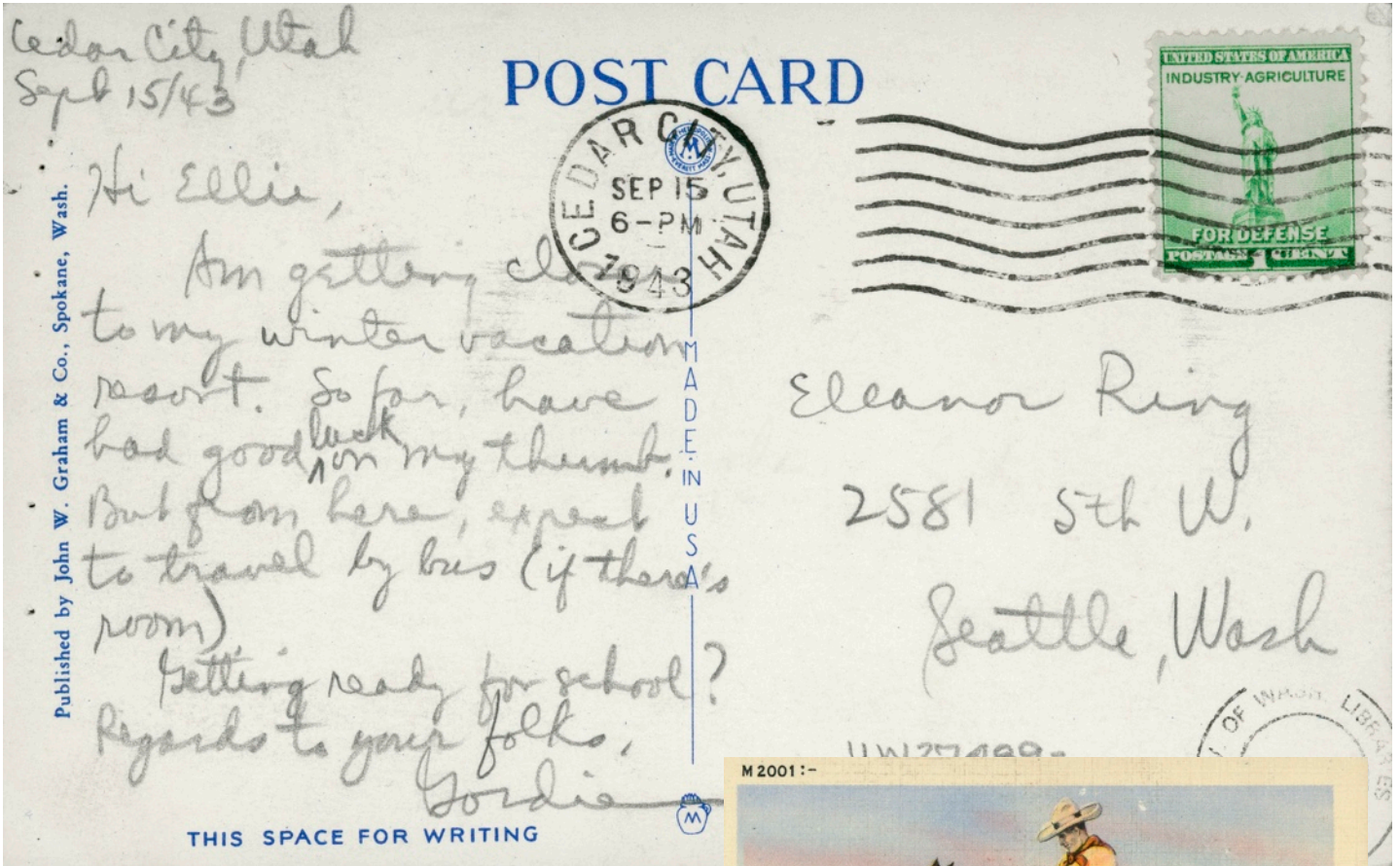
All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

source: <http://www.archives.gov/national-archives-experience>



On December 18, 1944, one day after the War Department rescinds General DeWitt's original exclusion orders and releases more than 50,000 internees back to the West Coast and Hawaii, the Supreme Court rules in the **Mitsuye Endo** case that the WRA did not have the authority to detain any Japanese American certified as loyal based upon the government's screening criteria.

Sources: [Justice at War](#) by Peter Irons and [Personal Justice Denied](#) by the CWRIC

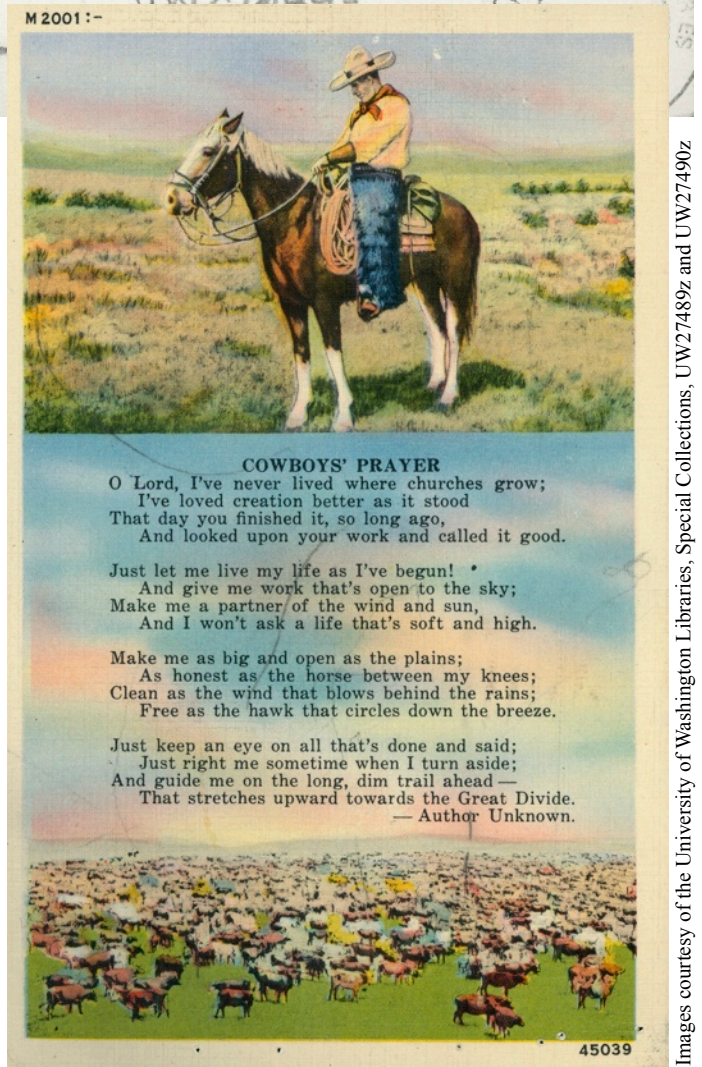


Gordon hitchhikes from Washington prison to Arizona work camp

Subsequent to the Supreme Court ruling in June 1943, Gordon is allowed to hitchhike alone for two weeks from Washington state where he is to report to a federal work camp near Tucson, Arizona to serve out the remainder of his sentence.

"It took me a couple of days to get down to Snake River Valley [near Weiser, Idaho] where my parents were [after they were released from Tule Lake]. I stopped there and visited half a week. Then I left there and hitchhiked to Salt Lake City. It took another couple of days ... I usually slept just off the highway. Then I hitchhiked down again to southern Utah [and was given a lift for 40 miles by a sheriff]. When I got as far as Las Vegas, I gave in, and I picked up a bus for the last leg to Tucson."

Sources: Born in the U.S.A: A Story of Japanese America, 1889-1947, by Frank Chin; Justice at War by Peter Irons and Personal Justice Denied by the CWRIC





“After my time [as a prisoner at the federal work camp] was up, they gave me a bus ticket back to Spokane. I continued my work [with the Quaker American Friends Service Committee] where I left off, with a feeling that I might as well settle in for the duration now.

“After one month, I got a special questionnaire from my draft board, which they had concocted for persons of Japanese ancestry. ... I told them the questions were a form of racial discrimination and that as an American citizen I can’t support that. So I’m returning this unfilled. Then I got an order to report for a physical. I ignored it, and then I got another order to report for induction in Oregon. When that date came, I didn’t show up.”

Gordon Hirabayashi commenting on the selective service questionnaire issued to all Japanese American Nisei males

source: [The Courage of Their Convictions: Sixteen Americans Who Fought Their Way to the Supreme Court](#) by Peter Irons



Beginning in February 1943, all Issei (first-generation Japanese) and Nisei (second-generation Japanese American citizen) internees over the age of 17 were asked to complete a questionnaire used by the War Relocation Authority and the U.S. military to screen internees for release into non-militarized zones and also to screen potential inductees for enlistment in the United States military.

Imagine you are required to answer the following loyalty questions. How would you have responded? Explain your reasoning. The stakes are high. The answers you choose will determine whether or not you will:

be allowed to leave the camp for work/school in a non-militarized zone; be conscripted into a segregated unit of the U.S. Army; jailed; sent to Tule Lake, a segregation camp for what WRA deemed “disloyal troublemakers”; asked to renounce your American citizenship.

Selective Service Form 304A: Question 27 (for Nisei males of draft age, like Gordon): Are you willing to serve in the armed forces of the United States on combat duty, wherever ordered? yes no

WRA Form 126 (Revised) Question 27 (for all Issei men and women, as well as Nisei females 17 and older): If the opportunity presents itself and you are found qualified, would you be willing to volunteer for the Army Nurse Corps or the WAAC? yes no

Question 28 (same for all Issei and Nisei)
Would you swear unqualified allegiance to the United States of America and faithfully defend the United States from any or all attack by foreign or domestic forces, and forswear any form of allegiance or obedience to the Japanese emperor, or any other foreign government, power or organization?
yes no

Question 28 (revised later to read)
Will you swear to abide by the laws of the United States and to take no action which would in any way interfere with the war effort of the United States?
yes no



In his refusal to complete the loyalty questionnaire/selective service form and in his decision again to exercise civil disobedience as a **conscientious objector** (CO) by not complying with induction orders into the armed services, a newly-married Gordon was imprisoned for one year at the McNeil Island Federal Penitentiary.

Did you know that loyalty oaths are still in use today? Read California Constitution Article XX, section 3, which has been the source of controversial firings of California State University and University of California system employees since 1952. Would you sign such a document if it meant getting a job?



Like several of Gordon’s cousins, those male internees who answered “yes, yes” to the loyalty questionnaire went on to join the famed **Military Intelligence Service and the 100th Infantry Battalion/442nd Regimental Combat Team**. Over the course of the war, 18,000 Japanese American volunteers from Hawaii and the mainland came forward to serve their country.

Find out more about the heroism of Japanese American war veterans at Go For Broke Educational Foundation at www.goforbroke.org

sources: [Japanese Eyes, American Heart: Personal Reflections of Hawaii’s World War II Nisei Soldiers](#), compiled by the Hawaii Nikkei History Editorial Board; [Personal Justice Denied](#) by CWRIC; [Born in the U.S.A](#) by Frank Chin and library.csus.edu/collections/jaac_imagelibrary.html

Reparations and apologies

1947

Spearheaded by A.L. Wirin, attorney who unsuccessfully represented Heart Mountain Fair Play Committee leaders and Tule Lake renunciants, a full Presidential pardon is issued to those internees convicted of draft resistance.

1948

President Harry S. Truman and Congress pass the symbolically significant but financially inadequate Japanese American Claims Act, intended to cover the internees' losses of real property. Congress appropriates \$38 million for 23,000 claims totaling \$131 million.

1976

President Gerald Ford issues a proclamation repealing FDR's Executive Order 9066.



1978

The Japanese American Citizens League (JACL) calls for an apology and cash payment of \$25,000 to each internee at their national convention. The Chicago and Seattle-based National Council for Japanese American Redress (NCJAR) comes into existence with an alternative to the JACL's redress efforts in the form of a redress bill put forth by Representative Mike Lowry (D-Wash).

1980

President Jimmy Carter and Congress create the Commission on the Wartime Relocation and Internment of Civilians (CWRIC). Their mandate is to 1) review the facts and circumstances surrounding Executive Order 9066 and its impact on American citizens and permanent resident aliens; 2) review directives of the U.S. military leading to the relocation, and detention of American citizens in internment camps, including civilians of the Aleutian and Pribilof Islands; and 3) recommend appropriate remedies.

1981

Attorney and legal historian Peter Irons uncovers the alteration, destruction, and suppression of key evidence by U.S. government officials in the Justice and War Departments and the subsequent intentional misinformation presented to the Supreme Court in the Korematsu, Hirabayashi, and Yasui test cases.

1983

CWRIC issues its report, Personal Justice Denied, calling for: 1) an official apology in the form of a joint resolution passed by Congress and signed by the President; 2) Presidential pardons for those Japanese Americans and resident aliens whose convictions stemmed from their refusal to accept discriminatory aspects of the internment; 3) restitution of positions, status, or entitlements lost resulting from discriminatory actions taken against Japanese Americans between the bombing of Pearl Harbor and 1945; 4) the creation and funding of an educational and humanitarian foundation that will serve the purpose of promoting and protecting civil liberties; 5) appropriations of \$1.5 billion to provide personal redress in the form of \$20,000 to each surviving internee.

1983

Writs of error coram nobis are filed in the Federal District Courts of San Francisco, Seattle, and Portland seeking to overturn criminal convictions of Fred Korematsu, Gordon Hirabayashi, and Min Yasui resulting in the reversal of their 1942 convictions. The Reagan Administration does not appeal the ruling, thus preventing the case from being heard at the Supreme Court level.

1988

Civil Liberties Act of 1988, which began as bill H.R. 442 sponsored by Washington Congressman Tom Foley in honor of the 442nd RCT, was passed despite the Reagan Administration's 5-year opposition to redress. In August, President Reagan reverses his administration's stance and signs the redress bill.



1989

To expedite redress payments, Hawaii Senator Daniel Inouye, with the support of fiscal conservative New Hampshire Senator Warren Rudman, makes redress an entitlement program to begin in October of 1990. \$500 million is to be set aside each year until all eligible persons have been compensated. In November, President George Herbert Walker Bush signs the appropriations bill, effectively beginning reparation payments.

1999

In February, the last redress payment is made.

2000

President Bill Clinton presents the Medal of Honor, the highest military award, to 20 members of the 100th Infantry Battalion and 442nd RCT for their courage and service during World War II, 15 of which were presented posthumously.

sources:

[Prisoners Without Trial](#) by Roger Daniels, [Personal Justice Denied](#) by the CWRIC, [Justice at War](#) by Peter Irons, [Only What We Could Carry](#) by Lawson Inada. (ed), [goforbroke.org/history/history_historical_medal.asp](#)

WEBSITES

UW Libraries Special Collections

Japanese American Exhibit and Access Project
<http://www.lib.washington.edu/exhibits/harmony/>

A More Perfect Union: Japanese Americans and the U.S. Constitution

www.americanhistory.si.edu/perfectunion/experience/index.html

California State Library: California Civil Liberties

Public Education Program
www.library.ca.gov/cclpep/index.cfm

Calisphere: University of California's free public gateway to primary sources

www.calisphere.universityofcalifornia.edu/about-cs.html

Conscience and the Constitution

www.resisters.com/index.htm

Children of the Camps

www.pbs.org/chilofcamp/index.html

Densho: The Japanese American Legacy Project

www.densho.org/densho.asp

Go For Broke Educational Foundation

www.goforbroke.org

The Japanese American Archival Collection of the California State University, Sacramento

www.library.csus.edu/collections/jaac/

Japanese American Relocation Digital Archives

www.jarda.cdlib.org

Japanese American National Museum

www.janm.org

Letters from the Japanese American Internment

www.smithsonianeducation.org/educators/lesson_plans/japanese_internment

National Japanese American Historical Society

www.njahs.org

Report to the President: Japanese-American Internment Sites Preservation

www.cr.nps.gov/history/online_books/internment/reporta1.htm

U.S. Library of Congress: American Memory:

"Suffering Under a Great Injustice: Ansel Adams's Photographs of Japanese Internment at Manzanar
memory.loc.gov/ammem/aamhtml/aamhome.html

U.S. Library of Congress Digital Collections: Born Free and Equal by Ansel Adams

memory.loc.gov/ammem/aamhtml/aamborn.html

U.S. National Archives and Records Administration: Archives Library Research Center

www.archives.gov/research_room/alic/reference_desk/military_resources/japanese_internment.html

Confinement and Ethnicity: An Overview of World War II

Japanese American Relocation Sites by Jeffrey F. Burton, et.al http://www.nps.gov/history/history/online_books/anthropology74/index.htm

RESOURCES

Confinement and Ethnicity: An Overview of World War II Japanese American Relocation Sites (The Scott and Laurie Oki Series in Asian American Studies) by Jeffrey F. Burton; Publisher: University of Washington Press, 2002. ISBN: 0295981563

Born in the USA: A Story of Japanese America, 1889-1947 by Frank Chin. Publishers: Rowman & Littlefield Publishers, Inc., 2002. ISBN-10: 0742518523

Executive Order 9066: The Internment of 110,000 Japanese Americans by Maisie and Richard Conrat; Publisher: UCLA Asian American Studies Center Press, 1992. ISBN: 0934052190

The Politics of Prejudice: The Anti-Japanese Movement in California and the Struggle for Japanese Exclusion by Roger Daniels; Publisher: University of California Press, 1962. ISBN: 0520034120

Prisoners Without Trial: Japanese Americans in World War II (Revised Edition) by Roger Daniels; Publisher: Hill and Wang, 2004. ISBN-13: 9780809078967

Japanese Americans: From Relocation to Redress by Roger Daniels, Sandra C. Taylor, and Harry H.L. Kitano (Editors); Publisher: University of Washington Press, 1991 (revised). ISBN: 0-295-97117-7

Nikkei in the Pacific Northwest by Louis Fiset and Gail M. Nomura (Editors); Publisher: University of Washington Press, 2005. ISBN: 0-295-98461-9

Only What We Could Carry: The Japanese American Internment Experience by Lawson Fusao Inada (Editor); Publisher: Heyday Books in conjunction with the California Historical Society, 1st edition 2000. ISBN: 1890771309

The Courage of Their Convictions: Sixteen Americans Who Fought Their Way to the Supreme Court by Peter Irons; Publisher: The Free Press, 1990. ISBN: 01401.28107

Justice at War: The Story of the Japanese American Internment Cases by Peter Irons; Publisher: Oxford University Press, 1983. ISBN: 019503273X

Personal Justice Denied: Report of the Commission on Wartime Relocation and Internment of Civilians by The United States Commission on Wartime Relocation and Internment of Civilians by Tetsuden Kashima (Editor); Publisher: University of Washington Press, 1997. ISBN: 029597558X

In Good Conscience: Supporting Japanese Americans During the Internment by Shizue Seigel; Publisher: AACP Inc., 2006. ISBN: 0-934609-19-5

Free to Die for Their Country: The Story of the Japanese American Draft Resisters in World War II by Eric L. Muller; Publisher: University of Chicago Press, 2003. ISBN: 0226548236

No-No Boy by John Okada; Publisher: The University of Washington Press, 1978. ISBN: 0295955252

Strangers from a Different Shore: A History of Asian Americans by Ronald Takaki; Publisher: Little, Brown and Company, 1988. ISBN: 0316831093

Go For Broke: A Pictorial History of the Japanese American 100th Infantry Battalion and 442nd Regimental Combat Team by Chester Tanaka; Publisher: Go For Broke, Inc., 1982. ISBN 9993712302

Years of Infamy: The Untold Story of America's Concentration Camps by Michi Nishiura Weglyn; Publisher: University of Washington Press, Updated edition, 1996. ISBN: 0295974842 |

California Content Standards addressed in this study guide include but are not limited to:

History-Social Science Content Standards

Historical and Social Sciences Analysis Skills:

Chronological and Spatial Thinking:

Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

Historical Research, Evidence, and Point of View:

Students distinguish valid arguments from fallacious arguments in historical interpretations. Students identify bias and prejudice in historical interpretations.

11.3.1 Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic...).

11.7 Students analyze America's participation in World War II.

Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) ...

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

High School Arts Content Standards: Theatre

Artistic Perception

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

Comprehension and Analysis of the Elements of Theatre

1.2 Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.

1.3 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.

English-language Arts Content Standards

Literary Response and Analysis

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Writing Strategies:

Research and Technology

1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

Analysis and Evaluation of Oral and Media Communications

1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.



“... Before the war, peoples of Japanese ancestry were a small but valuable element in our population. Their record of law-abiding, industrious citizenship was surpassed by no other group. Their contributions to the arts, agriculture, and science were indisputable evidence that the majority of them believed in America and were growing with America. Then war came with the nation of their parental origin. The ensuing two and a half years have brought heartaches to many in our population. Among the casualties of war has been America’s Japanese minority. It is my hope that the wounds which it has received in the great uprooting will heal. It is my prayer that other Americans will fully realize that to condone the whittling away of the rights of any one minority group is to pave the way for us all to lose the guarantees of the Constitution.”

Secretary of the Interior Harold L. Ickes,
in the foreword of

Ansel Adams’s book of Manzanar photos, 1944