

Name(s): _____

Date: _____

A Profile

Why were Japanese Americans interned during World War II? German-Americans weren't. Italian-Americans weren't. There is no doubt that the constitutional and civil rights of this one group of Americans - citizens and alien immigrants alike - were violated. Why? Justifications at the time ranged from protecting the Japanese themselves from reprisals after Pearl Harbor and possible future attacks or acts of sabotage to the defense of the country from a massive fifth column of enemy subversives. Simply put - and in contemporary terms - Japanese Americans were racially profiled.



The image of Japanese Americans presented by General DeWitt that you examined in the example is derived in large part from the testimony of the California Attorney General Earl Warren before a U.S. House of Representatives committee. Warren's testimony in the late winter of 1942 reflected his concern about the proximity of large numbers of Japanese Americans to military, industrial, and public utility sites in the state:

... I believe that up to the present and perhaps for a long time to come the greatest danger to continental United States is that from well organized sabotage and fifth-column activity.

California presents, perhaps, the most likely objective in the Nation for such activities. There are many reasons why that is true. First, the size and number of our naval and military establishments in California would make it attractive for our enemies as a field of sabotage. Our geographical position with relation to our enemy and to the war in the Pacific is also a tremendous factor. The number and diversification of our war industries is extremely vital. The fire hazards due to our climate, our forest areas, and the type of construction make us very susceptible to fire sabotage. Then the tremendous number of aliens makes it almost an impossible problem from the standpoint of law enforcement....

I want to say that the consensus of opinion among the law enforcement officers of this state is that there is more potential danger among the group of Japanese who are born in this country than from the alien Japanese who were born in Japan. That might seem an anomaly to some people, but the fact is that, in the first place, there are twice as many of them. There are 33,000 aliens and there are 66,000 born in this country.

In the second place, most of the Japanese who were born in Japan are over 55 years of age. There has been practically no migration to this country since 1924. But in some instances the children of these people have been sent to Japan for their education, either in whole or in part, and while they are over there they are indoctrinated with the idea of Japanese imperialism. They receive their religious instruction which ties up their religion with their Emperor, and they come back here imbued with the ideas and policies of Imperial Japan.¹

- 1) Use the data available in the **Japanese Internment** file including the overlay of military bases in California in 1941 and evaluate Warren's testimony:
 - Were Warren's facts about the ratio of American to alien born Japanese, the age of the Issei, and the extent of the education and religious training of Nisei children in Japan correct?
 - How concentrated was the Japanese American population around California military bases in 1942 (Remember the **California layer JAPANESE40** census data)?

The image of Japanese Americans presented by General DeWitt and California's Attorney General Warren was in sharp contrast to that offered by leaders of the Japanese American Citizens League (JACL) in the months leading up to the internment. In 1942, the JACL was a group of approximately 20,000 Nisei (American born Japanese) whose official position encouraged cooperation with the government as a demonstration of loyalty and patriotism. The following is an excerpt from the testimony of Mike Masaoka, the head of the JACL, before the same committee before which Warren appeared:

At this hearing, we Americans of Japanese descent, have been accused of being disloyal to the United States. As an American citizen, I resent these accusations and deny their validity.

We American-born Japanese are fighting militarist Japan today with our total energies. Four thousand of us are with the armed forces of the United States, the remainder on the home front in the battle of production. We ask a chance to prove to the rest of the American people what we ourselves already know: That we are loyal to the country of our birth and that we will fight to the death to defend it against any and all aggressors.

We think, feel, act like Americans. We, too, remember Pearl Harbor and know that our right to live as free men in a free nation is in peril as long as the brutal forces of enslavement walk the earth. We know that the Axis aggressors must be crushed and we are anxious to participate fully in that struggle.

The history of our group speaks for itself. It stands favorable comparison with that of any other group of second generation Americans. There is reliable authority to show that the proportion of delinquency and crime within our ranks is negligible. Throughout the long years of the depression, we have been able to stay off the relief rolls better, by far, than any other group. These are but two of the many examples which might be cited as proof of our civic responsibility and pride.

In this emergency, as in the past, we are not asking for special privileges or concessions. We ask only for the opportunity and the right of sharing the common lot of all Americans, whether it be in peace or in war.

*This is the American way for which our boys are fighting.*²

- 2) To what extent were Japanese Americans involved in wartime production - specifically, agricultural production - prior to their internment?
- Examine the data categories available to you in the **Japanese Internment** files. List the specific categories that might lend themselves to addressing the question.
 - Briefly explain how you plan to use the data you have identified to get at the question.
 - Prepare any maps, graphs, statistics, and/or tables to present the data you want to use in analyzing the question.
 - Briefly summarize your conclusions about the extent of Japanese American involvement in agricultural production in California in 1941.

¹ from the testimony of Earl Warren in the **Hearings of the Select Committee Investigating National Defense Migration, House of Representatives** [“**Tolan Committee Hearings**”], Feb.-Mar. 1942, pp. 11010-11022.

² from the testimony of Mike Masaoka in the **Hearings of the Select Committee Investigating National Defense Migration, House of Representatives** [“**Tolan Committee Hearings**”], Feb.-Mar. 1942, pp. 11137-11139.

Evaluation Guidelines

Read and use the legend on a data map.	5 4 3 2 1
Read a data map for specific information about a particular region.	5 4 3 2 1
Modify and/or combine GIS data to create new data fields.	5 4 3 2 1
Prepare effective data maps.	5 4 3 2 1
Prepare side-by-side data maps and interpret the correlation presented	5 4 3 2 1
Create data maps to effectively address a specific question.	5 4 3 2 1
Ask questions that lend themselves to being addressed with available GIS data base files.	5 4 3 2 1

Japanese Americans Relocated During World War II Data Categories

Category	Census Category	Notes
LASTNAME	Last Name	Hidden to protect privacy
FIRSTNAME	First Name	
MIDDLEINIT	Middle Initial	
RELOCATION	Relocation Project	Name of relocation camp
ASSEMBLECE	Assembly Center	
LASTCITY	Last Permanent Address	City
LASTSTATE	Last Permanent Address State	
LASTCOUNTY	Last Permanent Address County	
POPDENSITY	Last Permanent Address Population Density	Approximate population of last address
BIRTHPLACE	Birthplace of Parents	
FATHEROCCUS	Fathers Occupation in U.S.	
FATHOCCABR	Fathers Occupation Abroad	
YRSSCHLJAP	Total Years of Schooling in Japan	
SCHJAPAN	Years of Schooling in Japan	
EDDEGREES	Educational Degrees	Grade levels
ARRIVEUS	Year of First Arrival in Territorial U.S.	Number < 42 20th century (e.g. - 7 => 1907) Number > 42 19th century (e.g. - 89 => 1889)
TIMEJAPAN	Total Length of Time in Japan	
NOTIMESJAP	Number of Times in Japan	Years
AGEINJAPAN	Age at Time in Japan	
PERSONAL	Military and Naval Service, Public Assistance and Pensions, Physical Defects	Masked with the exception of military service
INDIVIDNUM	Individual Number	
SEXANDMAR	Sex and Marital Status	First 5 digits identify a single family, letter at end indicates place in family
YEARBIRTH	Race of Individual and Spouse Year of Birth	
PLACEBIRTH	Birth Place	Number < 42 20th century (e.g. - 7 => 1907) Number > 42 19th century (e.g. - 89 => 1889)
ALIENREGNO	Alien registration Number, S.S. Number, and Japanese Language School	

Japanese Americans Relocated During World War II Data Categories (continued)

Category	Census Category	Notes
HIGHESTGRA	Highest Grade Completed or Grade Attending	Deleted to protect privacy
LANGUAGE	Language	
RELIGION	Religion	
PRIMARYOCC	Primary Occupation	
SECONDOCC	Secondary Occupation	
TERTIARYOC	Tertiary Occupation	
POTOCC1	Potential Occupation 1	
POTOCC2	Potential Occupation 2	
FILENUMBER	File Number	