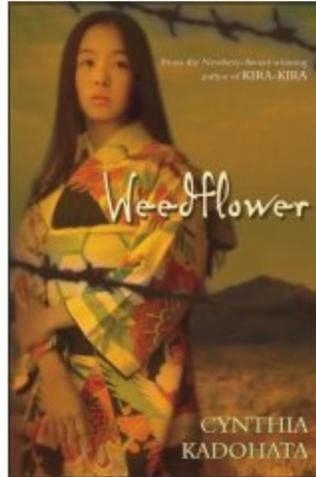


Lesson Plan on Japan
Japanese vs. American Perspective
Enternment of Japanese Americans During WWII

Dorene Miller
Wooster City Schools, Spring, 2007



1. Opportunities to teach about East Asia:

As a teacher in an alternative placement program, I teach students in grades 8-12, all subjects in an inclusive setting. Because of this diversity, I have various opportunities to incorporate Asia into my lessons. Language arts is an area where reading fictional and non-fictional stories, as well as research opportunities, allow me to chose books at different levels, dealing with racial discrimination, to stories of war. In social studies, I have a wealth of opportunities, as I teach World History, American History and World Geography; all subjects opening a wealth of opportunities to teach about Asia. In depth studies will give my class opportunities to make displays, do research, and have a culture day, where we can invite other classes and colleagues to see what has been learned.

2. How will I apply the seminar to my teaching:

The seminar has definitely given me a more objective perspective about the discrimination of Asians in the United States, as well as between Asians themselves. I am much more knowledgeable about the atrocities of the wars, and will be able to pass this knowledge and objectivity onto my students. I now have the insight to think about readings, knowing that the information we read historically, is based on our slant on that history, and the Asian view represents how they see the same events in a different light.

3. Purpose:

To study events of the Japanese bombing of Pearl Harbor, and the War Relocation Authority, and how the relocation of Japanese Americans after the bombing of Pearl Harbor was viewed from the Japanese-American point of view, the Caucasian-American point of view, and that of the Native American Indians.

Ohio Content Standards in Social Studies:

Citizenship Rights and Responsibilities

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

(Grade 10)

3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including:
 - a. Clear and present danger;
 - c. National security;
 - e. Public safety;
4. Analyze instances in which the rights of individuals were restricted

People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

(Grade 9)

2. Analyze the results of political, economic, and social oppression and the violation of human rights

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

(Grade 10)

11. Analyze the impact of U.S. participation in World War II with emphasis on:
 - b. The internment of Japanese-Americans.

Rationale:

Japanese Americans had established their own cultural communities in the United States, and productively contributed to the American economy, even though they were not granted citizenship. These same people were rounded up after the bombing of World War II for various reasons; security of the country, as well as for their own security, or was it discrimination?

4. Essential Questions:

1. How did the bombing of Pearl Harbor change the stance of the USA in regards to its position on the war?
2. Why was the War Relocation Act established?
3. What was the Japanese American reaction to being relocated?
4. How did mainstream Americans view the Japanese Americans before and during this time?
5. How did the relocation affect other minority groups?
6. How were Italian Americans and German Americans treated since those countries were part of the Axis Powers involved in the war?
7. Did the Native Americans benefit at all from having their lands used for the majority of the internment camps, as they had hoped?

Duration:

This will take a minimum of 2 weeks as a combined Language Arts/Social Studies lesson, along with the reading of Weedflower with further follow up to watch a movie and have related discussions.

Materials:

Weedflower by Cynthia Kadohata (fiction)

Printed excerpt from the Interview with Karl Bendetson (excerpt is printed at the end of this document with important dialogue highlighted in red.).

Film “Days of Waiting”

Chronology of Japanese American Internment found at:

<http://ipr.ues.gseis.ucla.edu/classroom/IshigoPlans/chron.html>

Lessons:

Day 1: Historical background

Japanese life in America pre-WWII

U. S. as an isolationist nation until the bombing of Pearl Harbor.

Assign Weedflower, Chapters 1 & 2

Day 2: Social and Racial Discrimination

Weedflower Ch. 3 & 4

Discuss treatment of Japanese by Caucasian Americans

Terminology: use of word “Jap”, relocation, internment, evacuation, camp, all in context of the story.

Non-military advocates for exclusion, removal, and detention

Internment was popular among many white farmers who resented the Japanese American farmers. These individuals saw internment as a convenient means of uprooting their Japanese American competitors. Austin E. Anson, managing secretary of the Salinas Vegetable Grower-Shipper Association, told the *Saturday Evening Post* in 1942: "We're charged with wanting to get rid of the Japs for selfish reasons. We do. It's a question of whether the white man lives on the Pacific Coast or the brown men ... If all the Japs were removed tomorrow, we'd never miss them in two weeks, because the white farmers can take over and produce everything the Jap grows. And we don't want them back when the war ends, either." (¹ *Korematsu v. United States* dissent by Justice Frank Murphy, footnote 12, reproduced at findlaw.com, accessed 11 Sept. 2006) http://en.wikipedia.org/wiki/Japanese_American_internment#_note-7

Day 3: Bombing of Pearl Harbor/ America Enters the War

American outrage against Japan/Japanese

Weedflower, Ch. 5 & 6

Japanese-American loyalty to the USA

Fear spreads through the Japanese communities

War Relocation Act (read excerpt highlights from interview)

“The attack on Pearl Harbor on December 7, 1941 led many to suspect the Japanese were preparing a full-scale attack on the west coast of the United States. Moreover, Japan's rapid military conquest of a large portion of Asia and the Pacific between 1936 and 1942 made their military forces seem to some Americans frighteningly unstoppable...” http://en.wikipedia.org/wiki/Japanese_American_internment#_note-7

Immediate responses to the Pearl Harbor attack

Civilian and military officials had concerns about the loyalty of the ethnic Japanese on the west coast and considered them to be security risks, although these concerns often arose more from racial bias than actual risk. Lieutenant General John L. DeWitt, who administered the internment program, repeatedly told newspapers that "A Jap's a Jap" and testified to Congress, "I don't want any of them [persons of Japanese ancestry] here. They are a dangerous element. There is no way to determine their loyalty...It makes no difference whether he is an American citizen, he is still a Japanese. American citizenship does not necessarily determine loyalty...But we must worry about the Japanese all the time until he is wiped off the map.” (Fred Mullen, "DeWitt Attitude on Japs Upsets Plans," *Watsonville Register-Pajaronian*, April 16, 1943. p.1, reproduced by Santa Cruz Public Library, accessed 11 Sept. 2006) (Testimony of John L. DeWitt, 13 April 1943, House Naval Affairs Subcommittee to Investigate Congested Areas, Part 3, pp. 739-40 (78th Cong ., 1st Sess.), cited in *Korematsu v. United States*)

This sentiment even included infants with “one drop of Japanese blood”, which indicated how racially motivated this was.

“Administration and military leaders also doubted the loyalty of ethnic Japanese because many of them (including some born in America) had been educated in Japan, where school curricula emphasized reverence for the Emperor. It was feared that this population might commit acts of espionage or sabotage.”
http://en.wikipedia.org/wiki/Japanese_American_internment#_note-7botage for the Japanese military.

“The Japanese people were actually taught that their Emperor was of divine origin. ...God Emperor. ...Such beliefs in the Godlike status of the Emperor have existed in Japan for well over a thousand years. The ministers who actually ran the country used the Emperor’s Divine like status to get the masses to back their policies. Especially was this the case with regard to the wars fought in the 20th Century. These wars were waged in the name of the Emperor –Hirohito.”

http://iaia.essortment.com/japaneseemperor_rfacs.htm

Military officials worried about California’s water system being vulnerable, and expressed concerns about military and civilian facilities all over the country

Day 4: Oppression of the Japanese Community

Frozen bank accounts, curfews, detainment & arrests
Devaluation of Japanese assets
Weedflower, Ch. 7, 8, 9

Day 5: Evacuation and Relocation

Weedflower, Ch 10, 11, 12, 13, 14

Day 6: Minority vs. Minority

Weedflower Ch. 15, 16, 17, 18
Native Americans and Japanese attitudes toward each other

Day 7: Resettlements and Economic Opportunities

Weedflower Ch. 19, 20, 21
Attitude change based on economic need
Resettlement offerings were financially suppressed (only \$100 offered to resettle)
Advantages to the Native Americans because of the internment camps

Day 8: Prejudice vs. Protection

Weedflower Ch. 22, 23, 24, 25

Thoughts on the barbed wire fence around the camp

Day 9: Democracy and Minority Citizens' Rights and Responsibilities

Weedflower Ch. 26, 27, 28, 29

Discussion on whether or not the United States had the right to draft the Nisei men after having forced their internment.

Should 2 simple questions be the determining factor of your allegiance to the United States in time of war? Why weren't those same 2 questions asked before the relocation?

Day 10: Japanese Americans and Native American Indians in the War Effort

Weedflower Ch. 31, 31, 32, 33 and End Note

Japanese Americans fighting against Japan

Discussion: Did their contributions end the prejudice? Did they get equal rights?

Show film "Days of Waiting" Explain who is Estelle Ishigo.

Review "Chronology of Japanese American Internment"

<http://ipr.ues.gseis.ucla.edu/classroom/IshigoPlans/chron.htm>

"Estelle Ishigo was an artist and writer who documented daily life at Heart Mountain Relocation Camp while interned there. Although she was a European American, she married Japanese American, Arthur Shigeharu Ishigo, in 1928 when marriage between people of different races was forbidden by law in California (the Ishigos had to get married in Mexico). After war broke out and Japanese Americans were ordered into camps on the West Coast, Estelle chose to stay with her husband and they were sent to Pomona Assembly Center and then Heart Mountain Relocation Camp in Wyoming. There, Estelle Ishigo continued her work as a painter. Unofficial photographs were not allowed and the news media was given highly exaggerated accounts about the wonderful conditions in the assembly centers and camps. For example, white washed horse stalls were called apartments, there were glowing accounts of the recreation and school facilities, etc. Artists like Ishigo often worked on drawings and painting that give us a rare look at the bleak conditions in these remote, hastily constructed "camps." Estelle Ishigo's experience does not speak for all internees. Because she was a European American, she was often able to express more open criticism of the internment experience." (*View From Within*, p.42)

Further research and discussion questions:

1. How many of the Japanese Americans put into the internment camps or taken into custody, how many were ever convicted as spies? **None**

2. How were the Japanese Americans compensated for the loss of their homes and businesses?

Since they were told that they could only take what they could carry, most took significant personal losses. They were only offered \$100 relocation compensation, and most sold their possessions for much less than the actual value prior to relocation.

3. When did the U.S. Government eventually know, apologize and compensate the survivors or heirs of this political travesty? **In 1988, President Ronald Reagan signed legislation which apologized for the internment on behalf of the U.S. government. The legislation stated that government actions were based on "race prejudice, war hysteria, and a failure of political leadership", and beginning in 1990, the government paid reparations of \$20,000 for each surviving detainee.**

On September 27, 1992, the Amendment of the Civil Liberties Act of 1988, appropriating an additional \$400 million in order to ensure that all remaining internees received their \$20,000 redress payments, was signed into law by President George H. W. Bush, who also issued another formal apology from the U.S. government.

(http://en.wikipedia.org/wiki/Japanese_American_internment#Compensation_and_reparations)

4. Even though the U.S. was at war with Germany, why weren't there any specifically designated German-American internment camps, or property taken away from Germans living in this country? Were Germans detained as possible spies? The same questions apply to Italian-Americans.

Those living in the USA were generally not detained.

"Crystal City, Texas was one such camp where Japanese-Americans, German-Americans, Italian-Americans, and a large number of US-seized, Axis-descended nationals from several Latin-American countries were interned."

http://en.wikipedia.org/wiki/Japanese_American_internment#Compensation_and_reparations

"...About 3,000 Japanese, Germans, and Italians^{qv} from Latin America were deported to the United States, and most of them were placed in the Texas internment camps. Twelve Latin-American countries gave the United States Department of State custody of the Axis nationals. Eighty percent of the prisoners were from Peru, and about 70 percent were Japanese. The official reasons for the deportations were to secure the Western Hemisphere from internal sabotage and to provide bartering pawns for exchange of American citizens captured by Japan. However, the Axis nationals were often deported

arbitrarily as a result of racial prejudice and because they provided economic competition for the other Latin Americans, not because they were a security threat. Eventually, very few Japanese ever saw Latin America again, although some Germans and Italians were returned to their Latin American homes.”

<http://www.tsha.utexas.edu/handbook/online/articles/WW/quwby.html>)

5. What is the difference between being Japanese and Japanese American? Should this have made a difference? Do we distinguish between Italians and Italian Americans, Irish and Irish Americans, etc.? How can we relate this to the present day politically correct terminology, “African American” or “Native American”? Do you think all citizens should be viewed as Americans without reference to their ancestry? If not, I am German Austrian Slovakian Slovenian American!

Ordinarily, the term referring to just the ancestry alludes to one from that particular country, where adding –American, seems to distinguish one who lives in the USA, possibly with citizenship.

6. Have you heard of Krauts (Germans), Waps or Dagos (Italians), Chinks (Chinese), Spicks (Latinos), and other derogatory slang names for certain ethnic groups? How do these terms get started and perpetuated?

Enrichment Activities:

#1 Role play

Assign students to be: the authorities, a Japanese family of 2 parents, 2 grandparents, and 3 children; and the officials at the internment camp registration. (officials will ask for I.D., family records, ownership of property, etc.)

#2 Evacuation Day

Students are given a set amount of time to evacuate their homes and businesses (anywhere from ½ hour to 2 hours maximum). They can only take what they can carry with them. Animals must be left behind. Make a list of all that you would take. (must be realistic)

#3 Starting Over

Students are told that they are being released from camp tomorrow. How will they begin their new life? Where will they go? How will they support their family? What kind of challenges will they face “post-war”?

Adaptation to lower grade levels:

To adapt this to lower grades, the issue of prejudice and discrimination should be the focus. Children could be asked about their feelings of relocation, and how would they make new friends and adapt to the new environment. Children would be given the opportunity to draw a suitcase or box, and fill it with the things they would take along. The issue of privileges taken away under special circumstances (for safety sake) could be explored. Intermediate grades could relate this to the war on terrorism and racial profiling.

5. Resources

Days of Waiting. Dir. Steven Okazaki. 1990. Video-tape. Mouchette Films.

Hess, Jerry N. Oral History Interview with Karl R. Bendetson. Harry S. Truman Library. 24 October 1972.

<http://www.trumanlibrary.org/oralhist/bendet1.htm#note>

Higa, Karin, editor. View From Within: Japanese American Art From the Internment Camps, 1942-1945. Seattle: University of Washington Press, 1992.

Ishigo Chronology. UCLA Institute on Primary Resources. Los Angeles: Regents of the University of California, 2001.

<http://ipr.ues.gseis.ucla.edu/classroom/IshigoPlans/chron.htm>

Kadohata, Cynthia. Weedflower. New York: Atheneum Books for Young Readers, 2006.

http://en.wikipedia.org/wiki/Japanese_American_internment#Compensation_and_reparations

http://en.wikipedia.org/wiki/Japanese_American_internment#_note-7

Exerpt taken from:

Oral History Interview with
Karl R. Bendetson

General counsel, Department of the Army, 1949; Assistant Secretary of the Army, 1950-52; Under Secretary of the Army, 1952.

New York City, New York
October 24, 1972
by Jerry N. Hess

NOTICE

This is a transcript of a tape-recorded interview conducted for the Harry S. Truman Library. A draft of this transcript was edited by the interviewee but only minor emendations were made; therefore, the reader should remember that this is essentially a transcript of the spoken, rather than the written word.

Numbers appearing in square brackets (ex. [45]) within the transcript indicate the pagination in the original, hardcopy version of the oral history interview.

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HESS: The evacuation of the Japanese from the West Coast was carried out under the authority of Executive Order 9066 of February 19, 1942 and the War Relocation Authority was established by Executive Order 9102 of March 18, 1942. Lieutenant General John

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DeWitt was Commanding General of the Western Defense Command.

BENDETSSEN: And Fourth Army.

HESS: ...and Fourth Army. And he was the military man in charge of carrying out the relocation, correct?

BENDETSSEN: No, he was delegated by the President to carry out the evacuation ordered by Executive Order 9066 dated February 19, 1942. The later Executive Order 9102 dated March 18, 1942 covered relocation only. It had nothing to do with evacuation. The War Relocation Authority was a civilian agency. It was not at any time a part of the War Department or the Army. It took over after the evacuation phase. The military phase was usually termed evacuation (from the sea frontiers). General DeWitt delegated the entire evacuation task to me. No one could possibly have been more surprised than I to find myself in this position.

HESS: That's right.

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BENDETSSEN: The War Relocation Authority was not established until sometime after Executive Order 9066 was issued. It did not do any relocating either...

HESS: This is from the 1942 volume of the *Papers of Franklin Delano Roosevelt*. It is the note to item 37. Item 37 is the "Establishment of the War Relocation Authority, Executive Order 9102, March the 18th of 1942" and the note was by the editor, Samuel I. Rosenman. Just to give some background so that people will know what we are looking at at the present time.

BENDETSSEN: Paragraphs 1 and 2 of your citation do not accurately describe the function and role of the War Relocation Authority. It performed no duties whatever until the evacuation phase had been completed and the persons of Japanese ancestry who still then remained in custody had been placed in ten Relocation Centers established by the Army inland to hold the evacuees until they could be absorbed into the economies of inland states. Only when all of them had been placed there, after the Relocation

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Centers had been staffed and manned in all respects, did the War Relocation Authority take over any operating functions of any kind. As I will later add in my account, it seriously mishandled its assignment.

HESS: It was all done by the Army up until that time, right?

BENDETSSEN: Yes, by an agency of the Western Defense Command and Fourth Army known as the WCCA, the Wartime Civil Control Administration. I was the Commanding Officer, an assignment I most certainly did not seek. I refer you to a volume on file in the Library of Congress in which General DeWitt reports on the carrying into effect of Executive Order 9066 to the Chief of Staff and the Secretary of War in a complete and totally documented factual way.

General DeWitt made a complete delegation to me of the provisions of Executive Order 9066 which had been delegated to him. I had the responsibility for carrying out the entire program which I will

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describe to you in a few moments. The delegation by the President of the United States to the Secretary of War of the provisions of Executive Order 9066 of February 19, 1942 was in turn by the Secretary of War, delegated to the Chief of Staff of the United States Army, General Marshall. In turn by Marshall, there was a complete and total delegation to General DeWitt, and finally by General DeWitt there was a complete and final delegation to me with the approval of the Secretary of War. I will describe all this in the course of my narrative.

Starting at the beginning, and viewed in the perspective of the months following December 7, 1941, and especially the winter and spring of 1942, you will recall through other oral histories, and from your general knowledge, that the tides of war in the Pacific were running most adversely to the United States. Our naval forces had been crippled, we had suffered many reverses; the Japanese had successfully shelled the West Coast of the United States with submarine-mounted cannon; had bombed military bases in the Aleutian Islands as far east

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as Cold Harbor and Kodiak; had occupied the Aleutian Islands of Attu and Kiska.

You will also recall that the preponderance of all persons of Japanese ancestry residing on the West Coast of the United States, west of the Sierra Nevadas, the Cascades, and in the southern halves of Arizona and New Mexico, had largely concentrated themselves into specific and readily identifiable clusters.

They carried on their own culture; their own educational system. Their Shinto religious beliefs predominated and these beliefs coupled with the isolation which arose out of the legal restrictions of the applicable laws of the U.S. and California, Oregon and Washington states then in force, combined in influence to generate a separate way of life. You will recall also that the Alien Exclusion Acts (which I always felt embodied very bad policy with which I was never in sympathy) nevertheless were in force over many decades. The fact was that under these Acts, people of Japanese ancestry (who migrated to the United States from Japan) were not permitted to intermarry with U.S. citizens, were not permitted

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to own land or to take legal title to land and could not become citizens. And so, over the years there was very little real assimilation either of the migrant or of the first generation Japanese born of the many thousands of native Japanese who had migrated to the United States. The U.S.-born are Nisei; the migrants Kibei.

The Justice Department and the FBI had great concerns about national security on the Pacific Sea Frontier, west of the mountain ranges, and in the southern halves of Arizona and New Mexico where there were extensive but unmonitored boundaries, with Mexico to the south, for traffic into the United States. It is still going on.

HESS: They can't stop it now.

BENDETSSEN: General DeWitt, as Commanding General, was responsible for the defense of the Western Sea Frontier, including Alaska. The tides of war there were almost totally adverse, with one disaster after another. Our first victory was the Battle

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of Midway. It gave us a slender margin of hope. General DeWitt was vitally concerned. The War Department became vitally concerned, the FBI and the Justice Department became vitally concerned, and so did the President himself. An Assistant Attorney General, Mr. James Henry Rowe, Jr., was the principal Justice Department action officer responsible in this field. Mr. Tom Clark (later the Attorney General of the United States and Justice of the Supreme Court) was the Special Representative of the Department of Justice on the West Coast in Los Angeles. His duties then concerned only this subject.

Unscrupulous persons were imposing on the Japanese and this led to many false reports that they lost all their properties. This was not so. Doubtless a few of them were exploited. Nothing was ever confiscated. To the contrary, extraordinary measures were taken to preserve their properties.

You will recall that units of U.S. Marine Reserves and of the National Guard from Arizona, California, Oregon and Washington had been stationed

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in the Philippines prior to December 7, 1941. These units had been decimated by the Japanese who treated them brutally as prisoners of war, a subject which had become widely known. Anti-Japanese feeling was intense.

The situation which arose from these reports created a powder keg. Violence was near at hand. General DeWitt, after conferring with various people, communicated with General Marshall that he felt he could not provide for the security of the sea frontier, its sensitive installations, the vital manufacturing establishments, and the harbor facilities; and that he could not deal with inchoate civil violence unless effective means of bringing the deteriorating situation under control could be found.

I was sent out to the headquarters of General DeWitt to confer with him as a representative of the War Department. I made many such trips in December and January. I became a "commuter."

My assignment was to gather facts and convey General DeWitt's analyses to his superiors in

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Washington. Each time I returned from the Presidio I would brief General Gullion, the Provost Marshal General, the Chief of Staff, the Assistant Secretary of War (Mr. McCloy), Mr. James Rowe of Justice and others.

It never occurred to me that I would be assigned to General DeWitt's command with duties related to an evacuation of persons of Japanese ancestry from the West Coast. I did not recommend such action. I was never asked my opinion. Certainly I did not seek such an assignment and would not have desired it. I did my best as a staff officer, accurately to

reflect the concerns of General DeWitt and his staff, of the FBI, of Mr. Clark, of the Naval Commander (Admiral Greenslade) and faithfully to convey these concerns to the authorities in the War Department, Justice Department and the White House staff. I also went to Capitol Hill and reported to certain members of the House and Senate. At his request, I reported the concerns of all of these officials to Senator Truman.

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HESS: What did he say?

BENDETSSEN: He concluded that it was a grave and serious situation and stated the case clearly. He paid me a compliment. He said, "I think the staff work is in good hands. You are objective. It takes objectivity to gather the facts and be the go-between in a situation of this gravity." Finally, as he was preparing a "signal" that our conference was over, Senator Truman asked me to tell him in confidence whether I would be inclined to recommend that Japanese residents be evacuated from the West Coast. I told him that I had thus far studiously avoided reaching my own conclusion and hoped I would continue to refrain. I explained that I considered it my duty to report the locations of the principal concentrations of Japanese, and the concerns of the civil and military authorities on the West Coast and to present their views regarding what they considered to be the alternatives and options available for dealing with the major wartime problems posed. I added that if I had reached a conclusion

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I could not remain objective. He congratulated me on my answer.

Ultimately, an Executive Order was prepared in the Justice Department, not in the War Department. No such order could have been presented to the President of the United States without the full approval of the Attorney General of the United States, Mr. Francis Biddle. That Executive Order was No. 9066. It preceded the Executive Order which created the War Relocation Authority to which I have already alluded.

Shortly after the Executive Order was issued, I was again sent to the Headquarters of the Western Defense Command at the Presidio of San Francisco. While I was there, the Honorable John J. McCloy, the Assistant Secretary of War, and the Chief of Staff of the Army (General Marshall) were conferring with General DeWitt.

I had completed my special assignment which I had been sent to do. I had paid my departure respects to General DeWitt's Chief of Staff, General

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[Allison J.] Barnett, and left for the San Francisco airport, to board a United Airlines flight for Washington, D.C. And as I was walking up the steps to enter the aircraft, an

aide of General DeWitt drove out on the field in a military car and stopped the car right at the bottom of the companionway. He said, "Bendetsen, you're wanted at the Presidio."

I asked, "What in the world has happened?"

He replied, "I don't know what has happened, but General DeWitt and Mr. McCloy are together and they are waiting for you. My orders were to come out and get you. I told the airline that General DeWitt had asked that the flight be held, if necessary."

Off we went to the Presidio; I was ushered into the august presence of Mr. McCloy, Generals Marshall and DeWitt. To my surprise, General DeWitt said, "Bendetsen, as you know, the President has signed Executive Order 9066, providing for the evacuation from the Sea Frontier of all persons of Japanese

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ancestry. Mr. McCloy, General Marshall and I feel that you are the best choice to be in charge of this whole program."

HESS: Did they tell you why they selected you?

BENDETSSEN: Well, they did in ways that were complimentary and so on, but it was an order, so they did not have to explain it.

HESS: You had been working with the problem for quite awhile anyway, hadn't you?

BENDETSSEN: During nearly all of the last three weeks of January, and a good deal of time in February.

I had been asked by Mr. McCloy about ten days before to write out for him how such an evacuation might be carried into effect. I then wrote him two letters, a relatively short letter and a very long one. I gave him both. The deadline he gave me for this assignment was the next day, 24 hours later. I had used the entire period to compose them. He referred to these letters in the course

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of the conversation at the Presidio. He stated that he regarded them as remarkable in their concepts as well as their details of how to proceed if such a decision were to be made. He said, "Those letters are what hung you, Bendetsen. The Secretary of War and I did not have any choice but to say to General DeWitt that we're going to send Bendetsen out here to be under your command and to take full charge."

General DeWitt then said, "There is no time to lose. You will be designated as an Assistant Chief of Staff of the Fourth Army and Western Defense Command. I will create the Wartime Civil Control Administration which you yourself mentioned in your letter

should be the main vehicle. You will be the commanding officer of the WCCA. You will then be authorized as an Assistant Chief of Staff of my general staff to issue orders in my name to yourself as commanding officer of the WCCA. You will thus have full power and authority to act." He then called in his sergeant (clerk) who operated the

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stenotype and dictated his order:

I hereby delegate to you all and in full my powers and authority under Executive Order 9066, which in turn have been delegated by the President to the Secretary of War, by the Secretary of War to the Chief of Staff, and by the Chief of Staff to the Commanding General of the Western Defense Command and Fourth Army. All rules and regulations of the Fourth Army over which I have any control or authority, you have authority to suspend, as in your judgment may be necessary. You will take this action forthrightly, you will establish a separate headquarters, you will have full authority to call upon all Federal civilian agencies as provided in the Executive Order and to call for assistance and cooperation of the State authorities as the President has in turn asked the Governors of the states concerned to provide. **You will do this with a minimum disruption of the logistics of military training, operations and preparedness, and with a minimum of military personnel, and with due regard for the protection, education, health and welfare of all of the Japanese persons concerned. You will, to the maximum, take measures to induce them to relocate voluntarily under your authority, in areas east of the Cascades, Sierra Nevada, and north of the southern half of Arizona and New Mexico, so that the burden upon them will be at a minimum. You will make known that the Army has no wish to retain them at any time for more than temporary custody. It would be contrary to the philosophy and desires of the Army to do otherwise. These measures are for the protection of the nation in a cruel and bitter war, and for the protection of the Japanese people themselves. You will use all measures to protect the personal property of Japanese, including crops.**