

Japanese Internment at Topaz

By Lisa Barr

Understanding Japanese Internment

Before Pearl Harbor

The American reaction to Japan's attack on Pearl Harbor was rooted in decades of anti-Asian immigration policies, racism, fear, and a failure of political leadership. Within three short months, the federal government uprooted all people of Japanese descent who lived in California, Oregon, Washington, and part of Arizona – 120,000 men, women, children, and elderly – moving them to prison camps in the interior West. Two-thirds of the “evacuees” were American citizens, children of the immigrant generation born in the U.S., who were detained in violation of their constitutional rights.

America's anti-Asian policies date back to the Chinese Exclusion Act of 1882, which was the first legislative act to limit immigration based on ethnicity and nationality. Immigration policies began to target Japanese immigrants at the turn of the twentieth century. Euro-American laborers and labor unions on the West Coast formed the Asiatic Exclusion League (AEL) which campaigned to exclude Japanese, Korean, Chinese, and South Asian immigrants, and to segregate children of Asian descent from public schools. In 1907, the Japanese and American governments came to a compromise known as the Gentlemen's Agreement. Japan agreed to end immigration to the U.S. on the condition that Japanese American children would be allowed to attend public schools.

Western states also implemented “alien land laws.” For example, California passed the Land Laws of 1913 and 1920 which prohibited Japanese immigrants from becoming American citizens, possessing long-term leases on real estate, and owning agricultural land. These laws were intended to prevent Japanese immigrants from achieving economic security. The federal government tightened immigration policies during World War I and the interwar years with the Immigration Acts of 1917 and 1924. The war provoked nativist ideologies among many whites, which inflamed existing racist and discriminatory attitudes toward Japanese immigrants. These acts restricted immigration for more groups of people, such as Italians and Greeks, completely barred immigration from the “Asiatic Zone,” and required literacy tests for entry into the country.

Pearl Harbor and Executive Order 9066

After Pearl Harbor, mainland and federal governments succumbed to fears that all people of Japanese ancestry might be loyal to the Japanese emperor, jeopardizing American security. On February 19, 1942, President Franklin Delano Roosevelt issued [Executive Order 9066](#), which authorized the removal of all people of Japanese heritage from the Pacific coastal states. The

About These Documents

Map: Internment Camps in the U.S.

Our Daily Diary: Third grade class diary from March 8 to August 12, 1943.

Photographs: Historical images are from a KUED documentary about the Topaz Internment Camp. These sources can be used to interpret major themes in Japanese internment history, including racism, and questions of citizenship and loyalty.

Oral History: In “Topaz: An Account of Japanese Americans Interned in Utah During World War II,” noted author Yoshiko Uchida describes her experience at Topaz.

Questions for Young Historians

What were the implications of Executive Order 9066?

What was daily life like for children at Topaz? For adults?

What were the living conditions like at Topaz?

How did internment violate Japanese Americans' constitutional rights?

What rights come with citizenship?

Why were Japanese American citizens treated unfairly?

How did Japanese Americans show their loyalty to the United States? Why was this important?

What did families lose when they were forced into internment camps?

When Japanese Americans could leave Topaz where did they go?

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government never charged or tried these Japanese Americans for any crimes, although four cases went to the Supreme Court.

The Order gave the military an enormous amount of power on the West Coast. Before Pearl Harbor, Lt. General John L. DeWitt, Commander of the Western Defense Command (WDC), had expressed concerns that the Japanese community on the West Coast was a threat. Investigations at the time found no evidence to support his claim. However, Pearl Harbor aroused support for DeWitt's unsubstantiated belief in Japanese American disloyalty, and Executive Order 9066 gave the military authority to uproot Japanese communities from coastal areas.

The evacuation disproportionately affected Japanese Americans living on the West Coast. In contrast, one-third of Hawaii's population was of Japanese descent, yet fewer than 3,000 adults were deemed a security risk and removed to camps on the mainland. The government did not have the space or resources to intern the majority of that Japanese community, and they were essential to Hawaii's workforce. This contrasts with California, where the Japanese community made up a tiny fraction of the state's 6.9 million residents.

Relocation and Internment

In April 1942, the Federal War Relocation Authority (WRA) gathered 8,000 Japanese Americans from the San Francisco Bay area and moved them to temporary housing at Tanforan Racetrack in San Bruno, California. Allowed to bring only what they could carry, families left behind their belongings and businesses, most of which they were forced to sell for pennies on the dollar. At Tanforan, many lived in converted horse stalls for six months until they were moved to Topaz, near Delta, Utah.

Topaz was one of ten Japanese "relocation centers" built and operated by the WRA. Topaz was the fifth largest city in Utah while it was in use, with an average population of 8,300 residents. From its opening on September 11, 1942, to its closing in 1945, Topaz housed more than 11,000 people of Japanese descent. Most of the internees at Topaz came from the Bay Area, until 225 Hawaiians arrived in March 1943. People could transfer from one camp to another to be with other family members, or they could move to eastern cities for work or college, but they could not return to California until January 1945.

Utah Governor Herbert B. Maw initially opposed the internment camp. He eventually allowed it because the camp could provide needed workers for Utah's sugar beet farms. Overall, there were mixed reactions among Utahns. Members of The Church of Jesus Christ of Latter-day Saints were generally opened-minded toward immigrants, however, that began to change as more Japanese Americans arrived in the state. Some internees experienced discrimination when they went to work on farms in northern Utah.

For Further Exploration

Topaz Museum
55 W Main Street, Delta, Utah, 84624
topazmuseum.org, (435) 864-2514 Please e-mail to schedule a field trip.

Utah State University Topaz Japanese American Relocation Center Digital Collection
<http://digital.lib.usu.edu/cdm/landingpage/collection/Topaz>

Ken Verdoia, *Topaz* (DVD), KUED, 1987.

Densho: The Japanese American Legacy
<https://densho.org/>

Recommended Readings

Yoshiko Uchida, *Journey to Topaz: A Story of the Japanese American Evacuation*. Berkeley: Heyday, 1971.

Yoshiko Uchida, *Journey Home*. Aladdin Books, 1978.

Yoshiko Uchida, *Desert Exile: The Uprooting of a Japanese American Family*, 1982.

Yoshiko Uchida, "Topaz: An Account of Japanese Internment," *Beehive History* no. 25, 1999.

Miné Okubo, *Citizen 13660*, Seattle: University of Washington Press, 1946.

Michael O. Tunnell and George W. Chilcoat, *The Children of Topaz: The Story of a Japanese American Internment Camp*, 1996.

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Life at Topaz

When internees arrived at the camp, they went through a registration process that included medical examinations and loyalty pledges. They were then assigned rooms in hastily constructed barracks. Living conditions were difficult at Topaz due to the high altitude and arid climate that created hot, dusty summers and cold, snowy winters. The remote, isolated, high desert contrasted drastically with the green and temperate environments of the Bay Area, and especially Hawaii. The barracks made of pine boards covered with tar paper were ill equipped to provide adequate shelter from the elements. The apartments had no running water, they were heated only by coal stoves. The communal restrooms lacked privacy. Families ate their meals in mess halls three times a day. Even though Japanese were hired as cooks, the food was less than satisfactory. Yet in these conditions, most people made the best of the terrible situation.

Topaz internees worked to maintain family and community life while they were incarcerated. Children attended school in the camp -- two elementary schools were needed to educate all of the children -- and teens graduated from high school. Youth participated in Boy Scouts, athletics, dances, and traveling talent shows. Community celebrations included American and Japanese holidays and festivals. The camp had a hospital, newspaper, and churches, which provided jobs to those in the camp. Internees also worked in the mess halls and schools. People could apply to leave the camp for agricultural work throughout Utah and Idaho, or leave Topaz and relocate any place east of California.

Nonetheless, the internees were surrounded by barbed wire and guarded by armed military personnel. On April 11, 1943, a guard shot and killed James Wakasa, 63, while he was walking his dog near the fence. Although investigators established that his body was several feet inside the fence, the guards claimed Wakasa was trying to escape and the shot was meant as a warning. The guard was found not guilty for Wakasa's death. Although people living at Topaz could move in and out of the camp with the proper authorization, this incident illustrates the travails of Japanese internment.

In 1943, the federal government created a Japanese American combat unit to join U.S forces fighting in Europe and the Military Intelligence Service in the Pacific. Young men and their families wrestled with the dilemmas of fighting on behalf of their country in spite of the internment. Many felt that military service would demonstrate the loyalty of the Japanese American community. Others feared that the military would exploit the soldiers.

The camp began to thin out as more and more internees moved into the interior of the U.S. After Topaz closed in October 1945, only half of its population returned to coastal cities in California. A small number of Topaz internees moved to northern Utah and filled labor shortages on farms and at Tooele Ordnance Depot, but the majority of Japanese Americans migrated to larger and more diverse cities or waited to return to California in January 1945. New Japanese American communities emerged in inland states such as Illinois, Ohio, and Michigan, with Chicago as the largest resettlement city.

About "Our Daily Diary"

This collection contains excerpts from a diary kept by Anne Yamauchi's third grade class from March to August 1943. The students attended school through the summer because classrooms were not finished when internees arrived in September 1942, and it was so cold that classes were cancelled in the winter. For the diary, the students discussed what they would write each day and took turns making drawings for each page. Their teacher did the handwriting. The diary illustrates many facets of daily and community life at Topaz.

You can access the complete diary online, courtesy the Utah Division of State History Library and Collections and the Topaz Museum in Delta, Utah.

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Sources

"Densho Digital Archives." *Densho: The Japanese American Legacy Project*. Accessed September 25, 2017.

<https://densho.org/archives/>

"Digital History: using new technologies to enhance teaching and research." *University of Houston*. 2016, Accessed September 25, 2017. <http://www.digitalhistory.uh.edu/>

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Taylor C., Sandra. "Leaving the Concentration Camps: Japanese American Resettlement in Utah and the Intermountain West." *Pacific Historical Review*, Vol. 6, No. 2. May 1991.

"Topaz Museum." *Topaz Museum Foundation*. Accessed May 2019. <http://www.topazmuseum.org/node/1>

Uchida, Yoshiko, *Journey to Topaz: A Story of the Japanese-American Evacuation*. Berkeley: Heyday, 1971

Uchida, Yoshiko. "Topaz: An Account of Japanese Americans Interned in Utah During WWII." *Beehive History* no. 25, 1999, *Utah State Division of History*. Accessed September 25, 2017. <https://heritage.utah.gov/history/uhg-topaz-account-japanese-americans>

"Understanding Sacrifice Activity: A Japanese American Family's Experience During WWII." American Battle Monuments Commission. Accessed September 25, 2017.

[http://abmceducation.org/sites/default/files/A Japanese American Family Experience During WWII.pdf](http://abmceducation.org/sites/default/files/A%20Japanese%20American%20Family%20Experience%20During%20WWII.pdf)

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STUDENT READING: Japanese Internment at Topaz

America's reaction to Japan's attack on Pearl Harbor came from decades of anti-immigration laws, racism, and fear. Within three short months, the government made all people of Japanese descent who lived in California, Oregon, Washington, and part of Arizona move to camps away from the Pacific Coast. The majority were American citizens, which violated their constitutional rights.

Anti-Asian laws in the United States date back to 1880s when the government began to limit immigration based on people's race and nationality, especially Chinese. In the early 1900s, these laws began to target Japanese, Korean, and South Asian immigrants whose children were segregated from public schools in San Francisco. In 1907, Japan agreed to end immigration to the U.S. and in return students in San Francisco could go to public school.

Laws that forbid Asian immigrants from becoming citizens and from owning property prevented assimilation or security. The government also made new laws between World War I and World War II to limit immigration for more groups of people, such as Italians and Greeks, and stopped immigration from Asian countries.

After Pearl Harbor, the government feared that people of Japanese ancestry might be more loyal to Japan and be a threat to national security. On February 19, 1942, President Franklin Delano Roosevelt issued Executive Order 9066. For one month, people were allowed to leave the Pacific Coast voluntarily. Ultimately 120,000 people of Japanese heritage were forced to move from their homes. The government never charged them with any crimes. People of Japanese ancestry living in Hawaii were not removed en masse as they were on the coast.

In April 1942, the government gathered all Japanese Americans from the San Francisco Bay area and moved them to temporary buildings at racetracks in California. Families could only bring only what they could carry and hastily leave their household items, farms, and businesses. Many lived in converted horse stalls for six months until they were moved to Topaz, near Delta, Utah. It was one of ten Japanese internment camps in the U.S. From 1942 to 1945, Topaz housed more than 11,000 people of Japanese descent.

When internees arrived to Topaz, they had to go through a registration process, take medical examinations, and fill out a loyalty questionnaire. They lived in small rooms in poorly built barracks. Living conditions were hard because of the high altitude and dry climate. Summers were hot and dusty, and winters were cold and snowy. The rooms were heated by coal stoves and did not have private bathrooms or kitchens. The shared restrooms did not have privacy. Families ate in mess halls three times a day. Some complained of the food and long lines.

People worked to maintain family and community life during their internment. Children went school in the camp and participated in Boy Scouts, athletics, and dances. They held celebrations that included both American and Japanese holidays and festivals. The camp had a hospital, newspaper, and churches. Everyone could work and were paid between \$14.00 and \$19.00 per month. People could apply to leave the camp to work on farms in Utah and Idaho. Others chose to apply for relocation to locations east of California and leave Topaz. When Topaz closed in October of 1945, only half of its people moved back to California.

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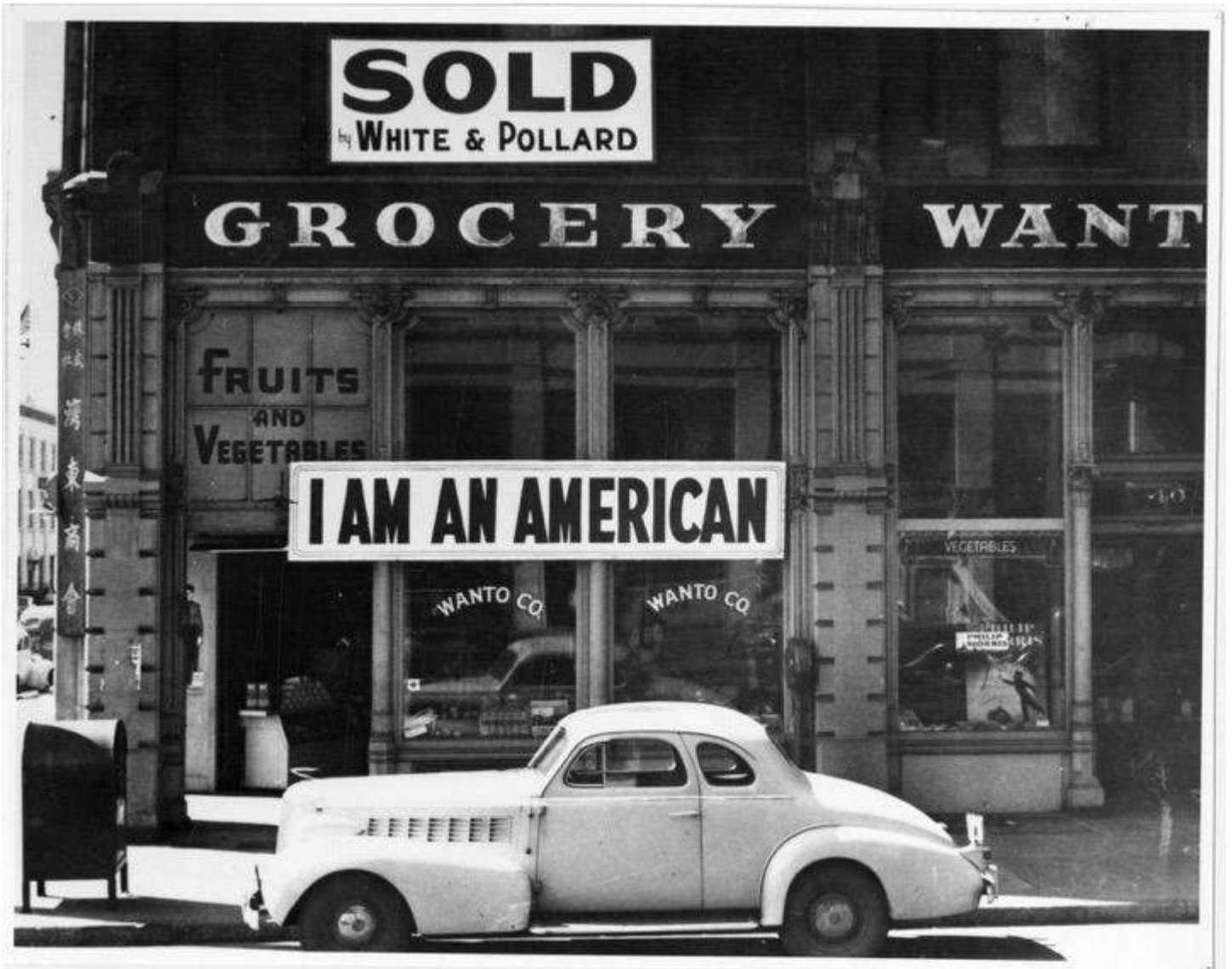


Photo: Wanto Company Grocery Store Signs, California, 1942

Source: Utah State Historical Society, KUED Topaz, Utah Residents Photograph Collection, 1987, 2012.

<https://collections.lib.utah.edu/details?id=483223>

Japanese-owned store with "SOLD" and "I AM AN AMERICAN" signs. Once relocation was ordered, Japanese Americans were forced to sell their businesses and leave their jobs regardless of their citizenship.

Discussion Questions:

- Why do you think the owner posted "I AM AN AMERICAN"?
- How would losing the business affect the owner's family?

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Photo: "Japs Keep Out" sign, Barstow, California, 1942

Source: Utah State Historical Society, KUED Topaz, Utah Residents Photograph Collection, 1987, 2012.

<https://collections.lib.utah.edu/details?id=483251>

Discussion Question:

- What immigration policies restricted citizenship based on race and ethnicity?

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Photo: *San Francisco Examiner* headlines, 1942

Source: Utah State Historical Society, KUED Topaz, Utah Residents Photograph Collection, 1987, 2012,
<https://collections.lib.utah.edu/details?id=483285>

Newspaper headlines proclaim the “Ouster of all Japs from California is near.” Lower headline reads “Thousands of Allies Face Japs in Java.”

Discussion Questions:

- Does the newspaper appear to support or oppose the removal of Japanese Americans from California?
- How did the Japanese attack on Pearl Harbor influence American racial attitudes toward Japanese people?
- Some people claimed that Japanese living in the United States “caused” Pearl Harbor. How would you refute that charge?
- How was internment in Hawaii different from mainland? Were Japanese Americans who already lived in Utah required to go to Topaz?

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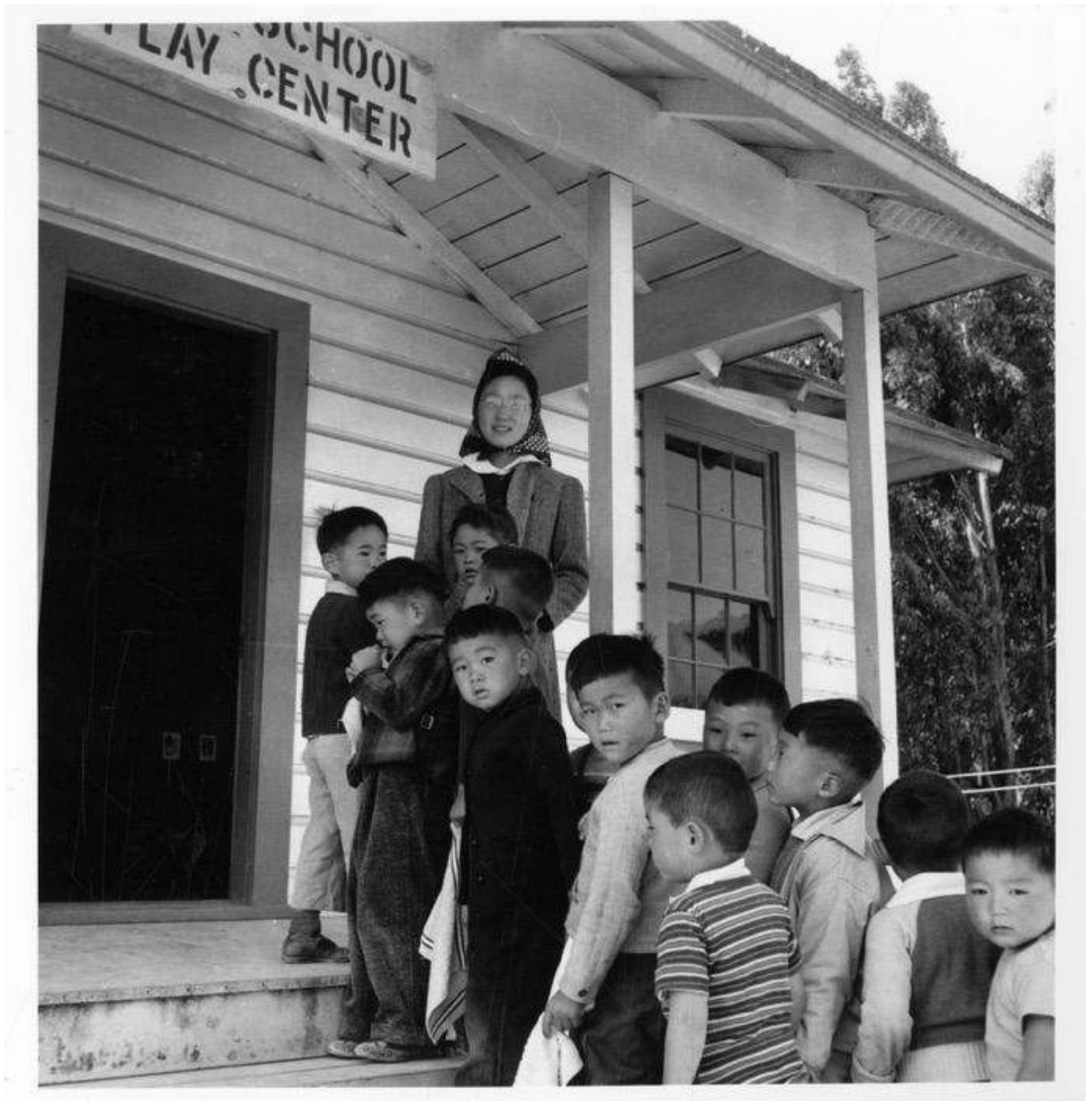


Photo: Preschool at Tanforan Racetrack, 1942

Source: Utah State Historical Society, KUED Topaz, Utah Residents Photograph Collection, 1987, 2012,
<https://collections.lib.utah.edu/details?id=483219>

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Photo: Converted Horse Stalls at Tanforan, 1942

Source: Utah State Historical Society, KUED Topaz, Utah Residents Photograph Collection, 1987, 2012,
<https://collections.lib.utah.edu/details?id=483242>

- Horse stalls at Tanforan Race Track were roughly converted to temporary living quarters for relocated Japanese Americans. The smell was terrible.
- The mattresses in Tanforan were filled with straw.

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Photo: Clearing Land at Topaz, 1942

Source: Utah State Historical Society, KUED Topaz, Utah Residents Photograph Collection, 1987, 2012,
<https://collections.lib.utah.edu/details?id=483199>

Topaz was 19,800 acres or 31 square miles. 5000 acres were for the pig farm, chicken farm, and cattle ranch. Another 5,000 acres was planted with vegetables and alfalfa. The camp itself was one square mile.

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Photo: Boy Scouts Ceremony, 1943

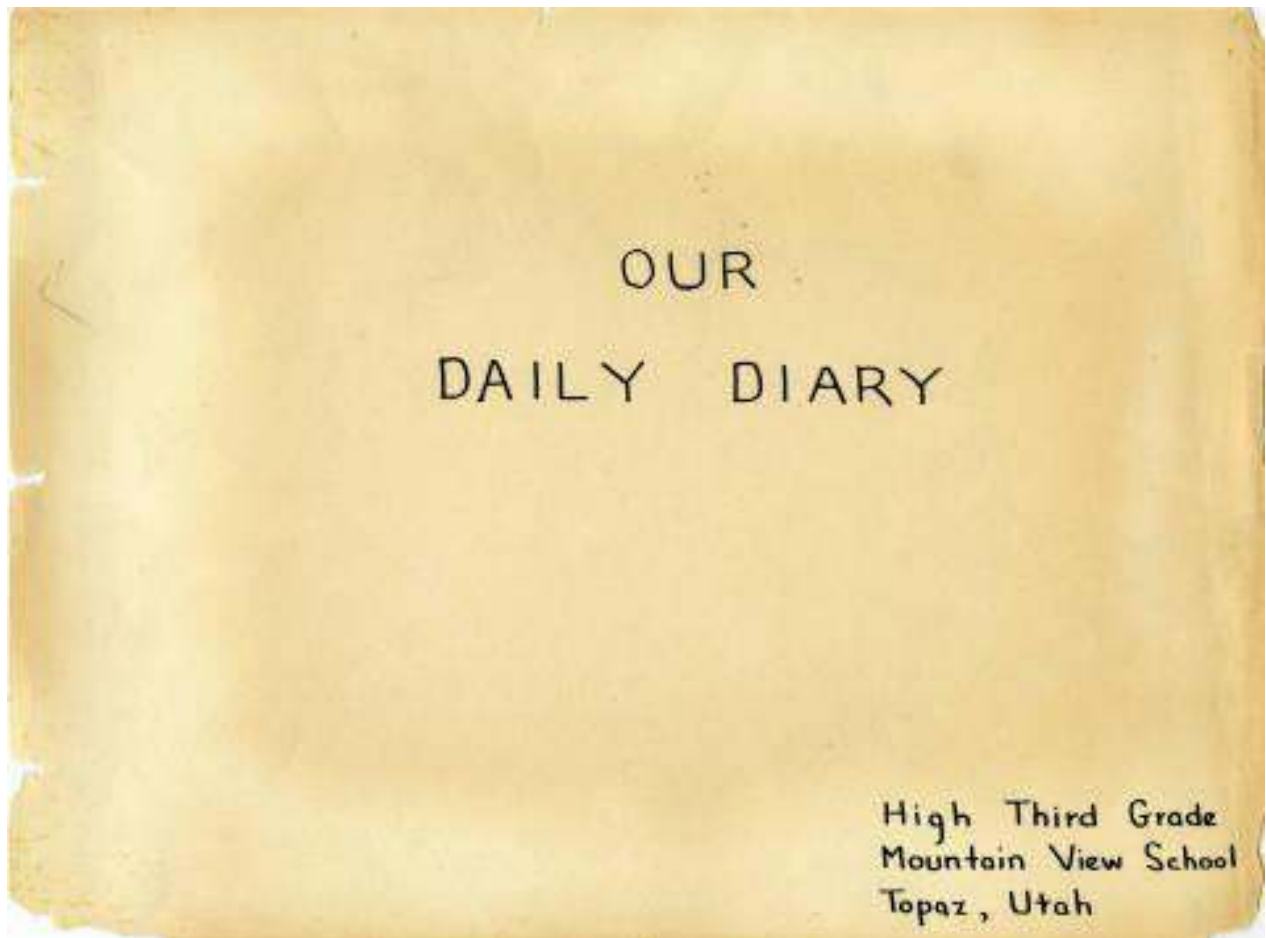
Source: Utah State Historical Society, KUED Topaz, Utah Residents Photograph Collection, 1987, 2012,
<https://collections.lib.utah.edu/details?id=483334>

Discussion Questions:

- Why were there Japanese American Boy Scouts?
- What role do you think the Boy Scouts played in the community at Topaz?

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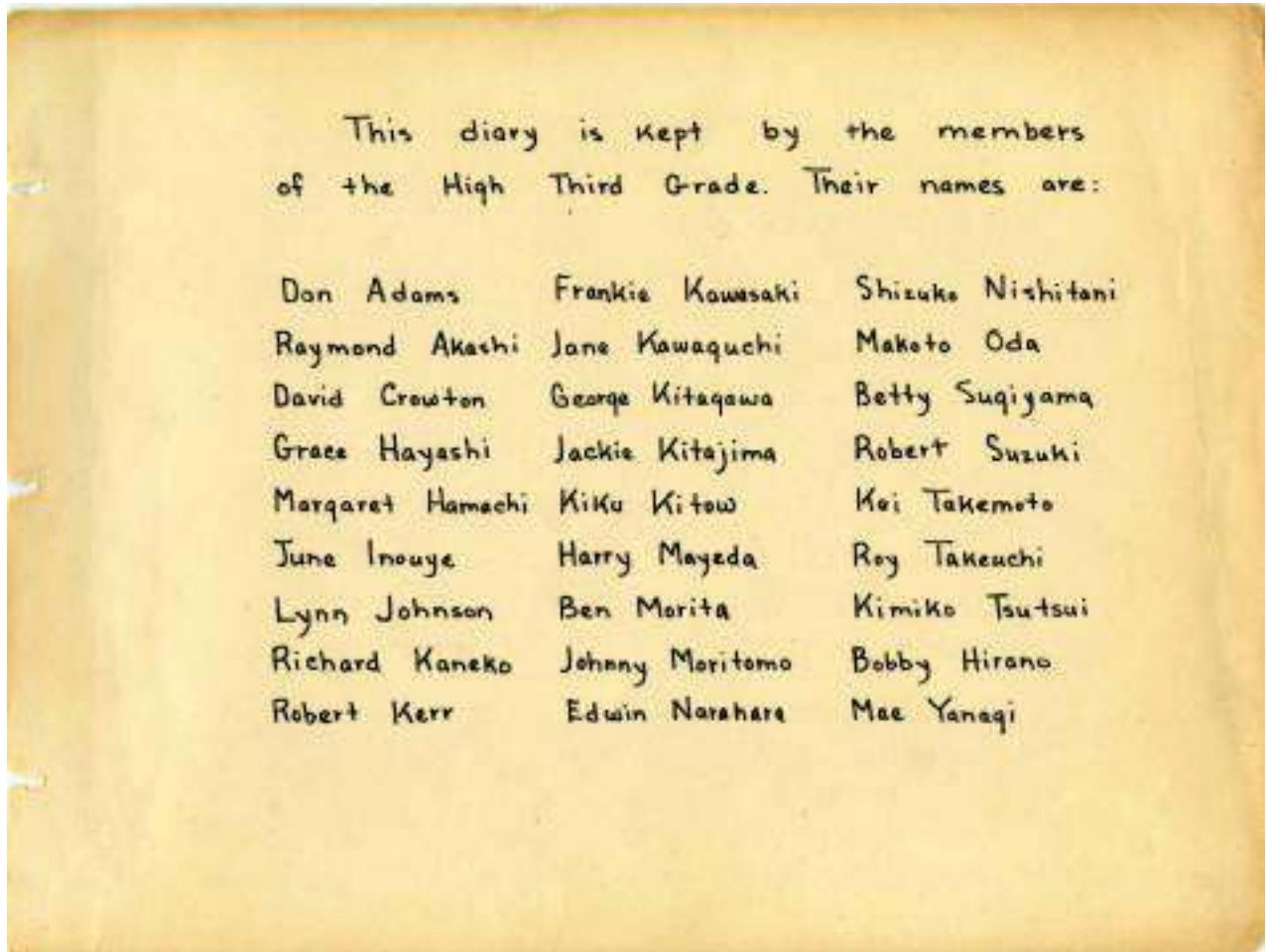


“Our Daily Diary” Title Page, 1943

Source: Utah State History, Mountain View School High 3rd Grade, “Our Daily Diary, March 8-August 12, 1943.”
http://cdmbuntu.lib.utah.edu/cdm/ref/collection/ushs_oddtwr/id/77

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“Our Daily Diary” Student Names

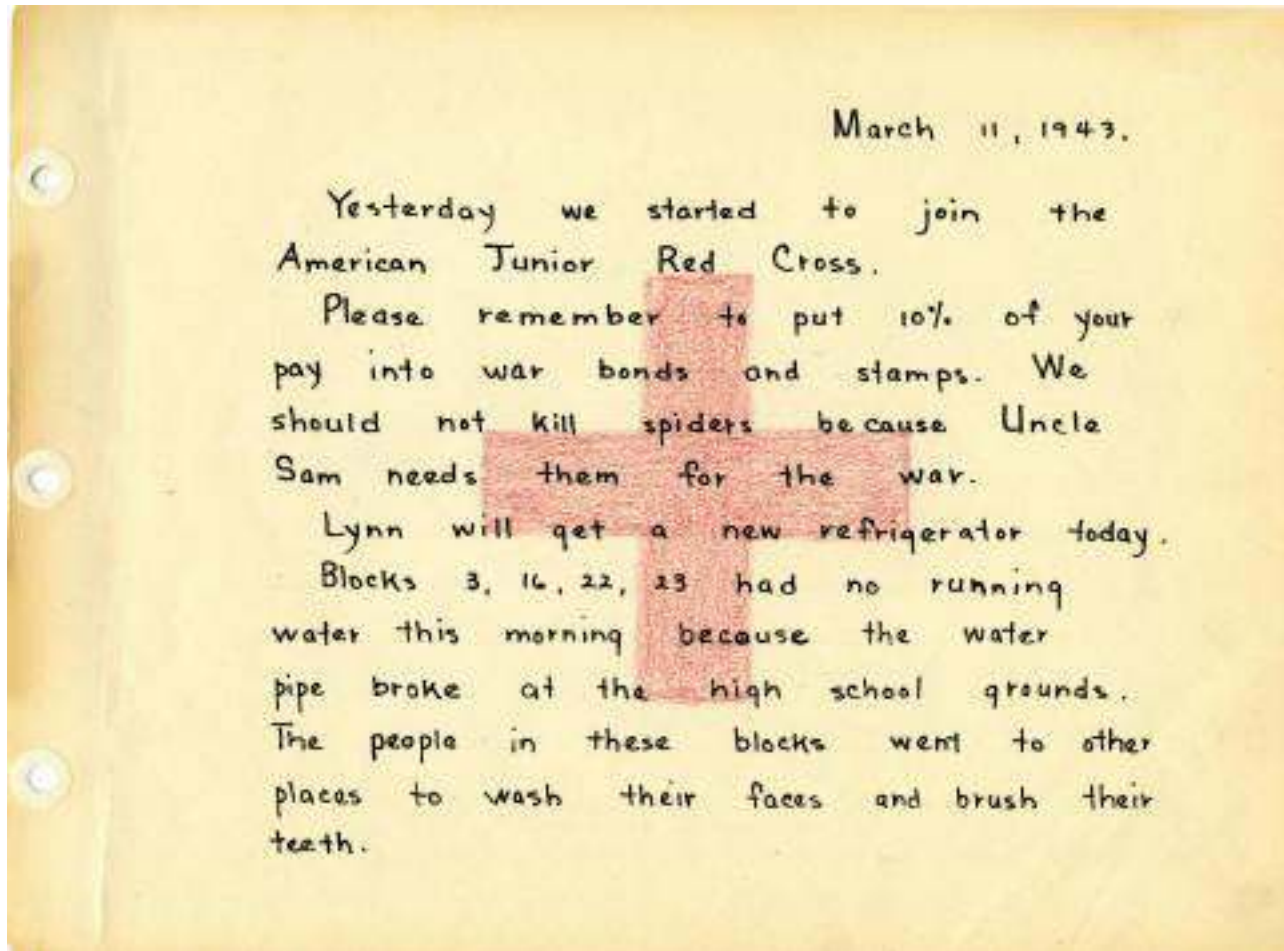
Source: Utah State History, Mountain View School High 3rd Grade, “Our Daily Diary, March 8-August 12, 1943.”

Discussion Questions:

- Study the students’ names. What do you notice about them?
- Four students in the class are Caucasian whose parents were working as administrators at Topaz.

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“Our Daily Diary” March 11, 1943

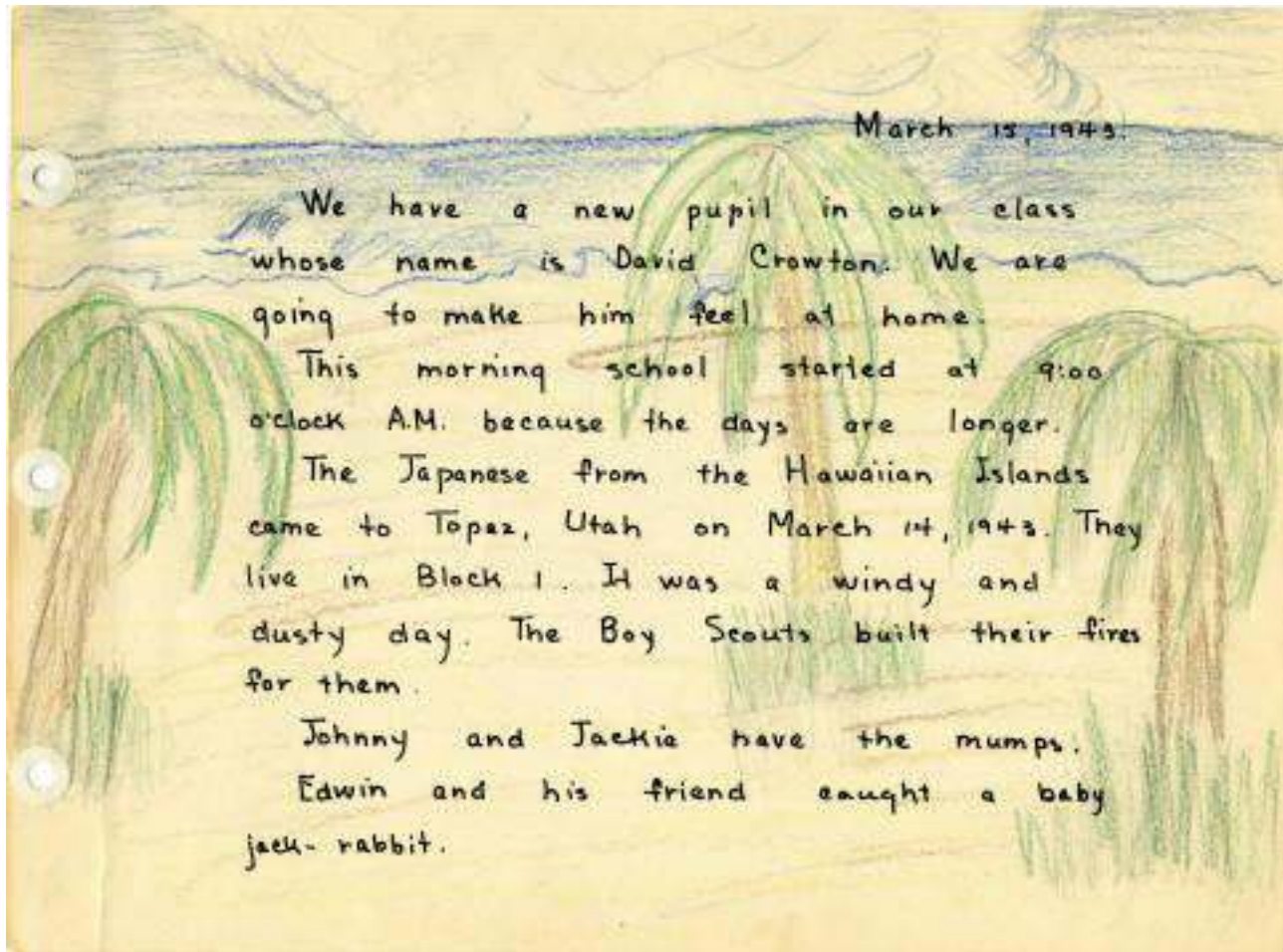
Source: Utah State History, Mountain View School High 3rd Grade, “Our Daily Diary, March 8-August 12, 1943.”

Discussion Questions:

- Why were internees encouraged to buy war bonds and stamps?
- A block housed about 250 people.
- Why do you think it was big news for Lynn to get a new refrigerator?

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“Our Daily Diary” March 15, 1943

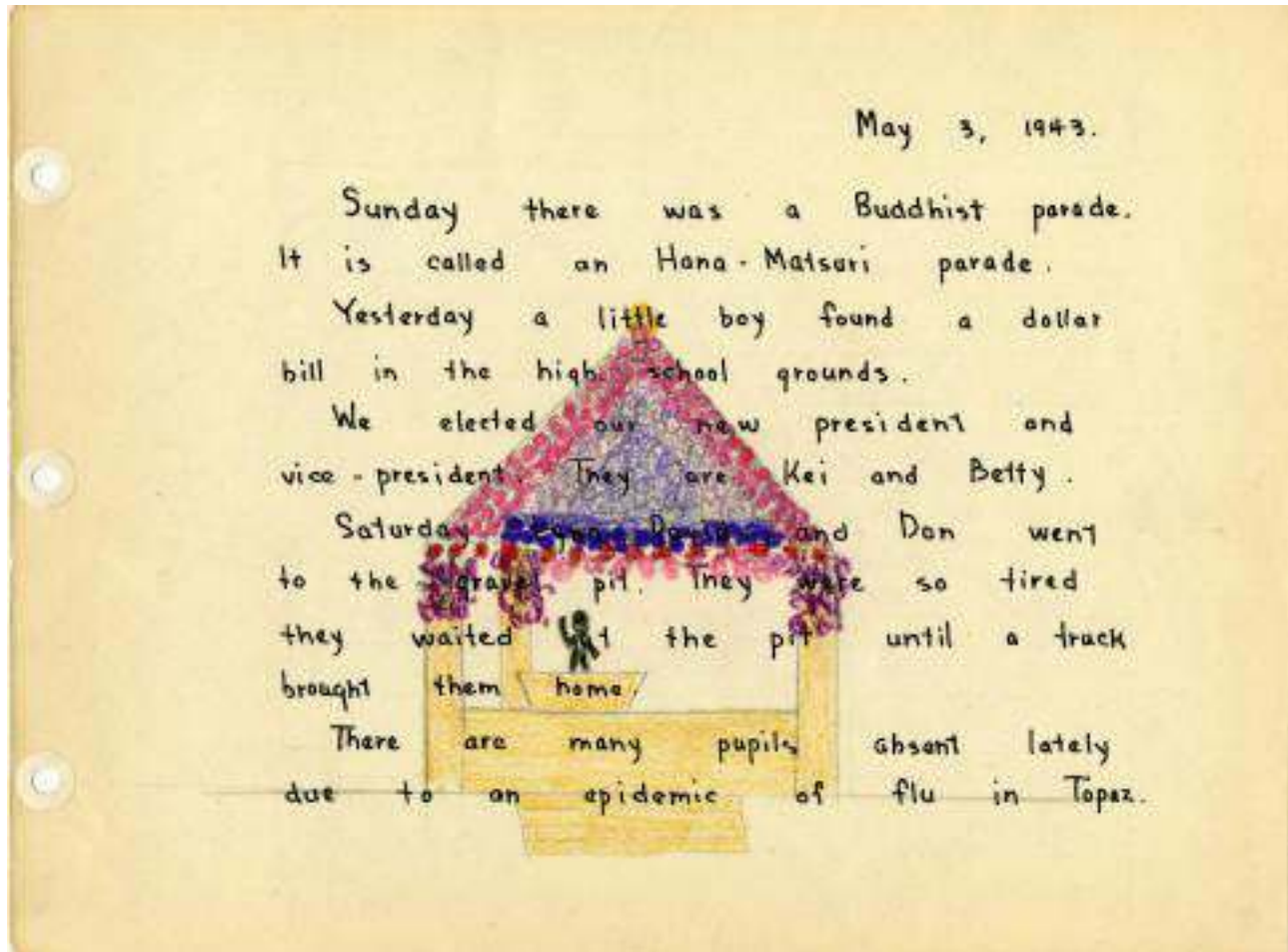
Source: Utah State History, Mountain View School High 3rd Grade, “Our Daily Diary, March 8-August 12, 1943.”

Discussion Questions:

- What is the weather usually like in central Utah in March?
- What were the barracks made of? How were they heated?
- Why would the Boy Scouts have to build fires for these newcomers?
- How does Miss Yamauchi welcome David Crowton? A few pages later David gets lost on his way to school. Why do you think that happened?

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“Our Daily Diary” May 3, 1943.

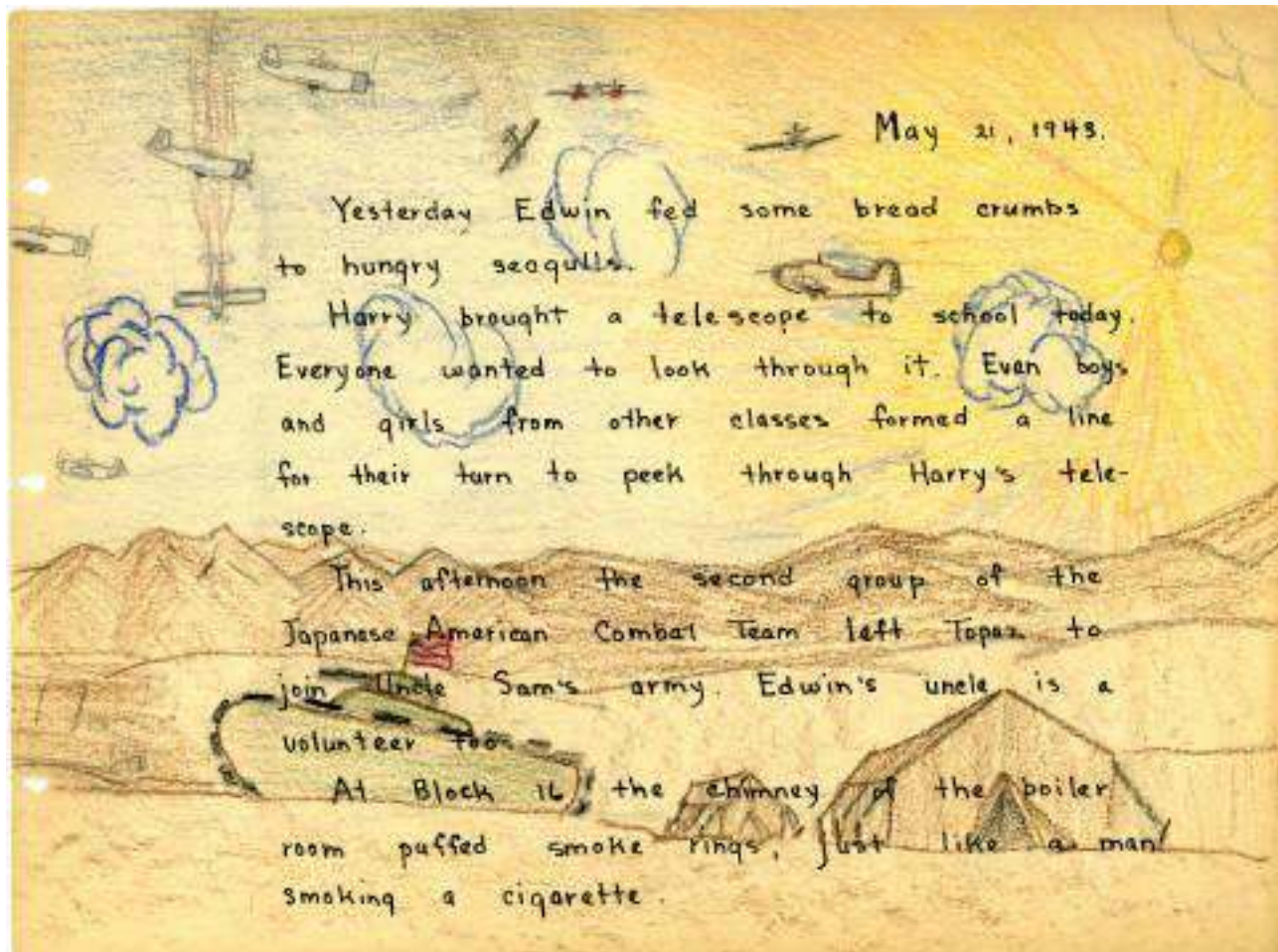
Source: Utah State History, Mountain View School High 3rd Grade, “Our Daily Diary, March 8-August 12, 1943.”

Discussion Questions:

- *Hana Matsuri* is an important Japanese holiday that celebrates springtime and the birth of Buddha. The word *hana* means flower, and *matsuri* means festival. Why do you think the Japanese American community celebrated this day in Topaz?
- Why would diseases spread quickly through the camp?

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"Our Daily Dairy" May 21, 1943

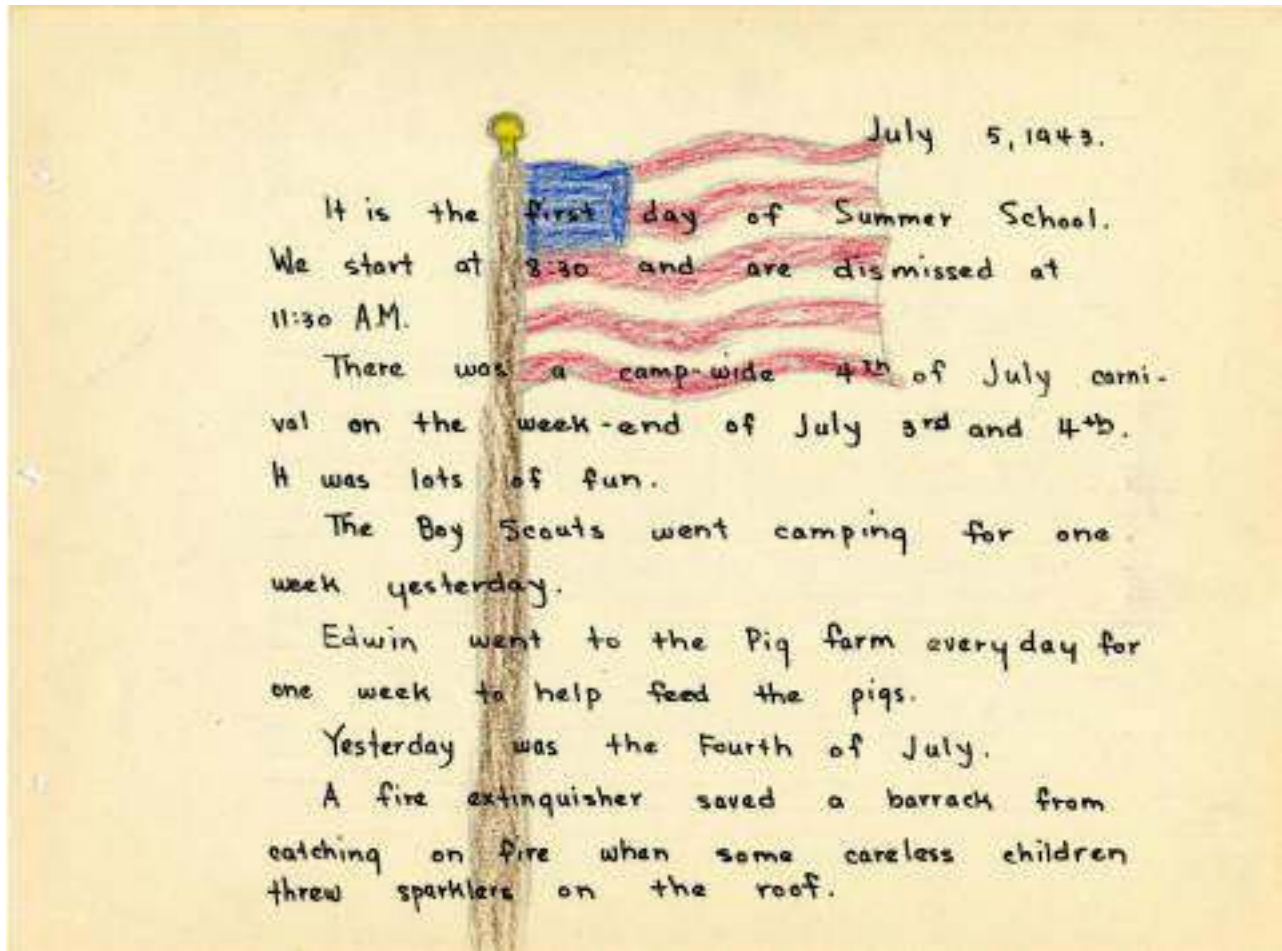
Source: Utah State History, Mountain View School High 3rd Grade, "Our Daily Diary, March 8-August 12, 1943."

Discussion Questions:

- About 400 men enlisted or were drafted into the 442nd Regimental Combat Team. Why would that be a difficult thing to do?
- If your family had been interned by the government, would you want to fight for that country? Why or why not?

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“Our Daily Dairy” July 5, 1943

Source: Utah State History, Mountain View School High 3rd Grade, “Our Daily Diary, March 8-August 12, 1943.”

The pig farm was located about four miles from the living area. Little boys liked to go there to swim in the farm ditches. Boy Scouts went to the mountains to camp and earn merit badges.

Discussion Questions:

- Why do you think the camp celebrated American holidays like the Fourth of July?
- Why would fires be so dangerous in Topaz?

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Yoshiko Uchida, "Topaz: An Account of Japanese Americans Interned in Utah During World War II," *Beehive History* no. 25, 1999. <https://heritage.utah.gov/history/uhg-topaz-account-japanese-americans>

In September 1942, we were shipped by train to a concentration camp which we knew to be somewhere in Utah and was called Topaz. There were no trees, or growth of any kind, except clumps of dry greasewood. We were entering the Sevier Desert some fifteen miles west of Delta, and the surroundings were now as bleak as a bleached bone. As the bus drew up to one of the barracks, we heard the unlikely sound of band music. Marching toward us down the dusty road was a group of young Boy Scouts who had come with the advance contingent, playing bugles, trumpets, and drums and carrying signs that read, "Welcome to Topaz---Your Camp." It was a touching sight to see them standing in the burning sun, covered with dust and making such a determined effort to lessen the shock of our arrival at this bleak desert camp.

We found that our [barracks] room contained nothing but four army cots without mattresses . . . Those who arrived still later did not even have barracks to go to and were simply assigned to cots set up in empty mess halls, laundries, or the corridors of the hospital. As the mornings and nights grew colder, we looked with increased longing at the black iron stove that stood uselessly outside our barracks waiting for work crews to bring it inside and connect it. One day, almost a month after our arrival, a work crew composed of resident men appeared and finally installed our stove. . .

By now my father, sensing the tremendous needs of the struggling community, had volunteered to serve on several committees. My mother, in her own gentle and quiet way, continued to be a loving focal point for our family, converting our dreary barracks room into a makeshift home, where we invited our friends as we did back in Berkeley. Having been a close family, ours did not disintegrate, as many did, from the pressures created when entire families were confined to living in a single room.

I applied to work in the Topaz elementary school system [and] earned a salary of \$19 a month for the forty-hour week. [One day] about noon, gray-brown clouds began massing in the sky, and a hot sultry wind seemed an ominous portent of coming storm. Before I was halfway to school, the wind grew so intense I felt as though I were caught in a hurricane of dust. Barracks only a few feet away were soon completely obscured by walls of dust, and I was fearful that the wind might sweep me off my feet. I stopped every few yards to lean against a barracks and catch my breath and then plodded on to school. When I got there, I found that many of the children had braved the storm to come to school. It touched me deeply to see the eagerness of the children to learn despite the desolation of their surroundings and the meager tools for learning. At the time they seemed to adapt with equanimity and cheerfulness to this total and bewildering upheaval of their young lives.

I tried to conduct class, but dust poured into the room from all sides as well as from the hole in the roof, which still lacked a chimney. It soon became obvious that we could not continue classes, and it seemed prudent to send the children home before the storm grew worse and stranded us all at school. That night the wind reached such terrible force I was sure our barracks would be blown apart. For hours, the wind shrieked around us like a howling animal, rattling and shaking our flimsy barracks. The following day, the non-Japanese head of elementary schools reprimanded the teachers of Block 41 for having dismissed school without consulting him.

A succession of dust storms, rainsqualls, and a full-fledged snowstorm finally brought our limping schools to a complete halt in mid-November. Snow blew in from the holes that still remained in our roof, and we all shivered in ten-degree temperatures even though we wore coats, scarves, and boots. An official notice finally appeared stating that schools would close and not reopen until they were fully winterized with sheetrock walls and stoves. It seemed close to miraculous that we had been able to hold any kind of school for as long as we had, and I knew it was possible only because the children had been so eager to come and the residents so anxious to have some semblance of order in their lives.

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Map: Internment Camp, 2017


Source: National Park Service, National Archives

<https://www.archives.gov/research/japanese-americans/internment-intro>

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FORM APPROVED
DIVISION OF INVESTIGATION No. 16-1041-4



(Circle: Blank Back Stamp With O-100)

STATEMENT OF UNITED STATES CITIZEN OF JAPANESE ANCESTRY

1. _____
(Surname) (Given first name) (Date of first name)
 (a) Alias _____
2. Local selective service listed _____
(Number)
(City) (County) (State)
3. Date of birth _____ Place of birth _____
4. Present address _____
(Street) (City) (State)
5. Last two addresses at which you lived 3 months or more (include residence at relocation center and at assembly center):
 _____ From _____ To _____
 _____ From _____ To _____
6. Sex _____ Height _____ Weight _____
7. Are you a registered voter? _____ Year first registered _____
 When? _____ Party _____
8. Marital status _____ Citizenship of wife _____ Race of wife _____
9. _____
(Father's Name) (Town or City) (Birthplace) (State or Country) (Occupation)
10. _____
(Mother's Name) (Town or City) (Birthplace) (State or Country) (Occupation)

In items 11 and 12, you need not list relatives other than your parents, your children, your brothers and sisters. For such person give name; relationship to you (such as father); citizenship; complete address; occupation.

11. Relatives in the United States (if in military service, indicate whether a selectee or volunteer):
 - (a) _____
(Name) (Relationship to you) (Citizenship)
(Complete address) (Occupation) (Volunteer or selectee)
 - (b) _____
(Name) (Relationship to you) (Citizenship)
(Complete address) (Occupation) (Volunteer or selectee)
 - (c) _____
(Name) (Relationship to you) (Citizenship)
(Complete address) (Occupation) (Volunteer or selectee)

(If additional space is necessary, attach sheets)

FORM FORTH AREA
1-21-43 16-1041-4

Loyalty Questionnaire, p. 1

"Loyalty Questionnaire," *Densho Encyclopedia*, https://encyclopedia.densho.org/Loyalty_questionnaire/

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12. Relatives in Japan (see instruction above item 11):

(Name)	(Relationship to you)	(Address)
(Name)	(Relationship to you)	(Address)
(Name)	(Relationship to you)	(Address)
(Occupation in Japan)	(Occupation)	

13. Education:

Name	Place	Years of attendance
(Elementary)		From _____ to _____
(Intermediate)		From _____ to _____
(Junior high school)		From _____ to _____
(High school)		From _____ to _____
(Junior college, college, or university)		From _____ to _____

(Type of military training, such as R.O., T.O., or Great Kyoiku) (Where and when)

(Other schooling) (Year of attendance)

14. Foreign travel (give dates, where, how, for whom, with whom, and reasons therefor):

15. Employment (give employer's name and kind of business, addresses, and dates from 1935 to date):

16. Religion _____ Membership in religious groups _____

17. Membership in organizations (clubs, societies, associations, etc.). Give name, kind of organization, and dates of membership.

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18. Knowledge of foreign languages (put check marks (✓) in proper squares):

(a) Japanese:	Good	Fair	Poor	(b) Other _____ (specify)	Good	Fair	Poor
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Sports and hobbies _____

20. List five references, other than relatives or former employers, giving address, occupation, and number of years known

Name	Complete address	Occupation	Years known
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

21. Have you ever been convicted by a court of a criminal offense (other than a minor traffic violation)? _____

Offense	When	What court	Sentence
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

22. Give details on any foreign investments.

(a) Accounts in foreign banks. Amount, \$ _____
 Bank _____ Date account opened _____

(b) Investments in foreign companies. Amount, \$ _____
 Company _____ Date acquired _____

(c) Do you have a safe-deposit box in a foreign country?
 What country? _____ Date acquired _____
 Contents _____

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23. List contributions you have made to any society, organization, or club:

Organization	Place	Amount	Date

24. List magazines and newspapers to which you have subscribed or have customarily read:

25. To the best of your knowledge, was your birth ever registered with any Japanese governmental agency for the purpose of establishing a claim to Japanese citizenship? _____

16) If so registered, have you applied for cancellation of such registration? _____
Where? _____

When? _____ When? _____

26. Have you ever applied for repatriation to Japan? _____

27. Are you willing to serve in the armed forces of the United States or combat duty, wherever ordered? _____

28. Will 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 forever accept the duties of citizenship to the Japanese emperor, or any other foreign government, power, or organization? _____

(Type)

(Signature)

NOTE.—Apparatus who are entitled to file affidavits or oaths in connection with or without statement or communication in any matter within the jurisdiction of any department or agency of the United States is liable for a fine of not more than \$10.00 or 30 days imprisonment, or both.

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Loyalty Questionnaire, p. 4

Questions 27 and 28 were very controversial. Even though Question 27 was changed to accommodate women, it was still difficult to answer. The WRA decided those two questions would determine if someone was loyal to the United States. If they answered “no” to the two questions, they were sent to Tule Lake, a segregated center, or possibly sent to Japan.

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**WESTERN DEFENSE COMMAND AND FOURTH ARMY
WARTIME CIVIL CONTROL ADMINISTRATION**
Presidio of San Francisco, California
April 28, 1942

INSTRUCTIONS TO ALL PERSONS OF JAPANESE ANCESTRY

Living in the Following Area:

All of that portion of the County of Multnomah, State of Oregon, lying generally west of the Willamette River.

Pursuant to the provisions of Civilian Control Order No. 25, this Headquarters, dated April 23, 1942, all persons of Japanese ancestry, both alien and non-alien, will be evacuated from the above area by 12 o'clock noon, P. M., Tuesday, May 5, 1942.

No Japanese person living in the above area will be permitted to change residence after 12 o'clock noon, P. M., Tuesday, April 23, 1942, without obtaining special permission from the representative of the Commanding General, Northwestern Sector, at the Civil Control Station located at:

Solution Army Headquarters Building,
20 Southwest Sixth Avenue,
Portland, Oregon.

Such permits will only be granted for the purpose of saving members of a family, or in cases of grave emergency. The Civil Control Station is equipped to assist the Japanese population affected by this evacuation in the following ways:

1. Give advice and instructions on the evacuation.
2. Provide services with respect to the management, leasing, sale, storage or other disposition of most kinds of property, such as real estate, business and professional equipment, household goods, loans, automobiles and livestock.
3. Provide temporary residence elsewhere for all Japanese in family groups.
4. Transport persons and a limited amount of clothing and equipment to their new residence.

The Following Instructions Must Be Observed:

1. A responsible member of each family, preferably the head of the family, or the person in whose name most of the property is held, and each individual living alone, will report to the Civil Control Station to receive further instructions. This must be done between 8:00 A. M. and 5:00 P. M. on Wednesday, April 29, 1942, or between 8:00 A. M. and 5:00 P. M. on Thursday, April 30, 1942.
2. Evacuees must carry with them on departure for the Assembly Center, the following property:
 - (a) Bedding and linen (no mattress) for each member of the family;
 - (b) Toilet articles for each member of the family;
 - (c) Extra clothing for each member of the family;
 - (d) Sufficient knives, forks, spoons, plates, bowls and cups for each member of the family;
 - (e) Essential personal effects for each member of the family.All items carried will be securely packaged, tied and plainly marked with the name of the owner and numbered in accordance with instructions obtained at the Civil Control Station. The size and number of packages is limited to that which can be carried by the individual or family group.
3. No pets of any kind will be permitted.
4. No personal items and no household goods will be shipped to the Assembly Center.
5. The United States Government through its agencies will provide for the storage at the sole risk of the owner of the more substantial household items, such as telephones, washing machines, pianos and other heavy furniture. Cooking utensils and other small items will be accepted for storage if crated, packed and plainly marked with the name and address of the owner. Only one name and address will be used for a given family.
6. Each family, and individual living alone, will be furnished transportation to the Assembly Center or will be authorized to travel by private automobile in a supervised group. All instructions pertaining to the movement will be obtained at the Civil Control Station.

Go to the Civil Control Station between the hours of 8:00 A. M. and 5:00 P. M., Wednesday, April 29, 1942, or between the hours of 8:00 A. M. and 5:00 P. M., Thursday, April 30, 1942, to receive further instructions.

J. L. DeWITT
Lieutenant General, U. S. Army
Commanding

SEE OFFICER REGULATION ORDER NO. 25

Discussion Question

- What do “alien” and “non-alien” mean?

Poster: “Instructions to All Person of Japanese Ancestry”, April 1942

Source: Densho <http://encyclopedia.densho.org/sources/en-denshopd-p25-00049-1/>