

# Tule Lake Unit

## World War II Valor in the Pacific National Monument

---

### General Management Plan

### Public Scoping Meeting Notes, June 18-September 24, 2013

#### Table of Contents

<b>Note to Readers:</b>	<b>2</b>
<b>Tule Lake, CA      Tuesday, June 18, 2013, 6-8 pm</b>	<b>3</b>
<b>Klamath Falls, OR      Wednesday, June 19, 2013, 6- 8 pm</b>	<b>10</b>
<b>Portland, OR      Monday, July 1, 2013, 6- 8 pm</b>	<b>16</b>
<b>Hood River, OR      Tuesday, July 2, 2013, 10:30am- 12:30pm</b>	<b>21</b>
<b>Auburn, WA      Tuesday, July 2, 2013, 6:00pm- 8:00pm</b>	<b>25</b>
<b>Seattle, WA      Tuesday, July 3, 2013, 4:00pm- 6:00pm</b>	<b>28</b>
<b>Seattle, WA      Friday, July 5, 2013, 10:00am- 12:00pm</b>	<b>33</b>
<b>Los Angeles, CA      Wed., July 24, 2013, 6:00pm- 8:00pm</b>	<b>45</b>
<b>Carson, CA      Thursday, July 25, 2013, 10:00am-12:00pm</b>	<b>53</b>
<b>San Diego, CA      Friday, July 26, 2013, 10:00am-12:00pm</b>	<b>61</b>
<b>Los Angeles, CA      Saturday, July 27, 2013, 10:00am- 12:00pm</b>	<b>64</b>
<b>Virtual Meeting      Thurs., Sept. 5, 2013, 10:00am-12:00pm</b>	<b>68</b>
<b>Sacramento, CA      Tuesday, Sept. 17, 2013, 6:00- 8:00pm</b>	<b>72</b>
<b>Berkeley, CA      Wednesday, September 18, 2013, 6:00- 8:00pm</b>	<b>81</b>
<b>San Francisco, CA      Thurs., Sept. 19, 2013, 10:00am-12:00pm</b>	<b>89</b>
<b>San Jose, CA      Thursday, September 19, 2013, 6:00pm- 8:00pm</b>	<b>96</b>
<b>Virtual Meeting      Tuesday, Sept. 24, 2013, 3:00pm-5:00pm</b>	<b>101</b>

## Note to Readers:

These notes were transcribed as precisely as possible to the participants own words. For the vast majority of comments, names are not attached to the comment, but in some cases they are. In a few places in these notes, the meaning of a statement may be obscured or lost; this is a result of manual transcription and/or human error. These meeting notes include all verbal and written comments from each meeting, however not all meeting notes are organized consistently.

The format of the meetings generally followed the following sequence:

- Presentations by Mike Reynolds and Anna Tamura
- Question to participants about what is a key concept or idea that should be remembered about the Tule Lake Unit. Meeting participants wrote their responses on blue sticky notes. In all cases, these written comments were documented in this summary, though they may or may not be listed as written comments.
- Meeting participants separated into small groups and responded to the following questions:

Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit.

Question 2: What are the important issues facing the park and should be addressed in plan?

Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.

Question 4: Do you think the purpose, significance statements, and interpretive themes capture the essence of the Tule Lake Unit?

The following acronyms or terms were used in the transcriptions.

BOR- Bureau of Reclamation  
CCC- Civilian Conservation Corps  
FAA- Federal Aviation Administration  
FWS- U.S. Fish and Wildlife Service  
LABE- Lava Beds National Monument  
JA- Japanese Americans  
JACS- Japanese American Confinement Sites Grant Program  
MANZ- Manzanar National Historic Site  
MIIN- Minidoka National Historic Site  
MIS- Military Intelligence Service  
NHL- National Historic Landmark

NHPA- National Historic Preservation Act  
NPS- National Park Service  
POW- Prisoner of war  
TULE- Tule Lake National Monument  
TL- Tule Lake  
VC- Visitor Center  
WWII- World War II  
Issei- First generation, immigrant to US  
Nisei- Second generation, born in US, American citizens  
Kibei- Second generation, born in US, American citizens, educated in Japan

**Tule Lake, CA****Tuesday, June 18, 2013, 6-8 pm*****Meeting Location: Tule Lake High School*****Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- Thousands incarcerated without due process. Exigent circumstances existed leading up to Executive Order 9066: good, bad, otherwise. Emotional turmoil for those incarcerated. Loss of former life for those incarcerated.
- Significance of the cross to the internees [includes drawing of cross]. My friend's mother said the cross gave her life every morning when she looked up at it. (I will try to get friend to go Sacramento meeting)
- To understand... 1) For people to understand how the camp system came to be, 2) the sacrifices made by the internees as they were uprooted, 3) the conditions that were endured in the camp, 4) life after the camp
- That it existed and what the people went through
- Concept to remember: Historical History
- Why the camp came into existence. Why our government decided this camp needed to be built.
- One key concept: related to loyalty oaths; misguided nature: tragic results of "simple" questions—"simple" answers
- That it was homesteaded in 1927. The people that lived here were afraid of the Japanese and didn't want to go near them. It was good climate than all the rest of camps and they were able to feed themselves.
- Personally important to me: INJUSTICE: Remembering the injustice done to good families from my childhood (Placer foothills)
- This was a place where American citizens were incarcerated because of their ethnicity/ethnic heritage.
- Largest camp, special in nature, interment—segregation, regrettable in nature, wounds that are still not healed, civil rights, racism
- Injustices done to many American citizens, segregation center, what life was like before, during, and after camp
- How U.S. citizens were disrespected and incarcerated here
- Question 1: The injustice, the weather, the lack of proper housing. The lack of hope and trust those locked up felt about "their" government. Question 2: Collecting artifacts from us locals, most important, the funding must be set higher. Work at making better relations with locals.
- 1) No government/nation is perfect, but studying/commemorating our pitfalls is a sign of strength, not weakness. 2) The story of Tulelake should focus on Japanese Americans but also highlight the staff of the camp, locals around it, and the communities they left behind. 3) A focus on wartime hysteria is important.

- A key concept that should be remembered about Tule Lake is that incarceration of Japanese Americans did indeed occur: it's not a myth, it's not a scary bedtime story—it's REALITY.
- Sacrifice that was made- before, during, post and what they endured and what they went back for
- That were Japanese Americans singled out when Germans & Italians were not- racial component of issue
- What Japanese American citizens were removed from homes and properties therefore having nothing to go back to
- German and Italian POWs were treated better than Japanese American Citizens
- Dramatic Story- most people in the U.S. don't know they story
- Constitutional guarantees , regret- not mirrored by government who were responsible for incarceration
- The community – some interested in local economic benefits, some historic resources / saving history
- Much of the site was torn down with no historical respect
- Reconstruct and preserve the historic fabric that remains and add new construction to what is currently there
- Engage with the community
- Modoc County 56/58 township funds
- Roadside rest area? Tell story of Tule & whole basin war effort
- Overlook @ Peninsula
- Get people to **stop** at the site and learn the story
- There is still resentment in the local basin such as the use of the term “Japs”
- Hold public meetings in Newell, 3 in Klamath Falls
- Local thoughts Fed takeover, no say in what happened
- Private lands- how will those be maintained and protected
- Fabulous that this is finally taking place, but opportunities are limited, not because of local concerns or opposition – sky's the limit
- This area looked at in line of Manzanar
- The whole story needs to be told. What lead up to the internment? The facts on the ground at the time and circumstances that lead to incarceration.
- Logistics- setup is confusing. The site needs better signage/ direction. People go to nearby businesses to ask
- What is the concept for showing the camp itself? Will it be developed? How will it be developed? Will barracks be developed? Will people be let in to see how it was to live there?
- Injustice has a lot of forms, including possible impacts to the local community
- Telling the whole story is very important, Manzanar does a good job of this

- Peninsula/ Castle Rocks would the land be transferred from FWS to NPS? If so, it should be open to the public. Fencing could be ok, but needs to be open to public
- Access issue – there is the need to go through private property – this should be remedied
- NPS has 37 acres within the original 4,000. There is a private business there, NPS has no control there and should not plan for it
- Clarify that the diagram is not a master plan and NPS isn't taking private land
- Congressman La Malfa opposes expansion onto private land
- Partnering with local community / airport, need to think about safety, animals and security, need for emergency services
- How much of the original site is occupied by the airport?
- It was an injustice that happened. Worried about where this is headed for working together. Need to work out some like the fence. It is safety and protection, not exclusion.
  - o Also need to consider FAA regulations re: fencing post 9-11
- View from 114 at the highest point could help interpret the story. Good spot for a viewpoint.
- Whole story:
  1. Integrity of the site and event
  2. Surrounding propaganda
  3. Perceptions of the locals who were living here- what were they told? What was there perspective?
  4. Historic presentation of the buildings. Needs to reflect what it was like
  5. QR codes and other technology to link people to more information, multi-media slide shows etc.
- Whole story needs to be told. TULE was unique in location – farm, at times cold, and unlivable (desert) location
- Toilet facilities – how they waited until late at night because they were embarrassed, bit it was full anyway. Strong memory for pilgrimage participants.
- Vision of Tule Lake- NPS talks about the monument, residents talk about the whole community. Don't want a scar on the community. Be clear how this was decided. The construction of the segregation center wasn't a choice of the residents. Some have faced a stigma just for being from Tule Lake.
- Big need for a visitor center close to the Hwy to tell the story, show through photos. Residents have been orienting visitors for years. They get requests to see this is needed.
- Whose voice will be heard? Lots of comments will come from outside the community
- Type comments and have them available for people from other meetings.
- Parking. Need to make sure 176 maintains access. The flying service has large trucks that go thought.
- Noise factor from planes and traffic
- Access to the Unit- where will it be?
- Community has a 6 – month growing season and is busier then.
- Signage.
- Radio broadcast like they have at Manzanar.

- All of the locals have items from the camps. Locate and store these. Get the word out and get people involved in preserving the history.
- Population in aging. Preserve the oral history; somewhere people can watch these (videos).
- Traffic. Need to control.
- Writings from inside the Barracks. Appeal to the public to get access. Important to preserve story
- Preserve historic fabric through adaptive re-use
- Visitor Center- long term reconstruction of facilities for demonstration, phased in with concessions, overnight stays experiencing what camp life was like
- Generate funds – ties community in
- Economic opportunity to have this park
- People who experienced this – talk to them & see how they would feel about interpretation of this story
- Tell people up front more than 20 years of work

**Question 2: What are the important issues facing the park and should be addressed in plan?**

- There isn't currently enough about executive order and the Supreme Court decision that implemented the camps. This was not a local decision. This was a choice of the federal government that should be made clear.
- Has Business interest of adjacent land owners scope continued to operate as before
- Larger history of basin needs to be addressed
- Homes out of Barracks – what happened to the area following WWII
- The name of the site in compromising- Valor? Doesn't describe the site accurately
- What does Valor mean?
- About how story will be told – experiences after war – racism
- How you tell the story is **key** -be thorough
- Themes to bring up important not details yet
- Story tends to focus behind barbed wire – what happened to those left behind or the locals story
- The story is complicated – critical because of time oral histories need to be gathered now
- Acquiring outside resources – in strategy plan? –No
- In 5 years need inventory
- Resources getting lost
- Need survey of existing barracks – Buildings – University of Minnesota?
- Pilgrimages Latrines – being degraded through time
- At least photo document what's left
- If even a little bit is left – use and preserve
- Injustice – important
  - o Anti – Asian sentiment then and now

- Define and explain why TULE is unique and how did it become that way
- How did I transition to a segregation center – unique
- Most important structure of the camp is the jail
- There are more standing structure at TULE than at the other camps, but here they are privately owned
- The size of the camp and amount of people is key to the story as well
- Current relevance- loyalty Oaths are important to story

**Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- **Visitor Center** – High class building
  - o High tech
  - o VC you would be proud to walk into
    - Mono Lake did a great job
- Whole story interpreted,
  - o including the reality of the decisions (consequences)
  - o Tell it in a sequential manner
  - o Plan it well, considering traffic flow and the local community
- VC could use a surplus building and rehab it (Newell Elementary)
- Story firmly implanted in school curriculum **nationwide**
- 2<sup>nd</sup> Use of Newell School
- Nice VC interpreting beginning to end
- Successful unit and businesses intact and working in effective partnership
- Everybody's needs addressed, questions answered and concerns alleviated
- Challenging given the limit of current land available (3? Acres) out of such a large original site
- No expansion beyond- not community support for this
- Recreate buildings , visitor center, photo history of what it looked like
- Due to funding it's needs to be a limited operation
- If you under request you'll get less
- Phases-
  - o Original 3 acres as a starting point “ influence zones”
  - o Don't lock yourself in
- Pursue donations “ significant”, willing sellers in future “urban growth areas”
- Graphically show to public components of site's history
- 2005/2006 Original land proposed for NHL much larger but received significant opposition
- Boundaries were redrawn – some plan to increase Landmark Area (NHL) to include
  - o Store
  - o Warehouse

- Coop
- There are economic incentives in NHL designation
- One step at a time with plan and goal
- Acquisition of Newell School?
- Properties have reversion clauses – airports, coal trains
- No reconstruction – last priority of NHPA
- Inventory essential
- BOR- Guard Tower
- Important story – all relevant so far
- Tule should be managed independently of LABE
- Immediacy – emotional satisfaction or accomplishment of completion to survivors – artistic means of expressing site
- TULE, MIIN, MANZ merged together
- Separate from Valor 9 units- Make it unique
- People need to have a feeling about what the camp was like
- Experience vs. site

**Question 4: Do you think the purpose, significance statements, and interpretive themes capture the essence of the Tule Lake Unit?**

- Modoc War – 70 years later another displaced culture
- 5 themes identified –
  - CCC
  - Modoc War
  - POW Camp
  - Homesteading Periods (post war)
    - to bring community in with other stories
    - agricultural support of War and community
    - significant boom to basin
  - Opposition and misconceptions of local community
- Immediacy – disappearing living people none will be here within 5 – 20 years
- So many different perspectives – then and now , survivorship
- Complex story
- Different than the general wartime American story
  - Similar to treatment of American Indians
  - Another action – war as an excuse to segregate people correlations: Modoc, Nez Perce, Cherokee, etc.
- Concepts of incarceration and control
- Things done out of fear
  - Feeling swept across country
- Compelling story with many angles



- So much material out there
  - o Civil liberties grants
  - o Access all information already existing
  - o Don't re-invent the wheel
  - o Don't spend too much time duplicating efforts
- Need something people can bump into (roadside etc.) and learn something. Bring the message/ lesson not just to students.

**Klamath Falls, OR Wednesday, June 19, 2013, 6- 8 pm*****Meeting Location: Ross Ragland Theater*****Written Comments**

- Personal stories by participants both inside and outside “the wire”
- Reconstruction of barracks, mess hall, jail to better understand what life was like
- Sentiment of the country at the time
- What was Roosevelt thinking
- How did the decision to create the segregation camps happen and who were the players
- Why were Japanese Americans incarcerated during WWII, and what was that experience like? This should take into account how widely varied those experiences were
- Describe long-term effects of this episode of the Japanese American community and the Tule / Klamath Basin community
- How is the Tule Lake camp different from other internment camps in its operation and structure?
- How did the nature of Japanese American society, generally what differences, family obligations, etc. play a role in the classification of persons as loyal or disloyal?
- Visitors to Tule Lake National Monument should first be made aware that it is a site of massive violations of civil rights, a concentration camp. Before going into the general life of the prisoners and their adaptations to conditions
- What is the nature of American citizenship and what are the obligations and rights associated with citizenship?
  - o For example, what is more honorable: obeying the government or resisting a violation of the rights as a citizen
- Important concern for Tule Lake – TL is the site where the Japanese Americans really struggled with the difficult or divisive questions of how to respond to the crisis. Fighting for the US or against incarceration; proving their loyalty to U.S. or striking / resisting, or repatriating to Japan; and family schisms and loyalties. It tore apart their families, culture, psyche- needs to be sensitively and carefully told.
- How did the local community react to the location of the camp in their midst and how did that reaction change over time?
- Way of life- living conditions
- Public perception at the time- should they be “locked up”? Did public “fear” them? Etc.
- Distinguish between discrepancies at those at Tule Lake in 1942-1943 and later establishment of segregation center
- American citizens were incarcerated because of their ethnicity/ race
- They were relocated to a stark environment in crowded conditions far from their west coast farms and businesses - their friends and neighbors. They lost everything
- Who was there

- Why were they there
- How the unit changed over the time it was occupied
- Developing local understanding and support- providing progress updates to the public
- I would like to be able to truly understand the experience of the internees from those that were there
- The story of racism in the country and particularly the west coast. How panic and fear of a different race- foreigners – led to violation of the law and constitution. Most of the Japanese were U.S. citizens and their civil rights were violated. I see echoes of current racism against Native Americans, and our current national response to terrorism.
- Loss of privacy of internees
- Contribution of internees to local agricultural economy
- Deprivations and lack of creature comforts, especially in harsh winters
- Life went on in camp- work, school, celebration, etc.
- Some people outside did protest the internments
- People returned to their lives and most stayed in the U.S.
- Key concept to remember:
  - o Injustice to Americans (JA)
  - o Illegal incarceration
  - o Loss of property
  - o Hatred and racism still with us
- Make the monument more than just land, make it as real as possible with barracks and as much real things as possible. Also real stories that could be told that could help draw people in
- Life on both sides of the fence
- Will Camp Tule be separate from the segregation center? Both sites were used differently
- Will the stockade be built to add on to jail
- Where will the visitor center be for both sites
- Concept or idea “remembered” this should be the story from the Japanese Americans that were detained because of their ethnicity at the time of war
- Please note: We should all know the story “why” they were detained, but times were different then and America was blending towards freedom for all unfortunately race played a part in this governmental security action – at a pivotal time in U.S. history
- People from all ten camps came here “catholic” “camp”
- Clarify the concept of segregation
- Address renunciation and the implications there off
- Clarify regarding the fractions that were rumored to exist
- Clarify that those who protested were in many ways the most “American” acting of the incarcerated, as they were standing up for their rights
- What it was like for the local residents to find an encampment of such enormity placed in their midst

- What are we interpreting
- What resources and commitments will it require?

## **Group 1**

### **Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- Lasting effects to Japanese American community and local community
- Valor- this does apply if you consider standing up to government oppression as “valor”
- Hostility still does exist toward incarcerated (locally)
- Why were Japanese Americans incarcerated and the varying experience of incarceration
  - o Different experiences in other parts of the country or people who arrived at Tule earlier
  - o Effects on the family – 2<sup>nd</sup> generation as breadwinners due to language barrier
- History has a way of repeating itself if nothing is done about it, we can’t let that happen
- Not everybody was an American Citizen
- Pathway to citizenship was obstructed.
- Kibei experience should also be represented.
- Massive violation of civil liberties.
- The difference here is that it had the jail
- Also Camp Tulelake sets it apart
- “No” boys went to Tule Lake
- The segregation story is extremely important to tell
- Tule Lake had a reputation for housing the “disloyal: even among other incarcerated at other camps.
- Prompted U.S. citizens to renounce their citizenship.
- Those who returned did not all stay. Some were rejected in Japan some chose to return.
- Important to recognize the type of community where this is located. It is a poor community. Anything elaborate may be disquieting.
- Elaborate re-creation of the camp may be excessive

### **Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- A building like the gymnasium at Manzanar
- A way to experience what it was like to live there
- Driving tour to see the size and extent of the site
- Museum
- Nothing substitutes for first-hand experience – recreate how it was so people can walk through and see
- There are businesses there, The whole 4,000 could be too much
- There are facilities still in the area. Some may be possible to relocate to Newell

- Oral histories should be preserved
  - o This is something hand held so it can be part of the audio tour
- Virtual experience can't fully capture what a first-hand experience can
- Camp Tule Lake: Difference in treatment for P.O.W.s vs. Tule Lake Incarcerates
- General stove used to be the officers recreation hall. There are other buildings still in the area
- Many people don't know they were planning to expand the camp (built sewage treatment plan)
- The dump is part of B.O.R and has a lot of artifacts
- A lot of land was the agricultural land, not just residents
- Physical expansion – land acquisition or agreement with landowners to restore more of the original area
- NHL was kept small intentionally but in the future an expansion should be considered over time.
- There may be support from community if they see the designation as a benefit but don't talk about acquisition
- Cooperate with the airport and the city

**Question 4: Do you think the purpose, significance statements, and interpretive themes capture the essence of the Tule Lake Unit?**

- There is a story that hasn't been told. It's a Japanese American story of being pulled from the American dream
- People lost income, jobs, housing, farms and also cultural history (destroying family heirlooms, etc.)
- The outside – the – fence stories need to be told.
- Some outside felt people had it better inside
- No Japanese Americans were registered here
- Interpretive themes well developed
- Economic impact of the unit on the community needs to be addressed
- Tourism can bring in \$ to the community this can be a motivation for local support (consider how a simple pullout at Whiskey Town draws people in)
- Consider overlook somewhere near the peninsula
- Multi-use component. If people can use the site for multiple purposes (lodging, meeting space, rest area, community facility)
- Manzanar field trip engaged community leaders rather than just park staff. This helped gain support.

**Question 5: Do you have any other comments, questions, or ideas?**

- Local and other entities along the coast have been telling the story for many years. Many people and groups are interested in the story. Reach out to them.

- The population is diminishing. We have limited time
- Need an inventory of resources in the area for Tulelake and Camp Tule Lake
- Need to transfer items from other agencies (B.O.R. has furniture, etc.)
- Community members may also have property or items to donate
- Reuse of the barracks is a story that can be told
- Type of buildings at Tule are similar to Minidoka. There is something unique about how they were designed (warehouse, carpenter building)

## **Group 2**

### **Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- The Questionnaire was a huge issue in itself
- Include the story of the impact of the camp outside the camp, for example resource shortages (flour, etc.) impacting surrounding communities—help with current sentiment towards camp in the local community (not taught in local schools)
- Note that current cultural context influences the lens through which we view what happened; this context is today quite different from the time the camp was active
- One lesson from Tule: we have to understand what our rights are. Actions toward the Japanese American community represent a “knee-jerk” reaction in response to wartime.
- There’s a nobility involved in the dissent expressed by Japanese Americans at Tule Lake.
- Racial component: different treatment accorded Japanese Americans and German Americans
- “What happened at Tule invalidates everything we represent as Americans.” Japanese American citizens were stripped of homes, businesses, etc. This undercurrent still exists with the treatment of Muslims. Tule will keep us aware.
- Prejudice along West Coast towards Japanese Americans
- Important to note that Tulelake basin residents weren’t responsible for this camp
- Importance of site as an educational center to discuss racism and injustice
- Tule was not an isolated incident—racist perceptions still exist in our culture

### **Question 2: What are the important issues facing the park and should be addressed in plan?**

- Investigate political history (Roosevelt, Hoover: “fishy”) and make it known. Compare to Hawai‘i, where very few Japanese Americans were incarcerated. Why?
- Present an “honest history”—it’s an embarrassment to drive through Tulelake and see how little remains of the camp and that history.
- Also: “this may be difficult”
- Consider A/V displays and scale models

- There are people in the local community with original barracks—it would be good to acquire one or more
- Find a way to help people visualize how far back the camp extended.
- Include ‘balloon bomb’ story with interpretation at Tule.
- View from camp to Castle Rock is important to maintain: powerful.
- The number of people housed in such a small barrack: tell the story of what happened in barracks and how space was used
- Convey a sense of the feeling of living barracks—sense of desolation, heat, cramped quarters
- Generate community support for raising funding for Tule
- Important to exhibit/incorporate art of Tule Lake, which represents what incarcerated Japanese Americans saw, felt, hoped for
- Phone application—virtual experience a possibility, but may not represent entire experience; might be a good option, however, given surrounding development and private land
- Including sensory experiences (sights, sounds) is important to experience what camp was like
- Living history—record oral histories and get personal stories from people living in or near site
- Look into link between Native Americans in Tule basin and experience of Japanese Americans; might be difficult to do in a sensitive way
- Get the story—get to the elderly people we are now losing and record what they have to say
- More kids should learn about this: example given of a child who is not learning of the incarceration in her Seattle school
- Interactive opportunities for kids are important; make it real for them.

**Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- Be able to represent the overall scale of the site, show that Tule covered such a large area.
- Consider A/V displays and scale models
- Would like to see an interpretive center: Newell School and Ditch Rider house (which includes part of the old barracks)
- Anna’s “V.C. build?” question received positively
- Current site at fairgrounds is too small to tell such a huge story. A “Center for Studies” would be good for interpretation and education; would be a draw for folks nationwide.
- Phone application—virtual experience a possibility, but may not represent entire experience; might be a good option, however, given surrounding development and private land

**Portland, OR Monday, July 1, 2013, 6- 8 pm*****Meeting Location: Oregon Nikkei Legacy Center*****Written Comments**

- Tule Lake was an internment camp where people were forced to go based upon their race. They had to leave their possessions, dreams and livelihood behind for a reason they did not understand
- Civil liberties that were ignored. These were people who were Americans and fear drove the public and government to force the removal of individuals- these are the stories of Americans
- American citizens had their freedom taken and were victims of racist practices by our government, which is now discussed little in public schools. This needs to be remembered so as not to be repeated because of fear.
- Tule Lake was a concentration camp to remove Japanese Americans even though we are born in America just because the enemy was Japan and we looked like the enemy.
- How Tule Lake came into being and affected the people interned there.
- Multiple “histories” of site
  - o Pre 1935-1943
  - o 1943-44
  - o Closing to current
- The people and families chosen to be there should not be interpreted as being the “bad” people simply because the answers given for questions 27 and 28
- That Tule Lake relocation center was a place where U.S. citizens and aliens were incarcerated and lost their rights due to was atmosphere of hysteria and prejudice
- Explain the type of internees in the camp and why – everyday types not just “no no’s”, there was a mixed population
- The most segregated camp due to “No No” questions and considering Kibeis as a threat to national security
- Key concept / idea to be remembered
  - o The reason people were there
  - o And how they lived in the camp versus their lives prior to the camp
    - Space
    - Privacy
    - Food (Japanese and American)
    - Family dynamics
    - Ability to observe cultural practices
- That is was an unwarranted incarceration center of Japanese immigrants and American citizens of Japanese decent



- Proximity to the Indian War, loyalty oath in context of Las Alamos and Manhattan Project
- Relocation camps were often old Indian reservations put in context of BIA leadership management of property
- Participation of academic anthropologists
- How we all organized to be self- sufficient, there was a placement office where people came in and said what their crafts are and what work they had experience in. They were all placed in areas needed and that made the camp more efficient.
- People lived there, people who were affected by different happening at different times. These people were of different ages with different experienced and different memories. They were American who were forced to suffer the consequences of the closed mindedness of other Americans.
- Stripped of constitutional rights/ destruction of innocent human lives
- The question of racism as compared to how German P.O.Ws were treated. Look at the back story
- That this “evacuation” was an American problem not a “Jap” problem
- The unjust incarceration of U.S. citizens without due process

## **Group 1**

### **Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- Change idea about Tule Lake, not all negative, there are good people
- Japanese people had bad feelings about Tule Lake
- Different time periods – show how it changed. Time lapse.
- Different perspectives, sentiments at different times. Photographs show rage and peace.
- German and Italian P.O.W. story
- Different perspectives with families
- Frame history as civil liberties issue
- American citizens – government blatant racist actions, incredibly wrong government action
- More education needed
- Wartime government can do what they want
- Public sentiment is important
- Country was scared. Hard to rationalize what happened
- Friend @ WWII time said she couldn’t understand way Germans and Italians weren’t being imprisoned
- Japanese people stood for Arab and Muslim Americans after 9/11
- Some supporters of JAs weren’t accepted
- Real Americans, knew the law, stood up

- Japanese culture, go along with government
- Local people- tell their story about what they experienced and thought about camp
- “Tule Lake is a product of a scared country” People didn’t have enough sense.
- Fear and ignorance helped cause it. Teach people about it so if it happens again then people will learn and not do it again.
- Issue to address stigma
- MIS 100<sup>th</sup> Battalion – Memorial to them women and men who fought because what they sacrificed
- Apology- government to tell people, acknowledgement of wrongdoing plaque
- Apology took too long – older people didn’t get apology and redress because they passed
- Issues should be remembered
- How was Tule Lake different – segregation, open longest, explanation needed

**Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- Show crafts that people made, with shells and sagebrush to keep busy, very artistic people. Gather things before everyone is gone
- Site could have sacred or spiritual aspect
- Have a barrack, artifacts, walk so people get a sense of place
- Exhibits showing everyday life
- Holocaust museum- most powerful was showing how people lived
- Mess hall, lavatory- show
- Expo center, train, camp, daily life walk through of what people experienced
- Stories to tell- audio
- Oral stories – first-hand accounts are most powerful
- Seeing and experiencing barrack room- see tar paper, weathered wood, open to the elements, profound and powerful. Footprints, details are important
- Contact authors for use of oral histories
- Lots of oral histories exist. Capture peoples stories before they are gone
- Missed most was privacy
- Information of how many people made life bearable by creating community in camp
- Give visitors a copy of questionnaire and ask them to answer the questions
- Give visitors – like a passport/ tag that told of peoples’ lives, and what happened to each person
- Photos of people while they were in camp
- People- some were doctors and lawyers were taken away and their hardships
- Some people made cameras and art
- Tangible objects to collect now, NPS set aside money now. Collect items, promise conservation for exhibits for museum
- Incarcerates kept in dark – no radio, opened letters

- People didn't know where they were going. Terror.
- Rations in mess hall, lots of mutton
- Stories make it real – story that they can latch onto. Hope story is about community not just Tule Lake
- Make sure to remember cemetery, marked, acquire land, figure out history of site
- Go on pilgrimage
- Family never talked about it, new to descendants older people never spoke, ashamed of involvement
- Recognition of Japanese culture, but still Americans. Collective bond together. Show how people survived
- Yokohama Museum – tie to Portland
- Shikata Ga Nai- it can't be helped, What Dad said when we had to go to camp
- Place is at what it means to be American
- Want grandkids to learn about it. Want all people to know about history, not proud history

## **Group 2**

### **Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- Where U.S. citizens were incarcerated and lost their rights in an atmosphere of prejudice
- Iconic because of martial law, pro-Japanese nationalism, segregation, renunciation (jail, stockade)
- Notorious for interrogation (oral histories); rural/isolated
- The “No, No” questions and Kibei—and subsequent treatment
- Native American enemy “aliens” – Wayne Collins (fought to restore citizenship)
- Holding facility for those not convicted of a crime
- Important to convey for posterity what really occurred
- Relevancy to today
- Nisei renunciants= no citizenship

### **Question 2: What are the important issues facing the park and should be addressed in plan?**

- Need for interpretive center; offsite? Nicer location, or within Center?
- Make narrative come alive; sensory appeal; human element
- Highlight treatment of German/Italian POWs by contrast
- Point of view of sympathetic others
- “Let's Move On”: story of pro-Japanese at Tule Lake (Hoshi Dan)
- Emotional Resonance: Fence/guard tower/pointed guns; personal stories
- Irony of political freedom within camp
- Maintain desolation of landscape

- Diversity of experiences
- Good communication with community
- ADA standards for access
- Authenticity
- Museum Quality
- Preserve barracks
- Re-creation
- Need for rangers as interpretive guides
- Everyday life: schools, etc.
- Convey totality of camp life
- Public access to Census/records
- Boundaries are a sensitive issue: public/private
- Capture living history
- Should government acquire private lands?
- What are the priorities given limited funding?
- Compelling reason to reclaim/redraw boundaries? Identify key components.
- Curatorial facility for donations
- Attracting visitors to remote area
- Marketing strategies to a national audience

**Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- Heart Mountain as a nice example of Visitors Center
- Re-create barrack? Educational center prior to site visit
- Scrolling photo display (similar to Hiroshima)
- Technology: interactive, not static
- I-pad: interactive
- Convey diet, sanitation, standard of life
- Nice to have all 12 barracks intact
- Include original footage; story of riot—military
- Fence re-created to scale of original site

**Question 5: Do you have any other comments, questions, or ideas?**

- Lessons from history?
- How to make the appeal universal?
- Connection to veterans (Japanese/American)

**Hood River, OR      Tuesday, July 2, 2013, 10:30am- 12:30pm*****Meeting Location: Hood River Public Library*****Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- Make Tule Lake into a tourist attraction, attract to use the barracks to show how the residents actually lived to back up the story. Let people stay over- night or longer for a fee of course
- Violation of civil rights
- Illustration of deplorable conditions
- Effect on Japanese American families
- The government took away all rights – no habeas corpus, no bill of rights, no Geneva Conventions – and for thousands at the end, no citizenship
- Severe emotional, financial, psychological toll on individuals, families, immigrants, intergenerational effects
- Incarceration- segregation. Administration and how they interacted with those incarcerated.
- Renunciants and issues after the fact
- That is became a segregation center
- How and why that came about and the ramifications that came about because of that decision
- A balanced view of Tule Lake as a microcosm of the tensions, fractions, etc., but also the view of the camp as a functioning unit- Too often the camp is seen as infamous and those at Tule Lake viewed as “trouble makers etc.”
- It was a prison with armed guards, fences
- The scale of it
- What life was like there
  - o Tule Lake can be extremely hot 100+ in the summer and extremely cold in the winter, 0 degree nights easily
  - o Nasty dust storms
- How easily it just “disappeared”
- That this (the whole issue of internment and the reason for this and the other nine American concentration camps) should never be allowed to happen again to any group of Americans
- Violation of constitutional rights and applying history to current events
- Key concept: this elaborate jail system was set up more or less overnight to house/ create trouble makers
- Could happen again

- Attempt to isolate, segregate, control – doesn't work
- Who was sent to Tule Lake and why
- That concentration camps are not just something that "other people" have.
- That circumstances will lead good people to do bad and eventually horrible things
- War sacrifices (the price of war)
- The unique story of Tule Lake, highlighting the conflict and confusion made by WWII and the U.S. government that impacted the Nikkei community and the community at large (i.e. loyalty question, renunciation, prison on site, riot, segregation center)
- What when and why Tule Lake Segregation Center was established
- What happened to inmates – how differently were some treated and why
- What effect if any did the Tule Lake Segregation Center have on the other camps and administration of the camp
- Tule Lake was the largest internment camp with the most internees comprising all ways of life- good and bad
- The largest internment camp
- People who were American citizens were interned and treated unfairly just because of their race
- Could happen again
- How the lives of those in camp were
- What kind of education they could receive there
- That this camp was an example of institutionalized racism by the U.S. government
- That the grace and fortitude of the internees allowed them to survive and in some small ways, even thrive, despite this disgraceful abrogation of rights
- Tule Lake is a big part of the American experience of the past century
- It is important to not just remember but to help educate , I was never taught a thing in school about internment
- What defines Tule Lake from the other internment camps e.g. Jerome etc.
- I would love to have the personal stories documented and preserved to somehow be shared as a part of the Tule Lake tour
- The National Park visit would be so much more meaningful if it is more than viewing buildings and photos of the camp. Even hearing the brief stories today attached more meaning to the Tule Lake story for me
- Explaining why Tule Lake was selected as a segregation camp and the reason for the questionnaire, and "yes, yes, no ,no" answers
- That such an event occurred and can happen in our country and citizenship did not matter
- Making it a place people want to visit, make it a compelling park
- That it would conjure up memories and experiences
- Be mindful and careful of the biases of the majority
- Should never have been these and should be remembered of what happened. Should get stories of the people's experiences

- That we were in jail there
- Issue of segregation, government authority without law, discrimination – issues which are alive today
- Visitors should learn about what interns thought and felt about their incarceration. They should also learn about why and how people were selected to go to Tule Lake
- Former internees should have loudest voice: ask internees what should happen
- Responsibility of Tule Lake unit to “heal”: do not let history repeat itself
- Responsibility of younger generation to tell story on behalf of internees
- Matter of survival—connection to Native American story (Modoc War veterans)
- Keep the conversation alive through the generations
- Impact on all people, not just Nikkei
- Larger national decision: story needs to be told
- Purpose: to educate youth and tell a story
- Tule story: farming (arrived—then left to work farms in MT, etc.)
- Wells and irrigation used for farms
- Comparative study: turmoil in Tule Lake vs. the other camps
- Incarcerates were self-sufficient! Contribution to war effort.
- Ethnic story: Japanese Americans were sent to the camp because they *looked* like the enemy—racial profiling
- Farms confiscated—nothing to come back to
- Relevancy to today: rights are being taken away similar to then: i.e. Guantanamo Bay
- Why didn’t larger American population stand up? Include stories of those who did.
- It was traumatic to come back home: tell this story
- Share stories of survivors: did it with grace and a positive impact on post war
- Highlight racism after war
- Relevancy to 9/11: Arab Americans

**Question 2: What are the important issues facing the park and should be addressed in plan?**

- Hurry: former internees are aging
- Plaque at Tule Lake is not enough
- Need to hear stories of the people
- Use voices on tape (oral histories—such as at Pearl Harbor) to tell story
- Capture oral histories
- Climb Castle Rock and Abalone Mountain
- Tell story of why people were there
- Tell story of how people lived (human side of life)
- Illustrate living conditions: hospital? Doctor? Social life, sports.
- Convey human degradation (bathrooms—shared space)
- Tell story of transportation to camp: passing farms

- Why did Japanese Americans stay in camp one extra year?
- How will you attract visitors?
- Add casino
- Use Lawson Inada's video: link to Lava Beds
- What did other minorities experience during the war?
- What was the local community experience?
- Differences in treatment of Japanese Americans vs. Italian and German POWs
- Lack of media/news in camp
- Healing within Japanese American community and outside healing
- Display demographics of camp makeup
- Have Homer narrate story

**Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- Visit Yakima historical museum
- Buildings to see
- Display a barrack to tell story (build or get)
- Display items that people made at camp
- Art of camp (display)
- Fence re-creation
- Guard tower
- Segregation signs?
- Restrooms in barracks: show life
- Display news coverage during war years of camp: what was and was not shown? What did people outside the fence hear about it?

**Question 5: Do you have any other comments, questions, or ideas?**

- Recommend: Harry Inagai (sp?): he is writing a book on Tule
- Emphasize world history
- Build a good setup at Tule and they'll come
- Great to see so many Hood River people coming out



**Auburn, WA Tuesday, July 2, 2013, 6:00pm- 8:00pm**

***Meeting Location: White River Valley Museum***

**Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- It was one of the many concentration camps for all Japanese on the west coast regardless of being born in the U.S.
- Main thing to know: it was the incarceration center that housed the “spies” or other Japanese- Americans that were considered highly as targets
- Question: Why was this camp singled out for “special” resistors?
- Injustice
- Treatment of U.S. citizens
- Inhuman treatment
  - o Living conditions
  - o Impossible to prove loyalty
- Important to remember so history does not repeat
- How the people first felt in being incarcerated
- What did the people do while incarcerated
- How did they feel when they were sent to other camps when the camp was changed to a prison camp
- That it became a segregation center very clearly represents the U.S. governments view of Japanese Americans as alien and potentially disloyal.
- It should also highlight the intension and disregard for U.S. citizen’s civil rights
- Why was this done to Japanese people of American Citizenship
- Was this racial or fear caused by the “war” situation
- What to remember about Tule Lake: The story of those who chose to resist the treatment they were receiving
- That it was not about treason, or allegiance to Japan
- No, no questions
- Reputation of those at Tule Lake
- Injustice, not justified as far as rights were concerned for an American citizen
- Tule lake was a unique camp among the ten camps
- Treatment of the internees was different
- Federal government managed internees differently
- Post war experience
- Massive violation of civil and constitutional rights inflicted on an ethnic minority
- Segregation Center- adding insult to injury and causing deep rifts in the Japanese American community, many yet to be healed

- How harsh it was – snow winds, sand
- A great deal of upraises
- People who didn't hear about it need to know it existed ( general education)
- Didn't have schools at first, we had to go to Japanese school
- Spoke mainly Japanese in camp
- Share Tule Lake info at other sites
- Lasting legacy – staying through generations – how it affected people after the fact
- Tule Lake is unique – people don't realize we have an internment camp so close
- High schools need to know how close Tule Lake is
- One of the most massive perpetrations/ violations of civil rights committed by our own government
- Those who were fighting for their own rights as others fought over-seas (Japanese Americans)
- Tule Lake did become a segregation center- the one and only, therefore much more movement in and out of the camp
- Cruelty of just being taken away from your families and lives
- Lingering effects of experiences
- Difference of perception of traitor versus standing for civil rights

**Question 2: What are the important issues facing the park and should be addressed in plan?**

- Is there a way to capture more of the site? Because of the fence issue something could happen which would no longer allow people to reach the site
- Are there shuttles that go around the area?
- A guided shuttle would be good for older visitors
- Important for people to understand how crowded the spaces were
- Recreate the lives experience
- People won't understand how large the camp was if only the smaller designated area is accessible (sense of scale)
- You currently can't have a sense of scale
- Must be more accessible – better road
- Must demonstrate how barren the site was
- The stories of what individuals lived through
- Challenges associated with disconnect to services
- What people did for entertainment
- The active groups that were in camp – activities that people took part in
- The arts that existed in camp
- A place to store and display artifacts
- While other places have artifacts there is a great need for storage
- Would be ok to create replicas of they are in true form

- The renunciation program, the pressure to renounce
- Expatriation
- Stories that occurred post WWII
- Pressure people faced to stay with their families – meaning at times to return to Japan
- Relevance to how the story pertains to today
- 18,000 in one square mile – demonstrate how crowded the conditions were
- Stories behind the artwork created in camp
- Current historic structures – how should we use them?
- Nice to have a replica of barracks
- To turn a building into an interpretive space if it would take away from what the building was historically
- Replications of any of those spaces would be very impactful
- For people here in the Pacific Northwest we have the opportunity to connect people to the experience on the site
- Replicas still are not the same
- Original barracks would better tell the story

**Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- Hear first person stories
- Densho and other resources
- Being able to look at physical items adds a personal touch

**Question 4: Do you think the purpose, significance statements, and interpretive themes capture the essence of the Tule Lake Unit?**

- Encourage people to visit site
- Tule Lake Pilgrimage registration is in February
- Our thinking now is so different that it was then- discussion about why it happened, how people were lead to believe things with more ease
- The reasons behind the occurrence
  - o War hysteria
  - o Poor political leadership
  - o Racism
- Make sure the story is not watered down

**Seattle, WA    Tuesday, July 3, 2013, 4:00pm- 6:00pm**

***Meeting Location: Japanese Community Cultural Center***

***Group1***

**Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- These were concentration camps
- Tule Lake was unique among camps: stockade, largest, segregation camp, loyalty oath
- Tule was notorious—renunciants
- Remember riots, tanks, transition from WRA administration to military authorities: internee was hit by a baseball bat; uncle sent to DOJ prison in New Mexico; they would not allow a memorial service for the internee who was shot
- Not “model” inmates
- Important to stress what makes Tule different: Loyalty Oath
- Hard to describe the situation: it was not binary, not yes or no; the government created this problem by segregation
- People make concentration camps: circumstances lead people to do horrible things
- This is what happens when we ignore the constitution
- This should never happen again
- Look at 9/11: we haven’t learned a thing
- Important to acknowledge the effect of the camp on Japanese American families: eroded family life: parents did not teach their children Japanese
- Physical sense of camp: the indignities suffered by internees; bathrooms in public, size of barracks
- Complete lack/stripping of rights: no habeas corpus, Bill of Rights

**Question 2: What are the important issues facing the park and should be addressed in plan?**

- How to get this story out?
- Convey a sense of daily life: how did people of all ages spend time? What did the harsh environment feel like (i.e. cold winters, dust, wind)?
- Preservation: of stockade, buildings
- See and experience original buildings
- Marketing: camp is in a remote location; because it is run by the NPS it could draw more people
- Re-create as much of the camp as possible
- Purchase land from surrounding private owners

- Maybe can't re-create whole camp but could re-create barracks area; start now and implement over the long term
- The Goose could become a preservation district (like the ID), with a partnership council advising homeowners; people could still own homes and property but they would have to fit into preservation guidelines. The neighborhood could be designated but only if the owners are willing; tax breaks to incentivize?
- Funding is needed
- Split Tule Lake away from other Valor units: should be separated
- The name "Valor in the Pacific" has nothing to do with Tule; seems totally inappropriate and dismissive; it equates a wartime enemy with Americans

**Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- Convey daily life
- Size and scale of camp is not visible when on site currently: markers could be erected to designate the boundary and important events
- Airfield fence: what if it was constructed to include barbed wire, or there could be two layers of fencing that you could walk between
- Virtual reality "glasses" to allow visitors to see the scene as it was
- Visual aids showing where things were
- At Heart Mountain there are "tubes" that you can look through that illustrate what was there; this could be done for the guard towers; this could be a low-tech solution
- Markers of original site boundary would be helpful: everyone can see them and NPS doesn't have to own all of the land
- Markers accompanied by a headset
- At MOHAI they have an interactive video showing various snapshots, but you can't pause it where you want to analyze/talk about certain section sections: an interactive video that you can pause when you like would be good to have at Tule Lake
- Explain the story of Camp Tulelake
- Preserve Camp Tulelake, but the focus should be on the main camp
- Bring in U.S. Army tanks (Sherman tanks) and position them where they were originally located: this could serve as a symbol of government actions; one meeting participant mentioned a photo of a tank pointing at internees.
- Bring in cavalry

**Question 5: Do you have any other comments, questions, or ideas?**

- The plaque currently on the site is remarkably strongly worded: keep the spirit and strength of the wording on this plaque
- As a National Park, Tule Lake represents the past but also the future: how can the government show that systems have changed?

- This is timely, relevant: tell the whole story...why? How? What were the circumstances in history that allowed it to happen?
- Capture all the memories and stories: this is urgent, as they are disappearing fast.
- Fight the urge to put it out of mind
- How to get the story out to the public at large? The Panama Hotel is doing a great job sharing these stories; also *Conscience and the Constitution*
- Don't sugar coat it—tell everything
- Put tanks on the perimeter of the site
- Tell stories: WRA worker stealing food, internees beaten in stockade, prisoners of war received better food than internees
- Japanese Americans turned against each other
- The government removed people in the middle of the night

## Group 2

### Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?

- Capture how little is left on the site
- The scale of the camp
- The uniqueness of the size and inhospitable nature of the location
- How do you capture what was done? People should know what happened when they leave.
- Present the facts
- Needs to be a balanced view of the different perspectives and concepts of Tule Lake: people trying to carry on and those involved in some of the infamous conflicts
- Present story in a way to show conflicts without judgment
- There were families there trying to adjust and having different experiences
- Allow for people to experience how it actually was to be there—staying in a barrack overnight or for a longer period of time to really experience the hard conditions
- Focus on Tule Lake right when they started to intern people and how this progressed over time
- Discussion of the loyalty questionnaire
- The government created an infrastructure to control a community
- “What does it mean to be “loyal” in America or in a particular community?
- What the Japanese American community was connected to pre-WWII was taken more harshly than for others
- Why Tule became a segregation center
- How has the government progressed since?
- What information has been held back from the public?
- Concept of “troublemakers”: what does that mean? What follows that title?

- Sense of being threatened if you don't go along with peer pressure
- Show one side of what was going on in camp vs. the traditional experience of being at other camps
- Troublemakers should be given a name, not a label
- Something that could be taken from *Snow Country*
- Perception has changed of what it is to be "no, no boy"
- Viewer has to understand what the war circumstances were
- The potential of invasion
- The general fear that goes along with wartime
- Injustice based on hysteria, propaganda, media; how general viewpoints were developed
- Violation of our constitution
- Failure of national leadership
- How desolate the site was at the time

**Question 2: What are the important issues facing the park and should be addressed in plan?**

- Potential economic benefit of tourist attraction for the local area
- Exhibits should touch a visitor on an emotional level
- Discussion of terminology: what was used in camp, what should be used now, how terms were used to characterize people and spread particular ideologies
- First-person stories that link to the viewers' lives: draw connections to how they relate to today
- Challenge of funding: so much has changed—now trees, irrigation, etc. make the location better than it was
- Discussion of failure of leadership
- View shed preservation—what did these views mean to those who were imprisoned?
- Portray what the land was like before camp, during, and after...the impacts of this
- Visitor perspective: going inside a barrack so important
- Use multimedia to connect more people to the story
- Getting people to go to it will be a key feature in order for people to learn from the site
- Get people who don't know about the site to go
- Use other sites to leverage people to go
- Should be a mix of physical experience and media/audio, etc.
- Current management: connect pieces/sites of the segregation center; in time expand boundaries to include the entire camp
- BLM land which is leasing to the County of Modoc could go to NPS as a monument
- Accessibility issues to allow school buses or family cars to reach site
- Are there oral histories which have not been collected, further lost or ungathered stories
- Make videos and other ways for people to experience the site

- Acquisition, oral histories, preserve buildings, reach out to local community to put back these structures
- Inventory what is out there so you can take them back and refurbish them
- Inventory of what other people have
- Try to get families to open up and share photos and objects from camp
- Ongoing inventory effort
- Archeological digs

**Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- Nice to see the jail cell rehabilitated
- Barrack on site
- Guard towers and other buildings on site
- Videos that demonstrate what internees experienced there, on arrival
- Audio tour, driving tour, or app that would be downloaded
- Replicate fence as it was during internment: suit both needs
- Make it as it was when we were in camp so people will know

**Question 5: Do you have any other comments, questions, or ideas?**

- How do you in such a small space deal with all of these issues; i.e. what it was about and spreading the story?
- At other museums exhibits don't change: get a creative director that evolves over time to share different stories—viable and current (relevant to what is happening in current political times)



**Seattle, WA Friday, July 5, 2013, 10:00am- 12:00pm**

***Meeting Location: JANM Conference, Sheraton Seattle Hotel***

### **Written Comments**

- Who and why were Nikkei sent to Tule Lake? What was Nikkei's early experience there? How did the local population respond to the Nikkei at Tule Lake? Did the two populations have interactions?
- Why was Tule Lake's incarcerated's response to the loyalty questionnaire more negative? What circumstances led to this?
- Key concept: dignity (not stigma). Important issues: how to coexist with local neighborhood; accessibility to the site. Experience: true historical facts. Not experience: too much emphasis on "villains."
- Key concept: We cannot take our civil liberties for granted, and we must work to protect them and ensure violations are not repeated. People's senses of pride in citizenship are varied and valid, expressing themselves in very different ways. [signed Heidi Wrightsman]
- Government used terminology to minimize the injustice of the incarceration. Segregation and punishment of those deemed "disloyal" for refusal to give unqualified "yes" responses to loyalty questions.
- Known as segregation center, and largest of the 10 concentration camps. It was the last to close after WWII.
- Segregation—loyalty questionnaire
- That Tule Lake was a camp that had many people from different areas and with different perspectives regarding us, Japan, and the incarceration. People were pitted against each other—pro-Japan vs. pro-U.S.; no-no's vs. people who wanted to enlist, etc. Families were torn apart. This time was especially hard on the young people who were pressured by parents, friends, etc. on how to answer the loyalty questions. Also, that people in Tule Lake were stigmatized by Japanese Americans from other camps as "bad people."
- That Tule Lake was a segregation center within a war relocation center and provided a more restrictive environment for those placed there. It was among the 10 WRA centers.
- 1. Unconstitutional confinement site of U.S. citizens; show barbed wire; guard towers. 2. Encroachment of site, relationship with locals.
- The Segregation, the Questionnaire, the no-no's, the internal strife caused by unjust treatment.
- 1. The story of what made Tule Lake unique among all the camps. 2. Inclusion of important areas like the cemetery in the NP area as in Manzanar. 3. To get to know the complete history of what made this camp unique. Give a total overall picture.

- U.S. citizens were incarcerated for no reason other than “they looked like the enemy.” Tule Lake was unique because it was one of the 10 camps but later on it became the place where “resistors” or no-no people were held.
- Central ideas: Tule Lake was a prison; American citizens were incarcerated without a trial; barbed wire; towers with armed guards; cramped quarters; no privacy
- American of Japanese ancestry NOT Japanese American
- Focus: personal stories, visual; prisoner of war camps vs. Tule Lake
- Esaki: films and influence on him. Symbolic evidence of experience compared to Hollywood production. Times change, not as affected now about intermarriage as in past. Alan Parker, Director, research, “historically accurate,” high quality film. \$14m budget; \$900k gross. Esaki stated that he could not emotionally understand what he was being told and seeing films in his early years. How to relate to young people at JANM on their visits? To what extent do the films and books influence the visitors? Hollywood politics: use of characters to which audience can relate. Feeling for characters is a challenge—emotional takeaway. *Snow Falling on Cedars*: \$35m budget, \$23m gross. *Picture Bride*: use of close to authentic or authentic costumes helps to get into time of the story. What is going to be the future? Students in school now may have ideas using more accessible films and various distribution media—how to get video clips to resonate? Potential for Latin America Japanese American connection. *Days of Waiting*. Ishigo, an artist’s camp experience. Message of camp experience of a non-Japanese American—rare non-Japanese American in camp.
- Observation: during grade school and high school in St. Paul, MN, I don’t recall being asked about camp. Probably because teachers told students about my camp stay and now being part of the class. 50<sup>th</sup> grade school class reunion (1999) I was asked and told my story.
- Key concept or idea: civil liberties violations; the history in context—pre-war to Pearl Harbor to incarceration to segregation to post-war; the surrounding community view of incarcerated pre-war to post-war; renunciants—what happened after the war and “repatriation”; administration’s relationship to incarcerated
- Key: In reality, entire concept of civil rights in our country. Define...; taken away...; redress...; today and future...
- History and background of transition from concentration camp to a segregation center; the why, when, and who. How, if any, are there similarities to any events that resulted in imprisonment that you are aware of?
- Key things: incarceration due to racism; segregation center—many people protested
- In view of the horrible ways that my neighbors were treating my family in Hood River, Oregon, living in Tule Lake was actually protecting us from the hatred and violence of our town, while at the same time depriving us of our liberty and subjecting us to terrible living conditions.

- Tule Lake was the segregation center—and also had yes-yes residents. It was a concentration camp where turmoil was fomented. It was the largest camp with over 19,000 and remained open until 1946, a year after the war ended.
- 2. Stabilization of buildings at Tule and Camp Tule; preserving cultural resources—archeological digs; finding artifacts/images; find survivors for oral histories; find local people who interacted with camp; find people who were in administration to see if they have diaries, info, oral histories; find local people who interacted with camp; find people who were in administration to see if they have diaries, info, oral history. Educational programming: civil liberties, maybe work with OIT. Community support—economic incentives. Interpretive center: multimedia components; first-person narrative—oral histories; show all aspects of daily life—living/dining/art/extracurricular activities; children vs. teen vs. adult view. Walking trails with wayside exhibits; oral history stations; historic buildings to go into; historical recreation of building; recreation of block including latrines and mess hall. See the vastness of the size of Tule. Show what incarcerated did after camp; children of camps to adults, etc.; community outreach; community partnership.
- 3. Physical reconstruction of the site(s); access to resources: oral histories, etc.; use of multimedia. Learning: segregation center/loyalty questionnaire/chaotic-ness. Larger history of the local area: multilayered history, pre- and post-Tule Lake as an internment site. Link this historical moment (internment) to other moments like mass incarceration, reservations.
- Question 3: LOVE the idea of OUTREACH into urban communities, local, and the tie to more universal themes of civil rights, action, how the individual survives and fights injustice.
- Questions 3 and 4: Hope the interpretation at Tule Lake can share personal stories, personal losses (maybe photos of lost farms, houses, pets?), and how narrative is manipulated by propaganda, myth, etc.: “historiography,” as Barbara Takei mentioned.
- New structures for curation facility; survey of former incarcerated; economics of camp—was there trade?
- Not convinced that the airport fence is detracting from the NPS site. Camp had fencing...could FAA be convinced that part of the FAA Modoc fencing would resemble the camp fencing? And include in the FAA site plan?
- Question 2: Keep presentations relevant to visitors, to match events current to global events. Immersion in camp demonstrations and in “normal” camp environment (canteen, latrines, washrooms, schools, group eating, entertainment). Displays of material—camp aspects, fence, armored vehicles, guard tower, local transportation. How to replicate alkaline dust storm from the dry lakebed, environmental extremes. Focus on segregation center, not the entirety of the camp as part of experience that is available at other camp sites. Use virtual reality viewers to show extent of camp—yet not lose sight of principal purpose of NPS site.

- Issue of personal safety: had families were not evacuated and placed in camp?  
Curriculum development for Western states region—with segment on segregation center and disturbances caused because of failure of leadership.
- Relate the units in proximity of TLSC; CCC, Lava Beds, and Castle Rock, and history.  
On national scale, collection is secondary—primary is the prison, stockade, and items relevant to the TLSC consistent with scope of site and collection policy.
- JACL develop a docent program to have onsite someone, family, that have connections with camp experience—LDS senior mission as an example, to augment NPS staff.
- Budget for creative designer to be relevant for 2018-2030 time period, considering current evolution of use of technology and access to data sources. How to attract 3<sup>rd</sup>/4<sup>th</sup> generation immigrants and refugees, foreign visitors?
- Consider relationship of creative activities when an identifiable group are “segregated” figuratively, in TLSC, to that of other group—art, books, poetry.
- I remember it as a camp for the NO-NO boys and renunciants, so as a Japanese had negative feelings about Tule Lake. After [studying? Illegible] I change my mind and had positive feeling about Tule Lake because there were lots of people that were O.K.
- Racial profile perspective: American citizens got placed in the internment camp despite their will because they were Japanese Americans. The same treatment did not occur to neither German nor Italian Americans.
- Mike should indicate what is currently developed and cannot be preserved. Creative Director? How to make the site speak to visitors.
- Key concept: Americans were imprisoned here for 3+ years. They had committed no crime, but the U.S. government took their rights away based on their race and country of descent.
- 1) Tule Lake as a Valor sites need to have valor explained and defended. 2) That the incarcerated of TL were innocent of any charges of untoward behavior, especially of “anti-Americaness” and explain this in the context of the war hysteria, prejudice, and failure of political leadership of the American people.
- To tell the history and story of what/how this happened in the face of war panic after Pearl Harbor so it will be remembered and never forgotten or repeated. Save and record from personal stories before they are gone so that 20 years from now it will [not] be changed and “white washed” history.
- The way people were forced to live. Prison camp
- Key concept or idea that should be remembered: Oral history (actual stories of occupants)—not just historical, but personal takes on how it affected them; where they came from; stories of the No-No boys. Stories of the guards: who were these people? What did they see? The community’s response: residents of Tule Lake; did they help? Were we pariahs?

- Why Tule Lake? Aside from general information on the internment, why was TL selected as a site? That is, what is TL? TL was created specifically to house Japanese Americans incarcerated for unspecified and unnamed crimes.
- Brian Maeda, Filmmaker. 1) The jail within the camp where over 200 people were put without due process or charges other than “agitator” or “troublemaker” and was taken over by the 1,000 man Battalion of the U.S. Army. It was not until Wayne Collins ACLU declared it unlawful to jail Americans without due process.
- Ruis [sp?] Hamada 1) It is only one of several (10) sites the Japanese were held in during WWII. The significance of housing the “NO-NO” responders—moved there from other camps. Families had no privacy. Blanket hung for separation/”demarcation.” U.S. citizens “detained.” Nisei Vets—1-A to 4- (undesirable “alien”) returned to draft stations while still incarcerated. ALIEN LAND LAWS: Issei lost land/farms—couldn’t own land. Citizenship not allowed for Issei till mid-1950s. 2) Daily routine: meals in “mess hall.” Indignity of bathrooms, showers, no picnic! More than one family per barrack. Uprooted with little notice—lost all possessions except what [they] were told to take. Interpretive Centers 3) Stark conditions need to be preserved, down to the jail. Actual barracks, barbed wire fence, guard towers. Emphasis on stark locations—harsh climates. Piled on top of Native Americans on reservations. Copy of Executive Order 9066 posted.
- Key concept: unique character of Tule as the 1 WRA camp with martial law, prison, etc. and how distinct it was from the others. The stockade, torture, tanks, etc.
- 1) That it was a segregated camp due to a hatched [botched?] loyalty oath questionnaire. It should be pointed out that it wasn’t a matter of loyalty how the questionnaire was answered. 2) Fence (barbed), stockade, watch tower, barracks.
- Key concept: Camp for dissidents: maximum security for those who refused to answer yes-yes to so-called loyalty questionnaire.
- Not everyone at Tule Lake was a No-No renunciant or in the stockade.
- Key concept: that Tule Lake became the segregation center. How the poorly conceived loyalty questionnaire 2+ opposing groups from 1, that has lasted to this day.
- That this was a site at which the United States confined innocent citizens and resident aliens, and tortured some of them. [signed Roger Daniels]
- Past: number of facilities, houses, families were there. Why the place was chosen by the U.S. government? Near past: Why it was segregated from the society for a long time. Now: what’s happening now?
- A government’s egregious severe error in the treatment of the citizens of the country.
- 1) Resisters and no-no boys; “calculated policy for pol. reasons” Roger Daniels 2) Context
- Stockade; “segregation” process; issues facing GMP.
- Tule Lake was one time and place in which people responded to government action with dissent. Tule Lake fostered and/or create intense and often hurtful divisions within the Japanese American population, and the effects continue to affect present life.

- 1) Question of where Stockade; deception of “loyalty”; children; NOT MISTAKE! 2) Site view: NOT seen as negative! PICTURE at beginning [illegible], i.e. tombs, 30,000+ soldiers, double fence, RENUNCIATION. 3) News of Park-read
- Role of army at Tule Lake; role of other government agencies—border patrol, local police, state troopers, FBI, etc. Terminology: should be accurate, truthful, representative—e.g. “disloyal/No-No’s” vs. resisters/dissidents; and explain dissent to what [signed Stan Shikuma]
- Tule Lake Segregation Center—how did it connect with other 9 concentration camps and DOJ camps? Who came and who went? Why? Renunciation and deportation: Why did people renounce? Who pressured them one way or another? How? Why? Who got deported? Why?

## Group 1

### Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?

- PRISON: barbed wire, 29 towers, weapons
- 33 miles of fence, 100 miles of barbed wire
- Main fence, warning fence
- Separated farm area
- NO PRIVACY in cramped conditions, with multiple families
- Tule should not differentiate among aspects of incarceration
- Failure of political system
- Positive aspects: not a military camp. Exemplary behavior of Japanese Americans to promote civil rights. Tule not necessary a memorial Nikkei unique this kind of injustice. Asians tend to conform.
- Future visitors need to learn the history of the system of incarceration.
- Stockade was originally a processing center. Questions about processing Japanese Americans—return to Japan as prisoner, exchange Americans for Americans.
- Cruel and inhuman treatment of teenage girls and others
- PTSD-like symptoms in former inmates—people not willing to talk about past
- Japanese American values—today’s success and positive outcomes
- Japanese American contribution to the war effort.
- Tule as a milestone on American Dream Journey
- Explain what Tule was as preventative measure
- “Concentration Camp” (Nazi KZ was actually “Death Camp.”)
- Choice: serve country OR defend civil rights.
- Everyone has the right to make his/her own choice and chose his/her own path

**Question 2: What are the important issues facing the park and should be addressed in plan?**

- Jail and stockade within camp
- 5-month jail diary: “Dark Abyss”
- “Colonists” vs. “Residents” (WRA lingo)
- 442<sup>nd</sup> volunteers, then draft
- Peruvian kidnapped question (??)

**Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- See whole area: wildlife, sights, Captain Jack stronghold
- Modocs
- Area history
- July 1944 court proceeding for draft evasion, so teach about due process and various associated issues.
- Different from other camps; must not erase “Bad Camp” concept
- Context is important, as with other parks. Can structures adequately tell story?
- What would a visitors’ center look like? Virtual interpretation?
- Remoteness and vastness of camp footprint
- Jail, building foundations, physical layout is key.
- How to draw visitors off a road less traveled than MANZ?
- Living story, document and historical legacy.
- Confusion between incarceration system vs. Italian and German POWs needs to be addressed.
- Education, raising awareness
- Need to have hook to get them to Tule
- Need physical destination
- NPS draw: Lava Beds: 130,000 visitors
- Architectural details—window types and other distinguishing features
- Manzanar: 10,000 lives, 10,000 stories
- Visitors come to see a physical building, but leave touched by a personal story
- Need a feature film about Tule lake
- Large Manzanar population: Tule
- Create curiosity

**Group 2**

**Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- Segregation center, largest camp, last to close

- Different perspectives—more than one story—yes-yes and no-no, repatriated/renounced; specify the different groups
- Hidden story, not talked about
- Stigmatized, marginalized: Why? Government treatment fostered this contention/controversy; the group was persecuted from outside, one group was pitted against the other.
- People coming and going—hard, chaotic, not knowing what was coming next was hard
- How to answer questionnaire? Becoming a “man without a country” was at stake.

**Question 2: What are the important issues facing the park and should be addressed in plan?**

- Convey physically and intellectually what it was to lose so much
- Convey the impact on families—teenagers/youth couldn’t rely on parents; were grappling with grave issues—how to think about them?
- Loss of civil rights is still happening. In 20 years, will we know what civil rights are? How will the site teach this?
- Man-proof fence, stockade, guard towers, prison—all reconstructed
- Have the FAA pay for the big fence
- Segregation center: focus on this; jail is critical; understand the size of the site—it is hard to remember just how huge the camp was.
- Include the voices of the people; poetry in the jail
- Talk about people who were really there, not “troublemakers”
- How did survivors contribute to society? Where did they go? What were the losses they suffered as a result of being put in camp?
- What was lost in going to camp? What did survivors come back to?
- Share narratives: how did survivors try to preserve civil rights for others?
- Don’t just target visitors who can access the physical site: reach everyone
- Have park rangers stationed in cities to bring the story to youth, to the real world
- Interpretation of sites of conscience is critical—we need constant vigilance to maintain civil rights—this could happen again, i.e. the Patriot Act.
- Make the story more universal, universally accessible
- Integrate into curriculum: how? Curriculum is currently developed according to state. Arkansas conference was supposed to promote inclusion of this history in school curriculum
- Share story of Japanese American advocacy and advocacy on behalf of Japanese Americans from other community members
- Use accurate, non-euphemistic terminology—there is a problem with the term “internment.”
- Need to clarify terminology: Tule Lake was a concentration camp



- Be as forward thinking as possible with new technology; expand the message and make it more accurate
- Virtual visits to site?
- Emphasize online interpretation due to cost of travel
- Find ways to create visitation opportunities without losing the power of place: create an online “hook” to get people to come to the site.
- Outreach: mini modular traveling barracks/latrine building
- Reach families/survivors of Tule Lake to determine if artifacts exist
- Is there a curation facility? Should there be on site? Yes.
- Start to think about the Scope of Collections Statement to guide collection.
- Survey survivors: use numbers to convey a more complete, detailed portrait of the camp: i.e., how many people lost parents while in the camp?
- In the GMP plan for permanent staff ASAP
- Survey other parks, such as Manzanar and Minidoka, to find out what has worked well and what hasn't
- Ensure that live people are on site
- For virtual visits, it would be good to see video footage of experts working behind the scenes—put a face to the work that is achieved at the park.

**Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- At Minidoka, viewing stations show the camp as it was; a smart phone app shows the historical scene
- Leave a few bathrooms as they were (for people to use)
- Create a place to eat where you're exposed to the dust and wind
- Heart Mountain installed mirrors on all of the walls of each bathroom stall, to give the appearance that one is surrounded by others (though one is only seeing oneself)
- Try to re-create the physical experience of the camp: make sure that it is open all year to experience the harsh climate in winter.
- Install markers to delineate borders of site to show its size
- Make site visible from airport runway; include interpretation at the airport

**Question 5: Do you have any other comments, questions, or ideas?**

- Preserve the words of people who were there and include audio recording on an audio tour of the site.
- Consider the art and poetry created by incarcerated and the spiritual impacts of life in the camp. Encourage more of this: partner with other organizations to create traveling exhibits, foster art.
- Emphasize the relationship with the landscape (essentially the same) and encourage the development of art depicting the same views.

- The protest aspect of Tule Lake is essential and differentiates it from other camps: this has to be a focal point.
- Historiography: who is telling history and for what reason? Propaganda: how narrative was created; government manipulation of the conception of “loyal” and “disloyal.”

### **Group 3**

#### **Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- The stockade greatly affected individuals: it is something that should be known about and apparent
- Government error
- One place where the government systematically tortured people
- Dilemma of yes, yes vs. no, no: family considerations, impact, reflections on whether the right or wrong decision was made
- Emotional turmoil
- Continuum of events
- It wasn't just yes or no—there were many who didn't answer—those people's constitutional rights
- We are currently grappling with the division of no-no's: how do we communicate this issue to the common person?
- The points that need to be made must be front and center: dramatic example of WRA camps
- Of those who were there: their children, how were young people affected? Those who were born there—how were they affected later?
- Considered segregation/disloyal camp: needs further explanation of what “disloyal” meant
- The loyalty oath and the entire story
- Violation of constitutional rights: people coped with these violations in many ways
- Government knew what it was doing: not a mistake, but a calculated policy for political reasons
- “I have no words” –people don't know how to discuss this topic
- A lot of people may have only had one no-no but people stayed there to keep their families together
- Challenge of the families to stay together
- Created sense of mistrust
- How the Japanese American community became divided over this issue
- The use of questions 27 and 28 to divide the Japanese American community
- This division a good message—that can be related to others' lives

- People were intimidated and rushed into very hard decisions: many terrible things happened due to renunciation

**Question 2: What are the important issues facing the park and should be addressed in plan?**

- A symbolic representation of site
- Preservation of key elements
- Measures to explain this story
- Manage the first impression of what people may see on the site
- The people who were there are getting older: the plan should address how to capture stories
- Oral histories: preferably videotape
- The re-creation of the visible components of camp: always amazing how these physical interactions affect people; how these physical features stay with people
- Collecting and preserving original buildings
- Preserve uniqueness of Tule Lake—the jail
- Will you talk about all camps here or focus on the uniqueness of the Tule Lake story?
- Do you need to understand all camps to understand the stockade?
- Need to say all the things you say at MIIN and MANZ and then add Tule details
- Must have context: race, national dissent, greater political context of the time
- Site should show uniqueness
- Demonstrate that there were people arrested based on hearsay—they hadn't actually committed a crime
- Make sure people have a connection to the story and its relevance to modern issues
- People there who renounced their U.S. citizenship: interpreters will be challenged in describing this. Is there an effective way to discuss this topic?
- Oral histories are important, but there should be importance placed on documentation: see things people [read?] in the time period, affidavits that were signed—a way to present it in an organized way
- The real documents might be more accurate; ghost written by attorney's office
- Focus on archives
- Virtual files so people can access materials outside of site
- Material for school

**Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- The stockade can be rebuilt and recreated to tell a very important part of the story
- No other camp has stockade—all camps will have a watch tower
- Things that should be present: guard tower; a witness; barrack; stockade
- Indicate how many people were in the stockade at a time

- Give impression of the site: how large it was and how many people they had squeezed into that area
- Larger physical site with buffer

**Question 5: Do you have any other comments, questions, or ideas?**

- Tule Lake: 1 in 10—need to know about all camps to understand the impact of Tule Lake
- Find [illegible] info from others who went back to Japan
- Stockade within compound: prison within a prison—the impact this situation had was long lasting

**Los Angeles, CA    Wed., July 24, 2013, 6:00pm- 8:00pm**

***Meeting Location: Japanese Cultural and Community Center***

### **Written Comments**

- Should have access to the cross on top of Castle Rock
- Protect the cemetery
- Conserve part of the remaining barb-wire fence
- The background and rationale that made this camp unique among the camps (including the many Detention Centers)
- The loyalty issue
- Remember what it was like to grow up there
- Demonstrate how innovative the interns were
- 20 year plan is a long time. While some of us are still around, collecting artifacts as asset should be high on the priority list
- There were different reasons for renunciation.
- Do oral histories – interviews should be a priority while internees are still alive
- Virtual museum using computer graphics – is a good idea
- Include watch towers: man these with manikin with a rifle and searchlights
- Key concept is: Why this relocation center was established, how it was different from the others
- Did all the families answer “no, no” to the questionnaire?
- How were families selected for this location
- Protesters , “trouble makers” sent to Tule Lake – but not disloyal
- This site was still open after the end of the war- only relocation camp to do so
- Oral histories, artifacts collected before too late
- Dissent and protest is a cornerstone of being American. It should not be seen as “Disloyal” or “Disloyalty”. This is not just a Japanese American story. It is an American story that all Americans can learn valuable lessons about our U.S. Constitution, civil rights, abuses of power, government deception and cover-ups, lies and treatment of an innocent minority group. How fear and hate can lead to unconstitutional policies and laws based on fear and hate.
- How fragile our civil rights are and how we must remain vigilant in defending and protecting our constitutional rights

### **Group 1**

**Question 2: What are the important issues facing the park and should be addressed in plan?**

- Historian

- Bring the story of before and during WWII period and the diverse experiences and stories not all the same – segregated – also the stories of how people were effected long term and throughout their lives
- Need to capture broad range of stories, mane have not been shared. Many family members have questions about their family member’s experiences. A desire to get information as people with direct experiences are passing
- Statistics on living survivors of Tule Lake? Good records in who was there but hard to connect to today
- Many who directly experienced being at Tule Lake are reluctant to share verbally- may prefer written, working with people adept at documentary stories in English and Japanese
- At strategic planning meetings in San Fernando Valley some very verbal in sharing stories, talk about issues of stigma, etc. Opportunities need to get folks to share, feel comfortable opening up.
- Several remains of people who passed at camps were relocated to other sites. In some cases, to Japan and back to U.S. again some temples might have into
- Most people sent to Tule Lake after segregation were Buddhist
- JACL conflicts as a theme and relationship to U.S. administration. What we did to each other as a population
- How define / redefine “troublemaker: and “patriot”
- Would be interesting to get perspectives of government population of camp, how Italian and German experiences varied
- A need for a lobby to support Tule Lake. How Japanese American stories connect to other civil rights stories (Latino, Muslim, etc.)
- Tule Lake had full battalion and heavy military equipment – potential to partner with military history stakeholders
- Issues: fence at airfield. The story is for all Americans and fence goes through the heart of the site. It’s like covering up a part of history at a National Park Site. Concern that tours will not be allowed if fence goes up.
- Long term would like to see lots of enterprise as a result of the park.  
“Only a genuinely mature democracy can admit to its mistakes” After war, white G.I.s were encouraged to homestead in the Tule Lake area but doesn’t seem like Japanese Americans were?

**Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- Need to have visual and audio etc. Toe engage and appeal to young people use technology
- Would like to have barracks where people could stay
- Would like to see re-creation of bathroom so people could see what it was really like

- Need to sell stories to the public. So many do not know
- Have a building or a visitor center where the stories can be told/ shared. Possibly the military police garage building. A starting off point for visitors
- In 20 years, hope the euphemistic language won't be used or the language used is part of the story
- Would like to see barracks and artifacts showing what people brought, valued and made while at Tule Lake shell jewelry as examples
- Smithsonian has examples of arts, crafts, etc.
- The day to day awfulness and what people did to each other in Tule Lake – conflict, bullyism, thugs, hoodlums, those stories
- Respect for people, stories, sites, sacred ground, What happened to desecration of cemetery
- At memorial service at Tule Lake crop duster flew overhead very low – lack of respect – NPS can bridge the gap- Park can help local community with economic development
- Ken Watanabe and Japanese film/ documentary about Tule Lake. The story of being American in Japan. Opportunities to tie in info and interpretation in Japan
- Boundaries??
- Part of the story of life at Tule Lake is how spread out facilities were washrooms, barracks, restrooms etc. and how daily life was difficult, also bad climate and how to access community services
- Critical that NPS has historians/ folks who can help with Translation who have empathy
- The various evolving functions of Tule Lake
  - o Incarceration
  - o Segregation
  - o Renunciation
- Acknowledge Tule Lake Committee
- Redress- history
- Why Tule Lake became a segregated camp
- The treatment that was imposed on internees
- Forced to go to Japanese school

## **Group 2**

### **Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- Under loyal or disloyal- disloyalty of government – how they were disloyal to the American people – whether Japanese American, Native Americans, Slaves, etc.
- What are you worth to your government?
- Based entirely on ethnicity – wrongfully labeled as disloyal and an enemy alien
- Citizenship – disconnect between being a citizen and what was allowed to happen to Japanese Americans, this wasn't legal and shouldn't have been allowed to occur

- Challenge of not being respected as Americans
- The land Japanese Americans had a great deal of good agricultural land which was taken
- When taken from Peru – bank accounts were taken, and land was confiscated
- Bribery was used to take people from Peru to use as leverage with the Japanese – tell this story
- Greed
- Government used South Americans as hostages because they were not Americans (no citizenship)
- Many deaths and loses occurred during these kidnappings
- Story is not told in history books
- We never used the word “Japanese American” in Hawaii – I was American and I was Japanese – is this term Japanese American being forced, why is it used?
- Why do we call Japanese American – by this term and not simply Americans, we don’t say “white American”?

**Question 2: What are the important issues facing the park and should be addressed in plan?**

- Are there chances to expand the boundary?
- Dream would be to have the entire original site included within the park
- Bus tours
- Reconstruction of a guard tower
- A tank on site
- Barracks on site
- Were or are people willing to donate barracks to the park?
- Outreach to community to gather materials
- Depict more of what internees lived through – their daily lives, the environment they were subjected to
  - o Cold
  - o Wind
  - o Heat
- Visual depictions- to help drive home important concepts
- Visual would help to convey multi-faceted stories of the different people who came through the site
- Help understand the consistent displacement
- What can be done to make this come to fruition in less than 20 years?
- What would the public and government need to do?
- Conduct a feasibility study for the site
- You cannot gain from virtual / digital experiences what you gain from physically going to the site
- Enhance the experience of being on site- don’t replace it



- To supplement visiting the site – websites are great but until you go there you don't really know what it's like
- Young people need to physically be there to appreciate the story
- As kids we liked being there – we had many friends
- If you can recreate hardships and conditions then the story will be preserved
- Don't necessarily need modern structures, people should experience the site as it was
- Latrines had no stalls – no privacy
- There should be facilities for visitors to feel comfortable – to want to visit
- Map of the global impact of the Tule Lake concentration camp, people came from everywhere – the impact of this
- Hostages were forced to enlist
- Prison based on race
- Introduce story of Tule Lake in context (map) of the other concentration camps
- How the site relates to others , how people moved from one site to another
- Executive order 9066 is rarely displayed – I would like to see this prominently displayed at the site
- Terminology – Park Service should stay away from euphemisms. Have a forum regarding this terminology – difference between concentration camps and death camps
- Develop carefully alongside educational material especially for high school and middle school students –
- Allow Tule Lake to be a platform to educate the next generation
- Struggle to get Tule Lake dedicated as a historic site – how did this happen what challenges were faced in making this happen?
- Acknowledge effort of the Tule Lake committee and others who have worked hard to establish this site as a National Historic Site
- Allow youth to see that Tule Lake becoming a historic site was something fought for
- Beginning of monument process doesn't happen within a vacuum
- Community had to fight for \$20,000 not easily gained if they hadn't fought for it they wouldn't have received a penny
- Creation of a Tule Lake friends group would benefit the site
- Many survivors have passed away – only children stories are left – these are also important legacies
- Issue of youth Tule lake internees saying they had good memories
- Young internees sometimes had a very good time others had a traumatic experience
- Importance of redress – without it the Japanese American community wouldn't have had the available funds to push for these cultural preservation measures
- Segregation and the tension this caused among Japanese Americans
- Oral histories before – during and after camp – parent and child experiences
- Gave some adults a chance to be creative ( had more free time)
- People made good of a bad situation

### **Group 3**

#### **Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- Important for generations to hear about camps
- Education about camps
- Not like other camps- much harsher/ strict
- Learning more about the camps / Tule Lake
- Hearing stories
- Stigma of renunciation
- Many reasons to get story out
- Tule Lake is unique – a lot of reasons why people signed the questionnaires the way they did
  - o People were told not to “come back”
  - o Keeping families together
  - o Other stories...
- Avoiding admittance of being at Tule Lake because of stigma
- Lack of education about why people were sent to Tule Lake – lead to persecution
- Families that chose to go wanted to keep families together
  - o Impacted all the camps

#### **Question 2: What are the important issues facing the park and should be addressed in plan?**

- Make a priority the oral histories of Tule Lake internees
- Transcribe and cataloging is important but focus on interviewing
- Website to collect stories
- Difficult to talk about
- Tule Lake was fortified, much more strict, stockade, jail within a jail
- Truly was a concentration camp
- Stay away from barbed wire, people were shot , guns faced in
- Canal and fence should be preserved
- Writing on walls (in jail)
- Effect of climate
- Artifacts should be preserved, there needs to be a way to store objects now or it will be thrown away
- Tell story of human side, gov’t eased up, gave an opportunity to reconsider return to Japan
- Remember Wayne Collins
- Affidavits

- Internment at CCC Camp Tule Lake site, negative? They felt intimidated about questionnaire
- Attitude / how people looked at one another before and after internment
  - o Racism
  - o Civil rights movement
  - o Help imagine how evident the issues were
- Research / fact finding
- Government did research about farmers before war (DOA archives)
- How questionnaire came about; see role of government, see the documents
- Perception that Japanese Americans were disloyal
- There were radicals at Tule Lake
  - o Start rumors
- Trail to the cross, open access to the public
- Visitors center to tell stories
- Rehabilitate building to house interpretive center
  - o Point of reference
  - o Tell story
  - o Working area for NPS
- Interpretive center should be top priority as headquarters for visitors

**Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- Online visitors virtual museum – pan out 360 degree views of pilgrimage updates
- Pro Japan vs. pro U.S. tensions
  - o Movie/ audio
  - o Visitor experience- Japan group/ rumors
  - o Split groups, tension / conflict
  - o This or that
- High school at Tule Lake, beautiful gym
- Oral interviews, inventions made at Tule Lake (back to artifacts to collect)
- Seashells necklaces – innovation
- Experience , feeling – capture how they felt – go through gate/ tower with mannequin line up with soldiers
- Continued post war – American concentration camps
- Feeling of loss of freedom/ liberty – make an experience for visitors
  - o Searchlight / watchtower
  - o Barracks
  - o Building with showers
  - o Rebuild guard tower ( twice as many at Tule Lake)
  - o Stockades

- Can't get close to fence – line
  - Barbed wire
  - Salvage fence
- Purpose of why... land grab reason “scavengers”
  - Bob Hope Conejo Valley
- Send out press release soliciting open- ended?
  - Even if you can't attend submit comments
  - Different in comments from meetings and in mail
- Historical perspective
  - Economics
  - Fear of war
  - Immigration to CA
  - Agriculture in CA
  - Racial attitudes
  - Forces relocation
  - Native Americans
  - Farmers
  - Japanese
- Why this particular site... historical rationale (for land ) selection
- Working labor on land how landscape was changed
- Interesting environmental attributes
- Wildlife/ geese
- Airplanes / information
- Borrowed idea from Hawaii where you have to watch video – in addition force visitors through guard towers, line up, soldier – file into room, watch presentation, take questionnaire, etc. Then they are free to visit park, make them feel force

**Carson, CA Thursday, July 25, 2013, 10:00am-12:00pm*****Meeting Location: California State at Dominguez Hills*****Written Comments**

- Sharing / gathering the broader range of stories / perspectives about the Tule Lake experience
- Isn't it possible for this to happen again?
  - o E.g. impacting Muslims? Or others under suspicion
- That is an American historical site not just a Japanese historical site.
- Violations of civil rights (it represents)
- Include something about athletic teams (male and female) and the role they played
- Not all Japanese Americans went quietly to camps Tule Lake was a center for protest within the community Include background and history of community wildlife, agriculture etc. (involve local population)
- The Japanese Americans who were sent there were targeted for certain beliefs / actions – were they found to be exonerated?
- That Tule Lake was a segregation center where inmates were treated with harshness
- But mainly, to follow and read what Bill Nishimura has written and said because he says the truth
- The injustice of what was done there in the government name

***Group 1*****Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- There are important stories that aren't shared with families, researchers: The impacts to families “psychological castration” Then 1950s red scare and social revolution kids wanting to know... but still many wouldn't share issues of respect , self -respect and enduring personal sadness. The “model minority” phenomenon and denying of culture to reduce perception of being a threat
- International war crimes tribunal – lack of U.S. Action – congress has not carried out its responsibilities – worse than 1942- no privacy
- Taught in grammar school to protect you civil rights that's what did in responding or choosing not to respond to questions.
- Tule Lake Camp was a fearful place –renunciation and Dept. of Justice Camp were more protected than at WRA camp.
- Feel that Tule got a bad name because theft of sugar to sell on the black market. Would like people to know this was different than other camps
- Want to share broader stories about decisions people made and why- also concerned about current injustices (EG Airport)

- Hiroshima peace park and museum did a good job in presenting the lead up story in 3<sup>rd</sup> person
- Parallels to today and defense authorization act and policy for detaining people today. Similar – basis of “suspicion” – want to see idea of social justice at Tule Lake shared and connected to today
- Fact that this could happen again remains in back of minds. “Crime” was being of Japanese ancestry.
- Relevancy to today
- Preservation of history before lost
- Living conditions and stories related to these
- Childhood perspectives – making lots of friends but also having to live by people you didn’t get along with. Also, how families survived after camps – How these stories are taught in schools over time
- CSUDH archives have relevant materials and have capacity to take additional materials
- Education – majority of Americans don’t know these stories. There weren’t text books before that had these stories
- Stories of those who were sent to Japan and of coming back to the U.S.
- Loyal/ disloyal... patriots and the changing perspectives on language getting folks who were directly involved to write might be good strategy. Also, lifelong suffering and impacts
- First folks at Manzanar from Bainbridge Island and urban folks from L.A. who harassed them and they requested to be moved

**Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- No airport fence
- Largest camp- to convey size physically is important
- This camp was different – towers, stockades, are important part of the story
- Keep what remains and rebuild other parts, important that people are affected not an “attraction”
- Education is key
- Twenty years from now those who were there will be gone but need folks to have human connections
- Terminology and correct use is important
- Tule Lake is unique / unusual so great opportunities to tell a story different from other camps our society attitudes about social justice and how change will be important
- Need Japanese translation of materials such as historic correspondence
- Mobilize local communities to help and support facilities and to be advocated for visitor center
- Need to contemporize exhibits and make relevant to current issues

- Something similar to Manzanar rebuild barrack and stockade
- Open exhibits outside
- For visitor center
  - o On site
  - o At Smithsonian exhibit example living quarters were too clean/ nice/ relaxing unlike reality which was small, crowded, very rough, and had no privacy
  - o There was dust everywhere
  - o Would like to see site stay the same- the isolation- it's an emotional experience – it's not just history but something people need to understand
  - o Need 2 gate guards – tower and a Sherman tank
  - o Have parking off site so preserve the feeling of the site
  - o Transported via train to Klamath Falls and then covered military truck to Tule Lake

## **Group 2**

### **Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- Principles of freedoms and unalienable rights are not discretionary
- Freedom of thought and conscience is a crucial, core concept of U.S. democracy Even in cases where it is unpopular or in opposition to government policy
- Through experience fearful camp creates a feeling of why Tule Lake was so different from all other camps
- Why Stockade was constricted or a jail within a confinement
- We were not a internees any way different than any other internees elsewhere
- In my case, I simply defended my civil liberties. Government started all these bad images by protecting those ware house workers when they were taking sugar out of warehouses to the black market
- Preservation of artifacts. Especially if not currently part of NPS control
- NEVER AGAIN for any group
- These sites should remind us about what happened. Educate the next generation about how fragile freedom can be
- That should not happen again
- Freedom is fragile
- It's part of U.S. history
- It's important for everyone to know about
- Education
- Part of school curriculum
- To know it was the most severe of camps
- Stockade and jails need to be restored
- The Tule Lake site was used for the relocation of Americans of Japanese decent

- There were specific violations of the constitutional rights that happened there
- Violation of the basic tenets of democracy and social justice
- Education of young people and society about what occurred at Tule Lake and what are the conditions/ issues in contemporary society that could give rise to similar situations in the future
- Express the horrible conditions and violation of human rights, the horror of this experience must be conveyed
- Do not create a tourist attraction of amusement park environment
- Oral Histories from those who experienced Tule Lake must be recorded
- Do not shy away from the realities of what occurred – the horror and injustice must be felt by visitors “Lessons learned and how to prevent such a thing from happening in the future

**Question 2: What are the important issues facing the park and should be addressed in plan?**

- Should be part of the visitors experience
- Preserve as much of the original layout and structures as possible
- Want to know what went on/ understand and teach future generations
- Connection between stories and relevancy
- Tell multi-faceted stories
- Have an interpretive center
- Tension/ splitting of families
- Many reasons why questions were answered the way they were
- At the museum of tolerance see the experience from the child’s eyes/ child’s experience / child’s perspective
- Personalize it
- Important to hear representation from all different folks and the reasons for yes/no
- Multi-media representations
- Get oral histories
- Effects of incarceration on multi-generations – 3<sup>rd</sup> generation
- Re-build of families
- Effects on children/ young adults at the camp
- Tule Lake community – great division in the camp and still exists today
  - o Loyal/ disloyal
  - o International, where born
  - o Double imprisonment
- Why are they imprisoned like criminals
- Explanation of discrimination – stories community of people where they came from – whole story
- Comprehensive picture of what it was like to live in other places vs. Tule



**Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- Virtual – use technology to share information , “visit”
- Use students to help build virtual visits, cooperative venture
- Into perspective: set understanding from beginning for visitors without background
- Show life of Japanese Americans in their communities
- Include and interpretive center
- Include barracks
- Context of environment / landscape – what it could have felt like to live in the place in addition to interpretation
- Physical / visuals to visit blocks, etc.
- Meaning of “internment”, use internment
- What’s there that’s different
  - o Stockade
  - o Writing in jail
- Arrested / confined with-out indictment tortured while held
- People and size of camp
  - o No no’s
  - o Pro-Japan groups, bachelors without families to go back pressures no-no’s to renounce citizenship
- Cell phone app to locate barracks
- Conflict by design
- Paid informers
- Social structure and idea of shame
  - o Parental guidance from first generation about what loyalty means
- Social pressure
- Shame in/ out side of community
- How does experience of first generation weigh on subsequent generations
- Expressing rights of being an American citizen
- Implications within community of loyalty, shame at Tule Lake and today
- Stories / experiences of first generation shouldn’t be forgotten
- What is the thing to focus on to draw people to Tule Lake?
- Lava Beds as anchor? – Anchor is the jail
- Stories of how people got into the jail
- Education at the camp
- Healthcare at the camp
  - o Child birthing conditions
  - o Sterilization
- Touch/ feel what life at the camp was like
- What preceded the camps?

- What started it all
- Racism and study before Pearl Harbor – Foundation
- Subtle racism
- Attitude/ perspectives of the captors
  - Just a job?
  - Obeying orders?
  - Who were they/ why were they there?
  - How did they get there?
- Providing education is important
- “something in a family that wasn’t shared”
- Monuments about injustice
- Learning / accepting mistakes so they aren’t made again
  - It takes time and people fighting for it
  - Addressing issues of citizenship

### **Group 3**

#### **Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- Loss of family memorabilia
- No photos of childhood unless friends kept items
- Explore the topic of “no no’s” Not a clear story, very complex regarding how the questionnaire was filled out
- Show questionnaire to others
- What are laws concerning whether this could happen again
- Are there laws in place to keep this from happening again?
- Patriot Act- concerns regarding privacy
- Racial profiling happening now
- American Historical site
  - Emphasis on being inclusive
- Whenever U.S. gets in a citizenship dispute there becomes issues of civil rights and economic fairness
- Many cultures have been targeted – often those that “look” different
- More complicated now with mixed marriages- those with multi- cultural backgrounds
- Youth is so passive about this history
- There were people incarcerated who did not look Japanese – they were teased and treated terribly
- Use of different terminology in publications – why do or should we use certain words
- Incarceration or concentration not internment – because only non-citizens can be “interned”

- Afraid of leaving site because of natural environment
- Can also use the term “forced removal”
- NPS goal to represent story as accurately as possible
- Eric Muller – believes in using internment and others have differing opinions

**Question 2: What are the important issues facing the park and should be addressed in plan?**

- Address airport issue – this greatly effects how a large portion of the site can be used
- If my family was at Tule Lake and I would want to have access to where the barracks were – it’s important to access that part of the site
- Capture the stories now because so many who were there are much older
- Work with agencies in the meantime to capture stories before the plan is written
- Many stories have not been collected and we are losing these stories
- Manzanar has a good film regarding personal stories – will Tule do similar work?
- Film does a good job of transferring information
- Are stockade and jail going to be renovated? First thing should be to renovate structures that are currently there
- Currently in phase two of jail restoration
- Dorothea Lang and other photographs well document construction of buildings which can be used for renovation
- Signage and access to camp – close to an actual town
- Include signage to show where Tule Lake is
- Wheel chair access
- Audio tours
- What is there now?
- Supplement what’s there with a virtual tour
  - o Developing a pod cast – use technology to tell story of the site in the meantime
- Link with other groups and agencies to share information and material
- Is there more funding allocated to the site regularly?
- Seek regional and national funding sources
- Documentary “We said no no” very educational video about the Tule Lake story
- Use visual communication (an agency that does films) – what are relationships that need to be created?
- Asian American studies – there are programs around the country, many professors are working on this issue
- Much public view of camp was positive / Happy – the darker side of camp needs to be shown and understood
- Story of Japanese Americans forcefully removed / kidnapped from Peru and Brazil, how many were no no’s and sent to Tule Lake

- Not a lot said of interim while people were placed in camp – the random holding locations prior to camp
- Where Tule Lake prisoners originally come from – assembly centers
- Why were sites originally used – Tule Lake and others
- Visual representation of where people came in from and where they went to post WWII
- Story of renunciation – tell how this happened and the work it took to regain citizenship
- Speak with Dr. Hanson
- Periodically update story at told at Tule Lake to keep the story relevant – show connection between what happened during WWII and what is happening now
  - o That way the story is also more impactful – it makes the story matter
- Some people still believe it never happened
- Local community should be very involved in the process
- Local stories of what they thought was going on
- Speak with locals regarding the economic benefits of having the site
- Citizenship problems of different organizations having materials – how to address this
- Impressed with the number of public meetings and public participation
- In terms of write-ups NPS has been very reflective of last year's public outreach

**San Diego, CA      Friday, July 26, 2013, 10:00am-12:00pm**

***Meeting Location: Balboa Park***

**Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- Increase interaction with teenagers
- Survey of classmates helped me to realize how little young people know about incarceration
- Make the plan more visual
  - o Make graphically more pleasing
- Only space I could not access in 2008 was the 37 acres included in the National Park Service site
- Use appropriate terminology
- Currently our use of terminology is poor
- Look closely at how the NPS defines Tule Lake
- The site was 2 things was one of the original ten then it became a segregation center
- Discussion of using “American Concentration Camp”
- From Wendy and my experiences – Tule Lake pilgrimage is vastly different than visiting other (Manzanar) incarceration sites
- Current history is very important – so many stories- many interpretations to be told and understood
- Some positive stories – being with other Japanese Americans and going through this process with others
- Different perceptions due to age and situation
- Complicated story
- None of this would have happened without government intervention of this type
- Pain and suffering should be apparent in stories
- How do we make connections with the everyday visitors
- Collect oral histories with an eye for how they will be used 20 years from now
- Some of these stories were collected before videos were available which can be recreated
- Remember the stories of the children
- Some of the exhibits at Manzanar are very useful in making you feel connected to the site
- Manzanar had a lot going for it regarding facilities
- What I see is a series of people taking advantage of an economic opportunity
- Look at human nature component of this story
- Twenty years from now basin may be entirely different from what it is today
- Climate change = less jobs=less people able to function at site
- Chances in geography of land

- Have a tank on site

**Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- GMP organization – managing site differently – change designation
- Give site greater authority – change the name so something shorter, more compact
- Examine boundaries – study what areas might be added to this – can they expand to include more of the area appropriate to tell story
- For example the cemetery
- Goal may be entire site to be included within the park boundary
- If included in plan – these boundaries could be changed when/ if airport is no longer in use
- Inclusion of information regarding those that died in camp
- Tule Lake known for “no no” boys reasons for why people said no no
- Methodology for researching your family history on site
- At Manzanar names of those interned is important to make story personal
- Have interactive exhibits
- Development of independent visitor center
- Interpret Jail as key feature of the site and story
- Choose site for visitor contact station
  - o Analyze alternatives
  - o Must be on site
- Being on site now – you can still imagine what those who were brought there saw/ experienced
- Could create portal online to experience the story – site can act as a means of engaging in the greater story
- No Japanese Americans I’ve known have said anything about internment
- What would you have done?
- Story of those that did help Japanese Americans during and after the war
- Museum of tolerance interactive program
- Technology – should be developed differently than at Manzanar Use technology to help story moving forward
- Sense of scale has not been captured at other exhibits this must be done there
- Tule Lake has more towers – indicative of site
- Tule Lake has different constituents, think about that – live time means of interactions
- Don’t lose sight of traditional methods but enhance it with technology
- Think about how this will be visualized
- Look at alternative planning sources
- Find ways of getting those who care to be involved in this
- Partner with groups like Densho, JANM, Discover Nikkei

- Different types of technological means of telling stories – there are ways of sharing content that costs nothing if coming from those interested independently of the government
- 1<sup>st</sup> person narrative very powerful
- Place significance of what happened there and what life was like at the forefront
- Tule Lake guard tower – not like other guard towers- designed differently
- Make sure to engage youth
- Have children go through exercise of packing what they would bring in a suitcase
- Stories of how people had to abandon their animals
- Fence – appreciate long term vision for site- how the fence may interact with the site in the distant future
- Like interpretive themes intent, and contentions included
- Compare and contrast how this story relates to greater civil rights discussion
- Use fence as a feature to tell story

**Los Angeles, CA    Saturday, July 27, 2013, 10:00am- 12:00pm**

***Meeting Location: Japanese Cultural and Community Center***

***Group 1***

**Question 2: What are the important issues facing the park and should be addressed in plan?**

- Plan to excavate Tule Lake to see what artifacts / gardens/ cemetery are there
- Capture stories – oral histories
- Plan to excavate Tule Lake to see what artifacts / gardens/ cemetery are there
- Capture stories – oral histories
- Manzanar has a great deal of remnants they have done a good job of preservation
  - o Do similar work of preservation at Tule Lake especially interest in gardens
- Recreate physical characteristics of the site
- Guard tower at Manzanar was very moving to those visiting the site
- Physical features key to interpreting the site
- Tule must be understood in its' particularity
- Impacts are multi- generational
- Quintessential expression of racism Japanese American community felt at the time
- Framed as well in general context of the greater history of camps. "Content of forced removal"
- Leverage Nikkei community and greater community behind educating the broader American public
- Unlike heart Mountain and Cody Museum Heart Mountain is not all that a desirable place. Manzanar gets random drop ins of passersby
- Pressure as many physical characteristics as possible but explore that is happening at other sites
- What is important to educate people on- so much work has been done but this literature has had little impact
- Newsletter is accurate and precise in terminology
- We need to have with go beyond superior court and reach international war crimes tribunal
- Presidencies have used the sites as deviation
- Demonstrates vulnerability of American people to lack of freedom and rights in public process
- Development around site which would demonstrate acceptance of great Japanese American culture
- Go for broke – oral histories are available
- Get visual and demonstrate turmoil of entire community



- Can demonstrate relationships to other minority groups and the racism they face
- Capture oral histories ASAP
  - o Many ways to accomplish this
- Work with private fundraising
- Look at areas where Tule Lake people came from
- Personal stories of the individuals who experienced Tule Lake
- Demonstrate story as unbiased as possible
- Make sure to preserve involvement of friends group/ those committed to the site
- Story of the cemetery and the destruction of all of the grave sites –desecration
- Great deal of poetry written during internment
- Much of this poetry is not organized
  - o Demonstrates a different means of expression of the experience of internment
  - o Poetry could be used to tell the story at the site
  - o If trails included have haikus or markers would be a great way to tell the story
- Focusing on the literary output of peoples time in camp
- On line presence of this literature
- Was a thriving Japanese American literary community prior to WWII
  - o This was due to better education system in Japan
- Human events changed literature to no longer be comical and became substantive
- Huge loss of literature post WWII- due to Japanese American being more assimilated and no longer passing on this tradition
- Americanization and forced assimilation during internment
- Abandonment of Japanese culture most obvious at Tule Lake
- Now a growing interest in Haiku which is now elevating form but little is done here in the U.S.
- Academics are now rediscovering this art
- This is a good opportunity to get past untrue stories related to JACL and who this group is today
- Some still believe concentration camps were for the protection of Japanese Americans during war
- Leaders of Japanese American community were systematically removed or belittled through this process
- Shoot for the mood – can be myopic- do not lower your sites- At Manzanar it was key to shoot high
- We have twenty years - remember the long term
- Go for broke!
- Include interpretive center on site
- Name causes cognitive dissonance
- Have greater discussion of name change

## **Group 2**

### **Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- UCLA grant from NPS
- Peru-Cuba- Texas – memoirs written up
- Used on Tule lake being developed
- As children we experienced and learned about racism – had to fight and stand up for self
- Important to examine written works as many would write but not talk about experiences
- Impacts to community but the personal impacts to families and individuals were so significant affecting people throughout lives
- Many diverse opinions within the Japanese American communities
- Diversity of circumstances that led to peoples decisions and choices
- Uncle feels story “done” Lose ID in camp and put in camp prison- sought help from European countries. Learned calculus ... people who were in college ended up teaching in the camps. Family members played baseball- has uniform to donate
- In context of post 9-11 important to explore context of U.S. citizenship – how do we characterize citizenship today?

### **Question 2: What are the important issues facing the park and should be addressed in plan?**

- Airport fence
- Preserve site as much as possible
- Visitor center should be close enough to get sense of site
- Even though NPS doesn't have whole site, partner to mark/ ID whole camp
- Sense of scale important
- Disruption of memorial service by planes/ pilots
- The long term effects of what happened- the emotions, decisiveness, blame, stigma, role of government in affecting this – government being off the hook
- Sites of conscious collectively are very important and very relevant to all
- Need to make stories relevant to visitors- visitor experience and how to convey parallels between 9/11 and other stories
- Still concentration camps, child exploration in world today
- German museum in Berlin- Don't run away from their WWII history
- Don't tell as separate ethical story, but as American story using relevant stories- what we sacrifice for national security. TSA, NSA and pushing limits. What lessons can be learned. Also positive stories of endurance – can happen to anyone. Pre WWII example too
- As a culture we're somewhat desensitized (media) so how connect people in meaningful way
- Not an isolated story, but part of a continuum

- Everyone had some role... sanctioning a government that would do this
- Need to create a reason why people would want to come... trails, something enjoyable
- Something interactive – heart Mt. example ... personal stories, first person voices.  
Recordings people can listen to
- The jail... to give people a feel of experience especially it's so small but was packed, add some bars
- Convey sense of scale

**Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- Advanced technology could help make more experiential
- Physical visitor center
- Fence / boundary markers
- Visitor center important as a starting point especially if don't know story. Then other learning opportunity (tours, plays, etc.) To explore specifications. Films, a dramatic play/depiction
- School at least was part of Historic site but not part of NPS site
- Possible walking or driving tour

**Virtual Meeting      Thurs., Sept. 5, 2013, 10:00am-12:00pm****Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- Attended Tule Lake Pilgrimage last year - What I value most about the TL Unit is that I had heard very little about the history of No No and I appreciated the story being phrased in regards to civil rights and questioning what any other American would have done given that situation.
- Amplify what I value most is the kind of experiences not the physical surroundings of the site but the story being told. Boundary modifications, barracks should all be included in the unit, doing that will be complex and will require legislative help.
- What I value is the multitudes of stories associated with Tule Lake. It's not strictly about the site but the entire issue of civil rights and many other stories which are associated with Tule Lake - the stories pre and post being a segregation center which are important as well.
- This question gives a lot of strong feelings, it's about the multiplicity of stories, and I saw that there is a section of the newsletters discussing the many stories of TL and by understanding TL you can see that no community is one way but involves many divergent stories that create the whole.
- 
- It's a physical place - you can actually go there - it's not in one person's mind, it involves a lot of people's stories. When you go to the place and see the buildings it becomes more real - it's what sets TL apart it's a place you can actually go to.
- Also on the similar note, it is not just one narrative that people share and the difference with the other WRA camps etc.
- Completely agree with Ms. Shibata speaking now. Many people are amazed when I say that Tule Lake is at the California-Oregon border. They don't picture it as being so close...
- What I find useful is that - it's helpful for people to play off of one another's ideas. Is it possible to post people's comments so that others can respond to those comments and be reminded of discussion points. It might spur additional valuable comments prior to the end of the comment period. I think it would be helpful to facilitate people's ideas.
- What I value most is the profound effect that TL had on my family, some of the effects linger on - the bad side being ill feelings among the family. The effect this had on people's families for generations.

**Question 2: What are the important issues facing the park and should be addressed in plan?**

- I appreciate that this is a physical place was mentioned. The airport issue highlights the land use issue you have in that area. The evolution of the site after the war was an important part of the story and should be included.
- People were brought in from all over the west coast so this story will be "many site based" because that is the only way to tell the story because those impacted were from so many different places.
- Should the park focus on telling the pre-story from those places and what happened in those places - how people ended up at TL?
- Certain camps had subcultures based on where people came from - JA life was so diverse and those who came to camp brought many different perspectives with them.
- Item on general plan and borders... in think the cemetery or graves of the deceased.. should be recognized somehow
- Right now there are efforts to denote where exactly the cemetery was.
- Pilgrimage makes the cemetery a stop and I think it's very important to the community that the cemetery be acquired and added to the park. My understanding is that most people were cremated - which made me question whether or not we know if we got all of the remains out - I consider this to be hallowed ground. I think the community acknowledges that and holds ceremonies there for that reason. Move the remains in Klamath Falls back to TL.
- I heard some graves were scattered as part of construction activities in the area... unconfirmed.
- Regardless of the graves or cemetery site.. those who passed away there should be remembered... not the best circumstances for those who passed away or their families
- Need archaeological survey of the site - we don't currently know what is exactly on the site and we need to do that without the threat of the construction of a fence.
- Archaeological work of the FAA was entirely inadequate.
- Can the airport be moved- can a trade occur to move the airport strip to the side. Can the plan address if that is a possibility?
- Yes - these are ideas that could be addressed in the plan.
- Do you think this would be part of your general plan?
- The GMP will consider boundary and land protection.
- It's the issue of political advocacy is going to be important here in finding a solution because this decision must involve the FAA and the money to do it. It's going to need to involve an act of congress - check the change.org Tule Web site so that you can stay in contact and the Tule Lake Facebook page - which are used to keep people up to date on what is going on.

- Japanese Americans don't have connection to the site because they no longer live there - they continue to have a political and cultural connection even though they no longer live there.

**Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- Is there already a plan to restore the jail?
- Partially - jail restoration, while plan hasn't been completed, the jail itself is so important it has been deemed that it must be restored prior to plan completion. Tule Lake Committee has taken lead on this project.
- In twenty years I would like to see as much of a recreation of the camp as possible - whatever can be done. I would also like to see how Tule Lake was different from the other camps (guard towers, tanks). If somehow that can be represented. I would also like to see some kind of a community room so that there is a space where people can see presentations etc. Discussion at the camp about intolerance in general - there are examples of intolerance all over the world - how the problems behind the history of Tule Lake can be found in other examples today.
- If I were to go to the site I want to see a memorial monument at the cemetery site that will be a part of the Tule Lake monument. I would like to see some of the buildings restored or rebuilt such as the mess hall. I was fortunate/ unfortunate to hear about the toilet facilities and to demonstrate what it was like to go to the bathroom. Include a virtual tour so that as the site changes we can see what is happening at Tule Lake wherever we are. I would like to see some structures of Japanese Heritage such as a torii gate - one near the cemetery and one near the base of Castle Rock - opening to Mt Shasta. I think it would help Modoc County - which would benefit from the visitors to Tule Lake - the view would be similar to Mt. Fuji. I don't know if they had a train stop at Tule Lake but I would like to see that stop restored - doesn't have to be connected to modern train connections. I would like to be able to buy food if I went there. I am hopeful that some of those on my email will attend other meetings.
- It might help to have a globe. (does not have to be a physical one but virtual) Where the "prisoners" came from - then the back and forth.
- I find the aerial photographs startling- they really amplify the sense of scale - what would also achieve this would be to have a names list of those that were held at Tule Lake to show the extent of the operation.
- One of the things I hope we will not see 20 years from now is the euphemistic terminology the government has used. Also not to see a fence that would tell people they are unwanted and are behaving illegally if they climb over or go around the fence. I really hope the site - the entire site will be preserved so that people can experience the magnitude of this prison site that destroyed so many lives. There is a deep sadness in the story that is told through the size of the place.

- Question about the JACS grant comes from when did it start when did it end and where does the funding come from?
- I say this coming from a family of artists to use and employ artists to tell this story physically and creatively - I remember there were flags used at the pilgrimage to show what the jail had looked like and it was very powerful.
- There was an exhibit by Henry Sugimoto at the JANM there is a collection of paintings and his collection regarding Issei that show the emotions of those taken from their homes and lost everything and the emotional impact on these individuals. I don't think it would be difficult to get the museum to donate prints of these paintings.
- Favorite artist: Ben Sakoguchi!
- One of the things we need to do is put out the information regarding life in the camp - there were divisions within the camp, there were things that went on that no one would be proud of today - it was a time of desperation, many of those defined as disloyal felt they were going to be shipped to Japan whether they wanted to be or not which led to strong reactions. It is important that we disclose that and frame it in the present tense of what the
- There were beatings at the camp. Important to put all information out and not to cleanse it.
- It's really a historiographers dream because it tells the story of people who protested and were branded as disloyal, an important civil rights story of those criminalized for standing up for their rights. How this story has been perpetuated for seventy years.
- History of propaganda is fascinating in itself.
- Is there a local construction policy will there be an effort to employ/buy locally?
- Tremendous job the park service planning team has done over the last year.
- I expect to see a great park and hope to visit the site when there is something more to see.

**Sacramento, CA Tuesday, Sept. 17, 2013, 6:00- 8:00pm*****Meeting Location: Sierra II*****Written Comments**

- - The hardships and injustices that went on within the camps.
- How unnecessary and unlawfully the US. Government went about after the bombing of Pearl Harbor and entrance into WWII
- Hands on experiences would be amazing to do at the Tule Lake Park. Little things like using types of restrooms they used during the usage of the camp.
- There was no sense of home for Japanese
- American citizens were incarcerated without due process of the law.
- All Japanese Americans were considered disloyal or the enemy without examining the true facts.
- Government was not interested in the actual facts, to really find out if there was disloyalty among the Japanese Americans
- The injustice and lack of humanity of incarcerating people/ families based on race.
- The impact to those incarcerated
- To generations going forward
- The need to preserve the lesson so history not repeated
- If it was regarded as a prison camp would you describe it as humane as far as prison camps are concerned?
- Did Japanese culture make it more possible to endure the experience if so what were the factors that contribute to the survival of the incarcerated
- Natural born American citizens lost their freedom without cause or evidence of disloyalty to U.S. by incarceration in strange locations stipulated by US government?
- Because they are easily identifiable Japanese Americans were accused- unjustly - of being disloyal to U.S.
- How Tule Lake was different from other camps. Segregation/ loyalty question / renunciants
- Preserve what took place at Tule Lake to ensure that this type of injustice never occurs again.
- I have walked the site, including privately homesteaded areas, and seen the remains of schools, barracks, latrines, the jail, roads and firebreaks - all significant to the incarceration and segregation experience
- At least one private owner has been a poor steward of our nations heritage, using heavy equipment to destroy foundations for no evident reason - no crops just a debris field
- Our nation needs to reclaim the remainder of the camp from those it gave the land to, so that all Americans can see, walk, and reflect on this part of our history
- What the government did to the Japanese especially to those sent to Tule Lake. This



was the only no- no camp?

- Loyalty segregation, leading to renunciation of citizenship
- Injustice being punished for something you believe in, something you cannot change, not for something you did.
- Almost 20,000 men women and children lived, worked, went to school, were born, or died at Tule Lake having been torn from their homes and must not be forgotten.
- One key concept that I think should be remembered about Tule Lake is about all of the Japanese Americans being incarcerated
- A key concept that should be remembered about Tule Lake is the internment, the racism and hardships the Japanese Americans went through, and that although it has passed it will always be remembered.
- Racism, failure of government to protect its citizens
- Cultural influences/ changes
- Relevance of agriculture in area, agriculture as economic activity at camp (if any- I'm ignorant).
- Any lessons / relationships that help in understanding current water conflicts in Klamath Basin?
- Relationships with local residents, good or ill?
- Role of railroads in transportation - people especially, both from railroads perspective and passengers perspective, I talked with John Bromley, Union Pacific historian and retired UP PR chief, a few years ago and later mailed him a copy of 'Confinement and Ethnicity'. He said they have train orders in salt vaults under Kansas City - and then clammed up (liability? Reparations? Termination of employees?)
- Two Tule lake's - Pre- segregation and post segregation. Deeply divided site
- Injustice, unconstitutional
- Ethnic terrorism, when scared our government can demonstrate wide spread terrorism on select ethnic groups without input or recourse from its citizens
- Significant as a segregation center and why it was open longer (did other "camps" have POWs is this a significant factor?)
- If I understood the info, the cemetery is now a dump site, that sounds extremely insensitive.
- Is it possible to "buy back" that area and give it the respect it deserves?
- Tulelake Center is the most significant symbol of the forced incarceration of American Citizens of Japanese descent as well as Japanese immigrants who came to settle permanently in the U.S. just as other immigrants who came here with similar goals (to make a life for their families) who were not incarcerated \*Italians and German although their countries were at war against the U.S.
- Get emotional involvement from visitors by using a scale model of the whole camp, including the Abalone Mountain and Castle Rock. That will impact how many people physically were incarcerated.

- - Incarceration based on race.
- - Just the fact that it happened the story of how and why. How they were treated.
- - To remember that those interned were American Citizens!!
- - The injustices in war.
- - Establish two experiences, one from the comfort of a reception center, one realistic based on actual experienced – barracks, mess hall, ice skate or sewer
- - Key concepts of hardships experienced by citizens as a result of fear/ hysteria
- - Prejudice due to skin color
- - Even minorities turned against minorities
- - Home/ camp of those considered “disloyal” to the U.S. Those incarcerated in Tule Lake have been looked upon unfavorably by those JA’s incarcerated elsewhere.
- - You need to go into the complexities of those answering “no-no” or not answering (conscientious objectors)
- - Injustice of incarceration but also how it was made worse by the loyalty questionnaire. How this split the community.
- - How important redress was because few governments acknowledge their mistakes.
- - The story of the no-no’s and how moving/ segregating them in Tule Lake represents a literal divide that was wedged within our community.
- - Planning for pilgrimage.
- - Education – important to share info with schools, virtually, through field trips, etc.
- - I would like to tell my story, I’m from B1 42 we the 27 of us beat WRA and the Army on the loyalty questionnaire.
- - Need to get the individual stories ASAP, everyday we’re losing survivors.
- - Document with video, audio, artifacts. Florin JACL does have an oral history at Sacramento State.
- - Tule Lake was used to incarcerate the community leaders and dissenters and perceived potential trouble makers.
- - The most unjust of all the camps; highest security, separation of families
- - Key concept that should be remembered about Tule Lake is that good people could come to radically opposing positions regarding “loyalty”.
- - What affect did this have on families and the Japanese Community?
- - What did internees teach their children about the U.S. constitutional protections?
- - Should the entrance give visitors the feeling that they are losing their freedom? Should they be given the same ruler that was given to new internees?
- - Show how internees tried to keep their community together with clubs, dances, etc.
- - Maybe the best thing of all is that the Japanese people were strong enough to overcome the violation of their rights and remain good citizens after the war.
- Tule Lake is to be remembered as an example of governmental massive injustice based on “military necessity”
- Was used then and is going to be used in the future – eg. Iranians and Muslims.

- Key concept: Why was Tule Lake created? The history and decision making process leading to imprisonment in this facility
- Who, what, when, where, why?
- Resources: What about asking if original internees might want to donate personal items from “camp”. IE. Hand built furniture, blankets, etc.
- Camp Life : Mess hall- who cooked and how did they organize meals.
- American citizen’s liberty was taken away. Could it happen again?
- Give visitors the feeling of what it was like to live in a camp.
- The lack of privacy?
- The help Quakers gave?
- Why Tule Lake was established
- What purpose did it serve?
- Ask the question, “What would you do in this situation?”
- What would you do if camps were going to be set up again?
- Tule Lake no-no boy camp
- Stigmatized by all other camps
- Harsher life
- More confusion – emotional, more pressure, trauma
- Harsher treatment to prisoners – prisoners themselves were split up by their interpretations
- When if ever is it appropriate to take away ones civil rights in times of conflict or war?
- Why and what are the immediate consequences to those affected and what are the long-term (legacy) consequences?
- Largest camp known for incarceration of “disloyal” Japanese
- While I was at Tule Lake I didn’t realize my experience was so different from other camps.
- Segregation
- Disloyal vs. loyal
- Failure of government
- Racism
- Misinformation
- Remote setting
- Stockade restored to close to original
- Interpretive center re-education on the failure of government, racism and injustice.
- The injustices that took place: no-no’s, resisters, renunciants, Japan loyalists
- For me what stands out is the courage it took to say no-no to the loyalty questionnaire against the government and peers inside and outside of camps
- Would like to see historic (prehistoric) inscriptions at Castle Rock documented
- Education regarding how racism can lead to waste of government money, people’s contribution to society, and alienation.

- Restore a mass latrine this was a gross injustice that kids could relate to.
- I think that the story of the renunciation and the legal fight to restore citizenship (Wayne Collins) is a key concept.
- The collection and preservation of artifacts and their display is an issue.
- Can some of the surviving barracks be preserved and displayed?
- Collection of oral histories is an important issue
- Safety and security of the unit and facilities
- A video interpretation of the Tule Lake story
- A virtual tour of Tule Lake for those who can't visit the unit (online or on CD or DVD)
- 

### **Group 1**

#### **Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- Injustice done to American citizens by their government
- Injustice doesn't encompass everything that happened- internment and having everything taken away
- Presence of the No-No Boys and "troublemakers" and the divisions it caused in the Japanese American community
- Want to see more about how the loyalty questionnaire came about
- What the internees made of their experience. How they "made lemonade." There are thousands of stories
- The stigma attached to Tule Lake and how long it took to overcome it. The stigma even came from the Japanese American community. How it divided the Japanese American community. This is unique to Tule Lake.
- Emphasize the strength of the Issei. Their strength allowed the Nisei to succeed.
- Best thing about being a kid there was the Japanese language school. School were modeled for Japanese schools
- The level of discrimination at the time. High school students could not attend commencement due to curfew. No sympathy from the community.
- Not just what happened at camp but the history of how people were treated
- History- what happened before camps, in camp, and redress (including the community effort that made it possible)
- Before camp, people were being killed. We were safer in camp although we lost money and property
- The camp is physical proof that there people were put away because they were Japanese
- Build a model of the whole camp and the mountains
- Different privileges based on whether you signed the questionnaire (access outside the camp- Klamath Falls and mountains)- before segregation

- Jail within a jail
- The only segregation camp. People marginalized and branded disloyal
- Issei were not eligible for U.S. citizenship
- Important for people to understand how it was divided. Some segregated, but thousands weren't. Families stayed together
- Growing up (born after camp)- kids played "camp." This was hard to understand until now.
- What happened to our constitution? Was it just written for white people?
- Video: the Silk Cocoon
- The real heroes are those who lived through it. People should hear it in their own words, in spoken word. Captures the emotion. Capture the stories now. Inspiring. Video and oral histories.
- Sacramento State library has a lot of oral histories. NPS should access this and videos that have already been done.
  - o Video room where you can view the videos
- Years of Infamy (book), Florin JACL oral history project
- Group of barracks, including some original ones, stripped down to how they were
  - o Overnight stays to experience how it was
- Experience the latrines with no walls, showers, coal stove
- Guard tower and mess hall
- University of Denver is collecting artifacts for an exhibit. We could do this to spread the word outside the Japanese American community
- Did they do anything to support the community (manufacture)?
- Recreation of Roosevelt's cabinet meeting justifying EO 9066
- Churches, pacifists, and groups who spoke out against EO 9066
- Not just the place, but what will it be used for-capacity to have pilgrimage. Physical place to pay respect, have a spiritual connection. Also for pilgrimage program
- Habitat for humanity-style volunteer project to rebuild houses and act like docents, tell a story, wear historical clothing
- Visitor Center- exhibits that can be experienced by a visually impaired person. Also for the hearing impaired
- Ask: What if you were asked the loyalty question? How would you respond? Current context is different. Frame it so the current generation can understand the full ramifications. Take inspiration from the Holocaust museum.
- Searchable database with interviews, text, etc., so the information is accessible to younger generation and audience who won't be able to visit.
- Being on the site is the most powerful thing
- Would like people to be able to walk the full site- extend the boundary to the full site so people can understand the magnitude.

- After the site is preserved market it by making it available virtually. Link to the other 9 sites.
- Take the message beyond just the Japanese Americans. Address the Camp Tulelake POWs-different treatment
- Cross-reference blocks and family name in databases so you see where people were. Can project this on a map. Connect to oral histories and as much info as possible.
- Metal wall with all the incarcerated names engraved
- Make it real for school children- experience that a day was like. A day in the life (like Sutler's Fort living history)
- Find the record of the jobs people had.
- Names of the people who died. List this somewhere. Also those born there (they have this at the JANM)
- Need an archaeological survey to find the location of the cemetery. Not sure how many are buried there. Need to review county records.
- Train stop at Tule Lake site
- Excavation of gardens and ponds like Manzanar
- #2
- Deal with/address the fact that the area is occupied by residents
- Do a call to community for donated artifacts
- Prioritization of comment themes- mirror these back to the public to give feedback on priority
- Real sense of urgency for NPS to consider boundary expansion. Development is happening and property being bought
- Stop the fence
- Interpretation should not use the government euphemisms
  - o The terminology should be interpreted
- Show the comments that came from the Klamath Falls and Tulelake communities
- Tulelake developed a lot of agricultural land. This contributed to the current agricultural center
- Need the local community support. Don't want them to damage what we are trying to preserve
- Would be helpful to have arranged tours and exchanges from Japan (people can visit where their relatives lived)
- Virtual tour in multiple languages
- History pre-Pearl Harbor. How the government was "preparing" pulling Americans out of Japan, buying land

**Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- Make a video that can be taken to people who can't visit the site

- Tule Lake and other camps- educate younger generations about the negative impacts of racism and injustice
- Have more students actually visit the site, instead of just learning about it
- Tule Lake- unique because everyone was supposed to go to Japan. Japanese school required
- Need rest area
- People who live in the area have hostilities to federal government. Tule Lake- plans to develop. Area before WWII and planning for war, they had negative impacts and suspicion.
- Camp represented by guard tower- stockade rebuilt and 4 guard tower- most unique features of Tule Lake. "Jail within a jail"
- Barracks- All different and some are new
- Most realistic (and has feeling of) one is in Sacramento at California Museum.
- Question about fence at airport- Modoc County responsible for airport. Post 9/11- all airports to be fenced because security (Security not a big issue), feral dogs and wildlife.
- FAA and county discussions to reduce fence. Fences-standard procedures
- 1,000 feet of original fence- chain-link and barbed wire from 1942 Northeast side of the airport needs to be preserved
- Issues- funding and isolation
- Restore buildings
- Don't restore stockade. Preserve as is because you get the feeling of what it was like.
- Inscriptions in jail- important resources, fading
- Yes, need museum interpretive center- way to educate
- Like Manzanar, Visitor Center exhibit model- to see what entire place looked like, especially because largest camp and magnitude
- Artifacts still exists on airport lands- ex. Shoes, pottery, etc.
- Recover archaeological artifacts from airport
- Seeking outside funding
- Barracks- people want to donate
- Partner with locals to bring back farming like it was in 1940s
- Database of stories for interpretation
- Tule Lake interpretation as part of the whole history and 10 other camps
- Create a link to Tule Lake's website where people can write their stories
- People want to donate items- create a system and space to receive items
- Local people could donate
- People who were at Tule Lake before segregation being categorized as "No-Nos" make sure to tell their story too
- Hospitals and clinics- tell history. Dr. Hashiba- best dentist at Tule Lake
- 1979- Local hostility- Scratched monument
- Security is an issue- make sure the site is protected there

- Bring locals into discussion about the future. 1974 Klamath Falls- “You’re on the wrong side of the ocean”
- Important role of farm- Tule Lake farm successful- sent food to other camps. Horseradish-wasabi- vets of the Pacific war- real irony
- Suggest videotaping meetings
- Table Mountain-next to Abalone Mountain
- Mobile program about Tule Lake- Travels to schools and events
- Camps- Injustice- ways to protest injustice. People renounced citizenship. Many went back to Japan, repatriation concept of protest is very important
- Describe life in camp, creating normalcy as best they could. Big bands, high school
- Vigilante gangs and violence and getting attacked- difficulty of being Kibei Nisei
- Story of what it means to be loyal American in time of crisis. Being a minority. Today’s Muslim Americans are like WWII era Japanese Americans
- Story of how government makes decisions
- Wayne Collins- attorney- important person- restored citizenship for majority of renunciants
- Dad snuck out of camp-catch carp in streams-carp sashimi [raw fish]
- Smuggling whiskey in coffins
- Speakers bureau organized out of Tule Lake
- Sharing between NPS incarceration sites
- Industrial area, barracks area, warehouses- officers clubhouse, administration area, area beyond military police compound- studying feasibility of adding or partnering with them for interpretation
- Lack of medicinal supplements-caught rattlesnakes- ground them for calcium supplements. Resourcefulness was amazing.



**Berkeley, CA Wednesday, September 18, 2013, 6:00- 8:00pm*****Meeting Location: The David Brower Center*****Written Comments**

- No one asked to be there
- The injustices that took place there ought not to be repeated EVER!
- Sting of loyalty question, No no's how Tule lake became a Segregation Center
- History leading up to Internment camps
- Life in camp
- The injustices suffered by Japanese Americans
- The fact that the Japanese American Community was divided in its reaction to this injustice
- It is one part of the unjust story
- Segregation center
- Divisiveness fostered by the U.S on various levels
- Resistance on many fronts
- Not all incarcerated elected "no" on the loyalty questions
- That is was a hot, harsh place to live
- Renunciants were there, some thought this was fostered by the government
- The history at Tule Lake is only as important as the lessons learned there, which should be remembered in the light of current situations such as the treatment of Arab Americans after 9/11. If we fail at this, we fail at democracy.
- Injustice of a racist treatment of Japanese Americans
- A living history that should be a reminder to guard against any similar present day injustice happening
- Segregation center
- Loyalty and disloyalty
- Repatriation to Japan
- That federal government can act without best interest of those oppressed citizens in mind
- The resilience of the Japanese Americans
- Definitions of Injustice
- Betrayal of our country's ideals and laws
- The impact on the people by government officials and governmental laws i.e. Japanese Americans encourages to renounce citizenship
- This place came to have a jail within a prison and who was imprisoned there for what reasons
- That the camp was a prison holding people without due process.
- The whole camp area should be fenced in to show the magnitude of the camp

- Entrance and exit should be as it was when it was a camp
- People were not there to be safer but were deprived of civil rights
- The airport should be relocated.
- Tule Lake is a place where Japanese Americans were unjustly forced to live
- This action was based on racism
- This event had long lasting effects on the Japanese American community
- To ensure that the full and accurate story of what happened at Tule lake is preserved and shared.
- Including in particular it's unique significance as a "segregation center" for disloyal persons of Japanese Ancestry
- Make sure that the so called "disloyal" people were really not "disloyal" to USA but were people who were protesting against the treatment of US citizens and the use of the questionnaire to label the "no-no" people "disloyal"
- Funding for the implementation of the plan – is it realistic?
- Recognize the no no boys as heroes, not the trouble makers they stood the injustice they received
- "Untold Heroes" No-no boys Japanese Americans young men who stood their ground of injustice
- Ask "us" to help make curriculum to teach the staff
- Access to the historic resources at the site and beyond
- Use oral history videos to tell the stories
- Preserve, protect and translate oral history
- Develop materials for teachers
- What happened on the site after the camp closed?
- The camp is continuing its history, continues racism – farm workers
- Civil rights story can be embraced by anyone – not just Japanese Americans
- Want Tule Lake to stand out- artists competition for a sculpture – like Maya Lin Vietnam memorial with professional judges, community funding, symbol, genuine work of art
- Hear stories in people's own voices – oral history
- Understand what life was like – injustices, loss of 3-5 years of life
- Issei generation lost everything – everything they worked for
- Make it personal, connect it to what is happening today
- Arbitrary actions
- 18,000 people, 18,000 stories
- Different reasons for decisions
- "Whatever people decided to do was right" regarding loyalty oath
- Hope that our understanding of citizenship and immigrants is better than it is now.
- Have a better understanding of constitution and human rights
- Understanding of the Japanese American activism that led to this designation
- Chizu Omori – Rabbit and the Moon documentary

- Never again – except that its happening again – this is again
- No no was a protest, renunciation was protest, consequences of protest
- Stigma of Tule Lake
- Father kidnapped from Peru and sent to Crystal City
- Government violations of constitutional rights and the human impact
- Tule story in the broader context of racism, how the U.S. has treated immigrants
- Interpret the pattern of poor treatment of immigrants
- Want my great grand kids to understand – despite assimilation
- People who did no wrong were deprived of their freedom without due process
- Connect to local tribes – Modoc people
- Connect to farmers
- Airport fence is very important issue – with fence you can't get a sense of isolation and size
- Important to get more money for the park – political pressure
- Ultimately we don't want the country to repeat this behavior – imprisoning people not guilty of crimes
- Actions were based on hatred, fear, and prejudice which override our countries own basic principles and values
- Need to look at our current reality which is what we are repeating ,/ threatening the same anti- terrorist actions
- Everyone had their own reasons for answering yes yes , no- no etc. – this had nothing to do with their loyalty toward the U.S.
- Keeping families together or having families divided by personal disagreeing perspective
- Tule Lake families were split up and had not been in touch for years – coming together at pilgrimages finding cousins and other family that had not known each other and making up before a brother passed.
- Racism is what caused removal of a race of people – a concept that should never happen again
- The impact of racism against a relatively new community to the U.S. (that fits within the context of other racist policies against people of color)
- Needs to be acknowledged so the pattern can be recognized and broken for the future
- Persecution of a minority group solely on the basis of ancestry
- Unprecedented action in U.S. history that needs to be thoroughly exposed
- Historic exhibits must be able to be understood by visitors – you and old who have not heard or learned about the internment
- Visitor experience
- Significance and purpose components
- Have as much land as possible be part of the monument
- People spoke out about the injustice of concentration camps
- Not just victims have agency

- Women issues
- Relationships with Native Americans, whiles inter-Asian relations etc.
- Japanese language for how people described concentration Issei language
- Make connections with local tribes and community members, farmers
- Tule Lake represents protest the actions of the federal government and the consequences that were faced by those who protested (protest – taking different forms: no-no renunciation – draft resistance)
- Consequences – taking different forms – stigma – segregation
- Should visit Ontario, Or- Large Community

## **Group 1**

### **Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- Powerful Stories
- Unfiltered stories from people who experienced it
- The injustice that occurred there should never happen again
- Story of discrimination within community (No-Nos)- impact on families
- Disloyalty to the constitution by abuse of government power
- Oral histories- Collect for use/access on-site
- Oral histories are segmented, scattered
  - o How to collect them to tell the story of Tule Lake specifically?
- Stories related to (truth) “segregation”. Questionnaire
- All the stories never told
  - o Damaged lives, families
  - o Shame and humiliation encountered at camp
  - o Psychological effects
- Name should reflect that it was an incarceration site (not historical site)
- Preserve structures that are there
- Needs to be a visitor center- Like Manzanar- Tule Lake is the most important site- should be reflected in what is built there
- Boundaries should be extended to include the barracks, bathhouses
- Propaganda materials like wartime films should be collected to use as illustrating the power abuse by the government

#### Stories should include:

- The story of law making related to renunciation
- Wayne Collins story
- Staff, those who “ran” the camp
- Difference between European POWs and Internee treatment (Common thread with treatment of African Americans in the military)

- Stigma related to segregation is what makes Tule Lake unique

## **Group 2**

### **Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- No one asked to be there; not their fault
- Disloyals not disloyal; was a form of protest (No-No); Fused by us to Label Dis/Loyal
- Recognize No-No as heroes; 3 soldiers refuse to answer but labeled No-No
- Term troublemaker has to come out; were hardcore patriots standing up for injustice
- Archives docs- say “refuse to answer”- get copy
- In Vietnam- get 1Nt. \$10K; They got 4 years \$20K
- Citizenship denied to Issei 1790 to 1952
  - o If “Yes” then without citizenship; if citizen, then saying had allegiance to Japan
- Timing of questionnaire- after Battle of Midway
- Put Fence around whole camp
- Virtual tech shows photos
- Hearing of (? Or Hear in of) things outside boundary, should be removed so not destroyed
- Designated for “Disloyal” is key to strip of liberties and strip of citizenship-makes it unique
  - o Full accurate story needs to be preserved
- Americans of Japanese ancestry forced- Racism
  - o Long lasting effects on descendants
  - o Racist hysteria
- Military guard, lockdowns, martial law, unique of 10

### **Question 2: What are the important issues facing the park and should be addressed in plan?**

- History of everyone in Tule Lake- When died, what did they do with life, job, college, descendants
- LA museum- database- can write down name, block, little story
- Hard to get information form after segregation from National Archives
- Interactive- “If you had to leave house and could only take 3 things”- things to see what like- 20 years [olds] going to feel move removed
- Interactive- Make fell more personal
- Interactive- Maybe in visitor center
- Should be at Visitor Center
  - o Be good at 36 ac. Site 1-2 ac.
  - o Replicas
  - o Actual barracks

- Walking tour
  - Facilities for families, men (?), classroom
- These show what it's like to go there for the first time-personally experience
- At Manzanar, walking to Latrines, get sense of what life was like
  - Otherwise, is distant, made mistake, not full sense
  - Demonstration suitcase, guard towers, fences
  - Needs hands on exhibits
- Latrines important- no privacy, embarrassing, need to put cardboard between
- Attempts to make it like home
  - Ofuro [bathtub]
  - Grow vegetables
  - Human beings
- Vices- prostitution, sake-arrested, whiskey smuggled in
- Marks on floor from where making sake
  - Show ale
- History of some of the soldiers on the other side of the fence,
- Story the guy who killed Japanese American man
- Oral history- former guards- in 90's
  - Children may be alive
  - "teachers; have scrapbooks, film, children"
- Gift from internees
- What to do with collections?
- Computer graphics- utilize modern technology
  - Q: Do we reconstruct guard tower or do digital?
  - A: Reconstruct; building- real thing but use both
    - Good to have barrack
- What information is online if people can't visit the site?
- Question 27-28- Pose question to visitors
- Show hardships- so hot, unhealthy climate
  - Winter- have to walk in snow
    - Pictures, fake snowstorm
- Psychological stress on Issei, Nisei, Kibei and on
  - Camp life affected family life
  - Before they dined all together; ruined family cohesiveness (now bring it back to the barracks)- emotional effect on Issei- caused suicides
- Japanese community before camp- background how life was- context
  - Arrapo Grande- exhibit of a "before and after" war
- Castle Rock? Part of the experience- hike up
  - Can with pilgrimage
- Move the airport

**Question 5: Do you have any other comments, questions, or ideas?**

- Sense of place- theoretical until seen- grounded family story
- Encourage to ask for more input.
- Glad to see “segregated”- been trying for years but stigma because of “disloyal” term
- Latrines- not partitioned
- Went with friends, watched out
- Finally cardboard partitions on sides, not front!

**Group 3****Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- Make sure people across generation understand why internment happened
- Racism should not happen again
- Physical abuse/repercussions in jail
- Persecution of minority groups exposed
- Address different forms of protests- protest in Tule Lake is unique
- Stigma with Tule Lake
- Government violation of (all) human rights
  - o effect on human
    - Human connection
- Racism and immigration as pattern
  - o History and how it changes
- Oral histories
- Actions of government and how lives changed, Issei lives in particular
- Idea of loss
  - o What lives could have been
- Tie ideas of loss to current events
- Different stories/meanings
  - o Different reasons people made choices
  - o Each person made own decision
  - o No right/wrong
- Relation of constitution to human rights
- Make link to all camps Department of Justice/War Relocation Authority
- Activism of Japanese community to make these sites
  - o 1<sup>st</sup> Pilgrimages and redress movement
- Make sure different audiences understand different themes
- Resources available at Tule Lake and off-site
- Use oral histories/videos
- Multilingual presentations

- Develop materials for teachers/classroom textbooks
- Continuing history after Tule Lake taken down
  - o Continued racism/injustice
- Stories of locals
- All can connect with significance of Tule Lake
- Broaden research connecting groups
- Artist competition to make unique sculpture/art for Tule Lake nationwide
- Professional judges (nationwide)
- Provide support for community
- Something representing tides and trepidation
- Bring in local community/tribes
- Lasting connections between strangers
- Fence will limit understanding
- Trying to get money- congress reallocate from parks
- Accelerate time frame
- How much land available



## **San Francisco, CA Thurs., Sept. 19, 2013, 10:00am-12:00pm**

### ***Meeting Location: Nihonmachi Terrace***

#### **Written Comments**

- That these individuals were segregated from other Japanese Americans and the American public as a whole. That this was a direct result of the President's Act. That not only was citizenship questioned but personal assets were lost for many.
- Key concept: Why those people were shipped to Tule Lake. The deciding factor.
- 1. The vastness of the center and the movement of incarcerated between this facility and other facilities.
- 2. The ability to provide historical context to the incarcerated as well as the ability to add other important areas that may still exist in the area such as the graveyard and architectural dig of the area used as the trash area during the incarceration time.
- 3. I would like to see a visitor center that can provide both virtual views of the incarceration area as well as a virtual immersion of the existence during the time of the incarceration.
- 4. In general yes.
- 5. No
- 1. TL was a Segregation Center: hardship as a segregation center due to size.
- 2. Airport boundary can degrade the site.
- 3. 20 years...would like people to experience: mess hall eating, lack of privacy, to have similar experiences that the incarcerated had.
- 5. Design ideas: suggest bath vanity as a trough, curtained toilet, mess hall with trays, wood furniture
- 1. The stark reality of this historic site. Recreating the environment of this camp during the war. Authentic.
- 3. a) Authentic recreation of key buildings and grounds
- b) not allow commercial development next to segregation center and historic areas of the camp.
- Abalone Hill (Mountain) was very striking in jogging powerful memories in a visiting internee. Very powerful vista which should be protected.
- 1. Why might Japanese Americans have answered no-no, but not really have been disloyal to the U.S. and how did this segregation impact families? Instances where husbands were further separated from their families—how mothers with small children had to make their way back “home” without spouse to help.
- A barrack replica or portion of one is very striking when you see how bare, how cold, the spaces between the boards, how small—and then how much the Japanese Americans made of their environs—how resourceful they were. An internee in my family is very proud of that resourcefulness—carvings, jewelry from shells, etc., the classes, etc.

- 1. Discrimination violated constitutional rights of victims; that should be remembered in future crises.
- 2. Create a real historic environment to help people realize this actually occurred, like Gorman Concentration Camps.
- 3. I would like to know where my family members were housed.
- 5. Create a wall of Tule Lake residents like the Vietnam Memorial
- 6. Create a database of what barracks everyone resided in. Tell the story of the Tule Lake residents who went to Japan and were discriminated [against] by the Japanese.
- 1. Key concept: segregation center where people were labeled “loyal” or “disloyal” based on the loyalty questions—Q27 and Q28. Families were torn apart based on these questions. Even within the camp, there were conflicts between the “loyals” and “disloyals” and the pro-America and pro-Japan internees.
  - o Interactive: please look at Museum of Tolerance and Holocaust Museum
- 1. A place where Japanese Americans suffered injustice because of their race.
  - o 2. How to incorporate the conditions suffered by Japanese Americans during this period
- Real life experience during an unfortunate era in our history
- Yes
- 1. Historical significance—impact on family and family structure
  - o 3. A directory of internees
- 1. Segregation Center—most fortified from other camps; pro-Japan groups: Renunciation, Hoshi Dan Rallies/strikes, deaths; largest population vs. others
- 1. Key concept/idea: Japanese Americans were held without due process/cause based on racism, prejudice and hysteria
  - o 2. Issues: preserving and sharing the facts, stories, emotions and the identity of Tule Lake
  - o 3. View/listen to stories, review facts, view the preserved camp
  - o 4. Yes
- Question #1: The reason for TL becoming a segregated camp and why the only camp so selected. What segregation did to the families in TL.
  - o Question #2: How can so small a site represent the original camp and the lives of the people who lived there?
- Was Tule Lake created solely to identify the disloyal or was it used by the government to quickly each character?
- 1. That it was a segregation center. That all who were incarcerated there were NOT disloyals.
  - o 2. To inform the public of the true way of how we lived.
- The key concept about Tule Lake that should be remembered is that a great injustice was done to a group of people, based solely on their race. The history of Tule Lake should be made available to all schoolchildren, and adults, too, so that a tragedy such as this never happens again.
- 1. Segregation Center for all 10 camps
  - o 2. Financial issues and additional grants
- Key concept for Tule Lake: INJUSTICE. How can the legal system under the U.S. constitution be trampled into the dust just because of racial prejudice? What can be done to prevent this from happening again?

- What is a key concept that should be remembered about Tule Lake? The location where 18,000 people of Japanese ancestry, mostly U.S. citizens, were imprisoned without due process.
- Oral history; buildings; stones are so important; set aside forever; Camp Tulelake—CCC camp
- HAD SEGREGATION (isolation) CENTER and remained open after others closed...Improper banishment/isolation policies and procedures.
- Segregation Center; only WRA camp. 1. Forced confrontation between “no-no’s” and “yes-yes” groups.
- What it was like to live there—reconstructing barracks. Comments from: survivors; government position/outlook in the 1940s re: Tule Lake; what does renouncing citizenship mean—what happened to the 6,000?
- What is a key concept or idea that should be remembered about Tule Lake? That many people were unjustly taken from their families, homes, communities and schools and forced to move to a place where they were treated like prisoners. They were housed in very harsh and sparse conditions and they didn’t know what would happen to them or what their life would be like after. Many did not get to graduate from high school.
- Key concept that should be remembered about T.L.:
  - o —Its distinction from the other camps as a segregation center. Who defines “loyalty”; the stigma that continues, the division it created; the “additional” shame it foisted upon Japanese Americans
  - o —Visitors must know it can never happen again—parallels to contemporary times are needed and necessary.
  - o —Let it not be a story/telling of victimization but also of resistance, resiliency and survival: then and as a legacy today.
- It can happen again. The multiple spectrum of stories. Impact (total) to the local community.
- Key Concept: It became the Segregation Center

## **Group 1**

### **Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- Provocative discussion about that happened-should not happen again
- How it became a segregation center (questionnaire, No-Nos, Admin of the Camp, differing treatment of incarcerated
- 18,000 people imprisoned without due process- shouldn’t happen to anybody
- Why and how did it happen?
- How to prevent it from happening again?
- Sociological aspects- racism, support of other citizens for incarceration
- How did people live- day to day with uncertainty- where? Climate?
- Post-incarceration-parents didn’t talk about it

- Stigma- relationship of Japanese cultural background-one reason no outcry when incarcerated
- Relevance to Immigrant status

**Question 2: What are the important issues facing the park and should be addressed in plan?**

- A lot of people don't know that Tule Lake is- getting the story out to the general public.
- What makes Tule Lake unique from the other sites- segregation
- People don't know Tule Lake- hard to get to
- Story of US government action important to explore injustice- but how to expand this beyond visitors so that people relate injustice to Tule Lake

**Question 4: Do you think the purpose, significance statements, and interpretive themes capture the essence of the Tule Lake Unit?**

- Isolation is part of the story- this is part of why the government chose the site- incorporate into education
- Holding cover(? Hard to distinguish) for people to be sent to Japan- created complex family stories and tragedies
- Key issue- fence (airport) would prevent access-symbolic- cutting us off from our history-sacred site- wouldn't build a fence on Gettysburg
- The whole camp should be included
- Whole camp may not be politically feasible- so how to tell the story from the National Monument site?
- Each corner of camp should have a visible, tall marker of some kind so people can visualize its size
- Use the view from the Peninsula/Castle Rock
- Structures
- Physical remnants less important than the human stories
- Internet should be used to tell stories- can give a more complete history
- Art and music can create transformative experiences
- Structures are very important to provide context to the stories
- Retreat center- nearby- flag where people can learn activism- focused on civil rights- could recreate a block for this purpose
- Representative barracks
- Some point of orientation (Visitor Center?) would be useful on-site (use existing building or bring back a barrack, etc.)
- Digital representation of the site that can be used on-site
- Need introduction to story before going on-site, help people understand what they see
  - o Need staff along with access- should be a facilitated experience
- Hiking trail to Castle Rock (from [illegible-2 words])

- Something to help visualize site from there (see through plastic screen, etc.)
- Cemetery holds a lot of meaning- important to delineate- possibly include in the boundary
- Trail- Hiking is an activity that engages people who wouldn't otherwise be engaged
- Accessibility- how to provide trail/view experience?
- Design competition for the site (as with Flight 93)
- Recreation of the stockade and expand interpretation related to it- relation to expanded paranoia in camp
  - The tent is an important part of the stockade story
  - At least one of the Found-in Barracks
  - Admin used to emphasize authority
- School curriculum-is there a way to influence this nationwide? To include the Tule Lake Story?
- Need a broad spectrum of perspectives, allow people to reach their own conclusions
- How were people moved around between camps?
- Continually build strong partnerships with all involved communities
- Concerned about relevancy to other people
- Don't think small just because of current budget situation
- Making sure to tell how Tule Lake was different

## Group 2

### Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?

- Can happen again- anywhere else in the world
  - Anne Frank's house
- Tule Lake- opportunity to highlight multitude of stories- expatriated, repatriates, women, disabled sister, secret messages between camps, guards, locals, Italians and German Americans interned and split up, CCC camp- highlight too

### Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.

- Infighting history- want to understand and agree to disagree, see other's perspective
- Ironical to have monument that ousts people living there → should be able to co-exist
- Focus on positive- Japanese American spread across the US to places not seen otherwise
  - Achieved within framework of America
  - "disloyal" who achieved → their stories
- Watering down message by USA/NPS government
- Sparse living condition- smell, see touch
  - Stockade- stark, sense experience
  - Tactile- sound of wind

- Oral histories
- “Human Map”- Line outlining barrack-get feeling of where it was
  - Virtual? (like at Manzanar)
  - Spotlight as you go to the latrine or night tour with spotlight
- Something to locate family at site-
  - Bring “concrete connection”
- Major fundraiser for more land, buildings, bigger effort to get land to give impact
  - Abalone Mountain and Castle Rock
  - Longer wait, more expensive
- Community support of FLREA
- Manzanar- Traffic drop-ins- at Tule Lake→why here? Why segregation camp? Why did it happen? Access→ Not “Drop-by” in middle of nowhere
- Reconstruction of barrack in LA- see graffiti and haiku, stove, newspapers, living space→is powerful to walk through- holographic
- Walking tour- 3D version on head- virtual
  - Keep up with technology
  - Feel humiliation→latrines without walls
- Intergenerational impact
  - Children didn’t have resources because families lost assets
    - Struggles, racism
- Loyal/disloyal questionnaire, idea of volunteers for army and selective service- asking for volunteers→ root thing that started loyal/disloyal →and segregated units
- Kids now think this is ancient history; in 20 years, make timeless; 9/11 and Muslims applies to live today- message that this can happen again
- 9/11- thought- know that Arab American experience- relevant for generations
- Colonial times- African groups because visual difference- look different is core issue to study
  - That’s where it starts → target→profiling→a real issue
- Internet- school access- 20 minutes
  - Educational videos encouraging visits
  - Part of tour
  - Different message for different age groups
- Government- how manipulated- wanted to show disloyal so they could justify the incarceration- if the government wants to do it, it will
- Resistance, resilience, survival
- Didn’t matter if try to condition response
- Loyalty groups- different factions, etc.
- More opportunities to go- tours/ stories by people with direct experience
- Residency, artist, writers

**Question 5: Do you have any other comments, questions, or ideas?**

- Artist space if at Tule Lake
- Experience boarded on bus with number, video
  - o Place to continue journey
  - o Promote peace
- Different experience here with people who want to promote understanding and awareness
- “Loyal/Disloyal”- “Stuck it” by other in the community- Will the term mean anything in 20-30 years?
- Have to force self to talk about it, but is a need for people to know
- Social justice (Tule Lake and all) Why and long term impact, racism in area, part of US history and can/does happen again (Guantanamo), hysteria, Patriot Act, fight it

**San Jose, CA Thursday, September 19, 2013, 6:00pm- 8:00pm*****Meeting Location: Japanese American Museum San Jose******Group 1*****Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- Swenson- general contractor for Tule Lake, per Jimi
- Important to tell the story of resisters because it is part of being Japanese- there is a perception that Japanese are accommodating, but the resisters fought injustice
- Relationship between agricultural harvest time and when relocation began
- People worked hard, saved, suddenly had everything taken and had to cope with poverty.
- Tell it how it really was
- How do we reach people? Have a rest stop that interprets the local natural sites and Tule Lake
- People should understand that this camp was different and why. What was the history
- Tule Lake incarcerated were twice segregated. From public and their peers. Rift is still felt today.
- There were heroes at Tule Lake who fought on a different front than the 442<sup>nd</sup>
- Have a memorial to acknowledge the loss of the incarcerated
- Remnants were not respected- cemetery, etc. destroyed
- Tell the story of the draft resisters- they were exonerated because they were not free at the time on conscription. Unfairly jailed.
- Constitutional element applies to all but especially Tule Lake
- People need to know that constitutional rights can and do get suspended without due process
  - o There were those who fought it, but they were stigmatized and suffered long term. So did their families.
- People should feel what it was like through the experience. (Bus, lack of privacy in lavatory)
- Put up barbed wire to show how it was. Simulate the experience (mess hall, etc.)
- Oral histories are very powerful. Hearing from the people who experienced it.
- Something visual would be more effective.
  - o Interactive, not just reading
- Don't want to see the winners writing history.
- People need to see and hear the actual incarcerated, and need to see and feel the site through a personal experience. Virtual experience is inevitable, but not enough.
- Don't want people to see an airport fence disrupting their experience.



- Connect to other stories of injustice, including Native American and other cross-cultural experiences (Captain Jack)
- Integrate films, photos, artifacts and stories.
  - o Gather these from the families. Mob Museum has a good example (Las Vegas)
- Hiroshima- at the end people can share their experience of going to the museum. This allows people to share their emotions and become part of the story.
- Virtual tour with audio, GPS-enabled. Tap on a spot and get photos, audio, info. Alcatraz has similar
- Oral histories are time sensitive. Do it NOW. Translatable with video ideally.

## **Group 2**

### **Question 1: What is a key concept or idea that should be remembered about the Tule Lake Unit?**

- Tule Lake was a segregation center for all camps
- Recreate environment
  - o Buildings/life
  - o Japanese American Museum of San Jose as a model and Manzanar
- Model of barrack
- Suffering because of race
- Accurately show conditions of Barrack room- authentic bare room- how people lived
  - o HM [Heart Mountain?]- not accurate depiction
- Started too late
- People don't want to admit they were at Tule Lake-painful
- Tule Lake in whole context emotional importance
  - o Fear/ anxiety
  - o Put yourself in their shoes
- People struggled after Tule Lake

### **Question 3: Imagine you are visiting the Tule Lake Unit 20 years from now. Describe what you would like to experience or not experience.**

- Capture oral histories
  - o Description of life in camp in their own voice
- Videos of survivors
  - o Tell story in own words video and audio
- Visual importance
  - o Wax- soldier and rifle/tank
  - o "surprise" raids by soldiers
- Three generations- visual story through models
  - o Issei mother- tearful

- Daughter and husband
  - Child
- Wax makes story easy to see- speaks to all ages
  - Pledge allegiance to the flag (1 side)
  - Japanese language class (2 side)
    - Bowing/ marching to Japanese military song
- Riots in Block 42
  - Tanks (1) and soldiers with guns
    - Hear them
- Idea of what Tule Lake looked like- dirt/bare buildings/ gate at Tule Lake
- Role players/ living history- sense of what life was like
- Vietnam Memorial→ Family # - wall of names
- Recreate authentic experience
  - No pavement/Air conditioning
  - No urban sprawl
- Importance of Abalone Mountain
  - Landscape part of daily life
- Purchase land→ Abalone Mountain
- People who returned to Japan discriminated→ Americans
- Poverty of Japan after war didn't have enough resources for themselves
  - Not welcome
- Dual citizenship in Japan→ extra rations
- Japan=important piece of the story
- Hoshi Dan- who were they and what they did?
  - Pro-Japanese group or Anti-American disillusioned by the government
  - "Hoshi Dan weren't pro-Japanese, there were anti-American"
- Groups at odds with each other
  - Pro-Japan vs. Pro-American
  - Children vs. Adults
    - Collapse of family
    - Why defend a country that did this?
- Timeline
  - Chronological Panels
  - Start of war to the end of war
- iPod for use
- Gettysburg as model for timeline
- Jail of great importance
- Local farmers donate buildings
- Bathroom experience traumatic- recreate this feeling

- Museum should inspire people to remember history of Japanese and Japanese Americans in America
- Connect to Gila [River]
- True to memories of people there
- Like to see gate developed
- Explain history and events to all groups including Non-Japanese American groups
- Not black and white (pro-Japan vs. pro- US)
  - o Complicated
  - o Relatives say different things
  - o Stress of family life
- Model of barracks
  - o Photos don't do justice
- Artist rendering of camp
  - o Large drawing of what it looked like
    - Detail of barracks
- What cause incarceration? Should not happen again. People should voice this. It could happen again.
- Help people be an advocate for civil rights
  - o Patriot act
  - o Civil defense act
- Children helped elderly-hardship for elders
- Model of Tule Lake
  - o 3D model
- No family life
  - o Play sports
  - o Meals → Friends ate together only saw families at night
  - o Tore families apart
- Tule Lake important and educational
- 3D imaging/holograms

**Question 5: Do you have any other comments, questions, or ideas?**

- Ask questions-have oral histories
  - o respond- Oral histories available to look at
- Life hard for adults
  - o Lost much
- \$20,000 explain why people got it [redress]
  - o Related to time people spent in Tule Lake
  - o Compensation for hard labor vs. "gift"
- Issei never got money
- Pilgrimage inspired to share stories with family and public

- Inform general public this DID happen
- Inspire people to talk about this
- Emotional healing
- Pilgrimage=safe space to talk
- There needs to be an interpretive center
  - o Pilgrimage/visitors
- Get future generation interested
  - o Web/digitized→there forever access for kids

**Virtual Meeting      Tuesday, Sept. 24, 2013, 3:00pm-5:00pm**

- Note: Meeting participants states comments without referring directly to specific questions.
- The park should be expanded.
- Park should be expanded to the original boundary limits, which would include the airport
- Acquiring the airport seems like a very important move right now in light of the debate around the fence
- I'm a pilot, I have flown into Tulelake Muni, and I'm opposed to the fence. It is not necessary.
- It seems that if 99% of the use of the airport is for agricultural services and it is adjacent to a nationally significant site that the current use of the site might not be the best use of the land.
- I've been on several pilgrimages where the private planes zoom over us and this show of power was disruptive and rude. Maybe the Park Service could come up with a creative way to relocate the airport to a site that is more appropriate.
- The local pilots in the area seem to be aware of the pilgrimages and mean no disrespect in flying low, it's part of the needs of the planes, there is no other suitable location nearby for the airport.
- I would like to see this as a premier civil liberties site for the entire country. I think this discussion of civil rights is highly important.
- Include an emphasis about liberation struggle by the JA community, the way JAs stood up for civil liberties and fighting for civil rights
- No discussion of connection to Native Americans and the history of that culture on this site and that connection should be included in the notes
- Concerned about the future and the history of the cemetery. I think that the openness of the space and scope of the space is very important. Decreasing the site would greatly impact the experience of visiting the site and the impact it has on those visitors.
- The history of this site is very complex and hosting a series of meetings for the community to attend and learn about this history it would be very beneficial to come together to work on this issue.
- The National Park Service sent Anna which meant a lot to the community to have a Japanese American working on this project, I hope that in future planning for the site there are other staff members that are from the Japanese American community and have a personal connection to the site.
- I would like to second the recommendations from NY.
- It is extremely difficult to get to the site which was purposeful as a means of isolating those kept there. It seems that what is missing here are sites that the National Park Service has that are satellite sites that people can get to where the story of Tule Lake and

the other sites are told which are accessible by families located closer to these satellite sites in key west coast locations.

- It would be great to have cross interaction between the different internment sites but again these sites are far apart and difficult to reach. But having locations closer to where people are now located on the west coast is needed.
- Actual voices or accounts from people who were there.
- Have you considered including the voices of writers who have included works discussing Native American struggles on the site?
- Also have a comprehensive multi-media website that incorporates all of the suggestion voiced today so that it can also be used in the educational institutions in the urban/rural areas
- One of the focuses that need to be taken is that people were taken out of their lives and one of the best places for these satellite locations are in those places where people were originally taken from.
- The story does not end in 1945 the story includes the way everyone tried to cover up the story. In the case of Tule Lake the area was paved over for the airport which covered up the atrocity which took place there. Having the airport where it is helps to tell the story of the continued atrocity of the government attempt to cover this story up.
- People were raised to avoid these areas; in a way it was taking the land away from those that may have used it in the local area. There is a value in seeing what has happened with this land up until today.
- If you go back to the testimonies ten or fifteen years ago and compare to those from more recent history you might see how much more people are now able to open up and tell their stories.
- Extreme power of photographs- Richard photographs I was unaware of what he has been able to capture. It would be helpful to use these life size photographs to get a better idea of the site in an outdoor gallery. As you walk through the land although the buildings no longer exist you can get a feel for how the site originally was. International site for social justice where people from all over can come with their stories which would create a huge platform which is open for anything and anyone to come. There is a lot of play on the topic of social justice which take place in closed spaces and it would be an incredible experience for theatre companies and others to demonstrate these works in an outdoor space- they would be incredibly moving and different than what has been done before. It's an incredible opportunity to create a universal space where the pain of one community acts as a liberating space for other communities.
- I would like to be able to feel how big the imprisonment was. When you go there you can only see some of the foundations. When you go there I'd like to be able to experience how big it really was back then. Now it seems like this beautiful open space, I don't feel what it must have been like back then. If I could even experience one block to get a sense

for how many buildings were jammed into that space it would be very helpful in understanding the site.

- I think it's a great idea and recommend that the block be as far from the entrance as possible so that you get a sense for how enormous the site was, by having to walk so far to get to it.
- Racist signs are still hung in public spaces when I was in New Orleans and to see the new signs in comparison with these historically racism images it was very powerful to demonstrate that history and to not simply cover it up. The idea of keeping the airport is similar in that way; to show the history of an attempt to hide what happened on this site.
- It might be nice that if people go there that it would be good to have information about the other camps so that there is a larger audience which would feel tied to the story and take something away that was very personal.
- Most of the camps don't have any type of interpretive center or kiosk. At most they have signs with some comments and pictures with maps. Each site is a different kind of experience, a different kind of place. Each camp is currently different as well. Visiting each of the sites individually is worth it if you are able because the sites are so different. It would not be possible to come up with a one size fits all way to describe all of the camps. Until you've been from one to the other you don't have an idea of the scope.
- Thinking about the scale and size of Tule Lake is a huge part of the significance, maybe a driving tour would be very helpful in explaining and recreating and bringing to live the story behind the site, and the scale of the site. Gettysburg example.
- I would be interested in including the story of the bureau of reclamation. There sadly didn't seem to be a lot of shame in incarcerating these individuals. The history of homesteading and the destruction of Native American lands. Homesteading was for whites only. Racialized landscape is a huge part of this living landscape which came from this era. Address/interpret repurposed Barrack buildings.
- The physical assets of the camp are spread so widely throughout the area which are now privately owned, so one issue is that with driving tours you would be sending people around to look at private sites. There might be some pull with this because there would be an economic benefit to the local residents having visitors to the area.
- In many places these conversations haven't even started so I'm glad to see its begun in regards to this site.
- Story of how Tule Lake has been memorialized by the Japanese American communities through the pilgrimage which has been going on for sixty or so years. I don't know if there is documentation about how this pilgrimage has been happening and who has been involved. If it weren't for that pilgrimage we probably wouldn't be here today. It is a huge part of the greater history of the site and why we are where we are today. The people who have been involved should be recognized for bringing this issue to the forefront.

- Can those buildings on private property be preserved as historical properties so that they are not destroyed or is it at the discretion of the land owner?
- For the visitor center there could be a component on the performing arts at the camps. Research has uncovered a great deal about events and arts that took place in the camp. Many historically significant artifacts have been found and preserved including large photos of this part of camp life. Morgan Oplar said there was a revival of the historic culture in camp.
- The performances in the camp Emily Roxworthy has done a lot of work on the performances at Jerome and she might be a useful resource in finding out more information on this topic.
- There were an extraordinary number of performances that took place at the camps and creating the performances and stages at the camp. I did my thesis work on this topic. I wonder if there is a curriculum for school age children that teachers could use to discuss this history. It is so unknown on the east coast and this would be very useful for teachers and students here. There should be a national curriculum. This would be an important-crucial topic to understand civil liberties and what can be done to protect those rights. There is also no understanding of what was done to those who were not incarcerated here on the east coast and what those individuals experienced.
- The experience should include having visitors be issued family tags, then escorted as a group through the gate and having the gate slammed shut loudly behind them.