



Manzanar Cemetery, Winter 2002.

This booklet was developed by the park rangers at Manzanar National Historic Site in partnership with the individuals profiled and their families.



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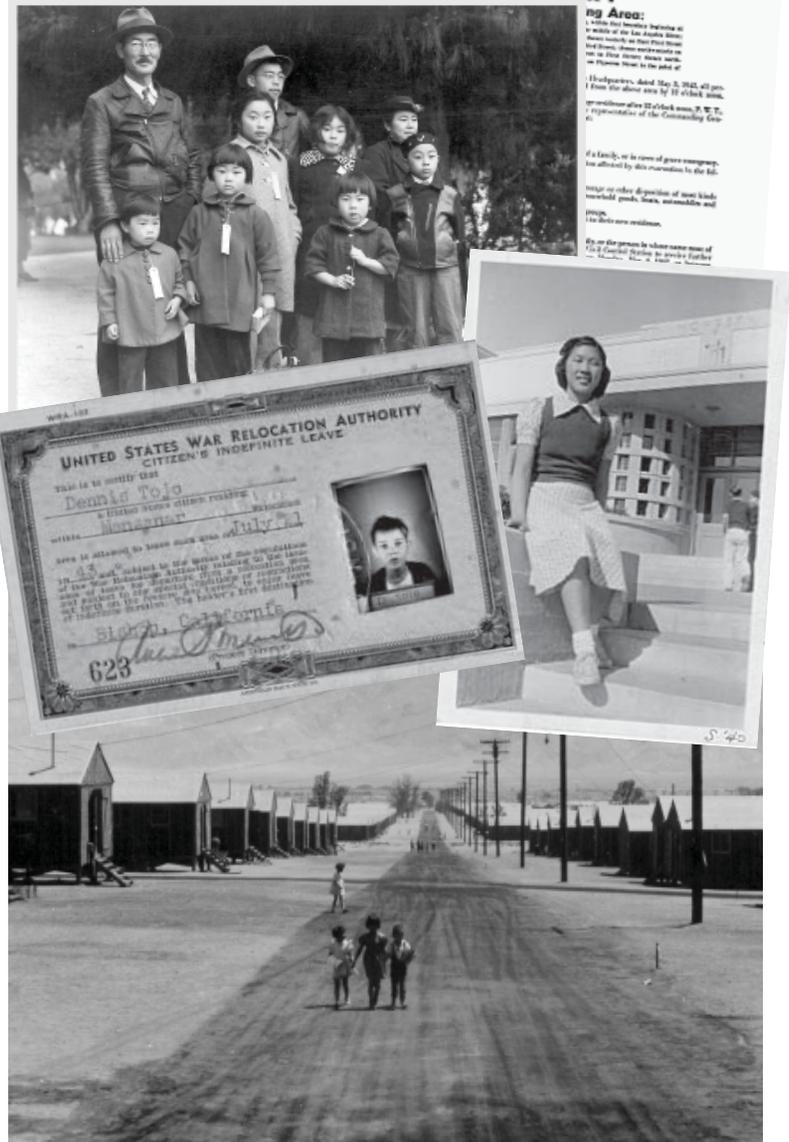
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Manzanar



ID Card

WESTERN DEFENSE COMMAND AND FOURTH ARMY
 WARTIME CIVIL CONTROL ADMINISTRATION
 Presidio of San Francisco, California
 May 3, 1942
**INSTRUCTIONS
 TO ALL PERSONS OF
 JAPANESE
 ANCESTRY**





In 1942 the United States Government ordered over 110,000 men, women, and children to leave their homes and detained them in remote, military-style camps. Two-thirds of them were born in America. Not one was convicted of espionage or sabotage.

In this booklet, you will read the story of a person who lived this history, in his or her own words.



LIFE IN A MANZANAR BLOCK

Wind and Dust

This wind and dust I have to bear
 How hard it blows I do not care.
 But when the wind begins to blow --
 My morale is pretty low.
 I know that I can see it through
 Because others have to bear it too.
 So I will bear it with the rest
 And hope the outcome is the best.

-- George Nishimura, age 16 (1943)

TOPAZ

Location: Millard County, 16 miles NW of Delta, UT.

Environmental Conditions: elevation 4600 ft, within the Sevier Desert – high desert brush with high winds and temperatures ranging from 106 degrees in summer to –30 degrees in winter.

Acreage: 19,800

Opened: September 11, 1942

Closed: October 31, 1945

Max. Population: 8,130 (March 17, 1943)

Demographics: Internees were primarily from the San Francisco Bay Area, predominantly from Tanforan Assembly Center.



FUMI HAYASHI

Camp: Topaz, UT

My father left Japan and arrived in Portland, Oregon in 1911. He then came to San Francisco and became a Salvation Army officer.

In 1923, a destructive earthquake struck Tokyo, Japan. The Salvation Army in San Francisco sent my father back to Japan to assist the many earthquake victims. While there, he met and married my mother. The two returned to California, and their first child was born in 1924. They settled in the San Francisco Bay Area.

I, the second child was born June 3, 1926, in Alameda, California. When I started school, I spoke and understood very little English. The teachers,

When I started school, I spoke and understood very little English. The teachers, students and many new rules confused and intimidated me.

students and many new rules confused and intimidated me. My older sister died of blood poisoning while I was in the first grade. Elementary school was not a happy experience for me.

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Resettlement, the process of reestablishing ourselves outside of the internment camps, was very difficult. When the camps closed, everyone had to leave. Jobs, housing and money were not available. My sister and I hired out as baby sitters and maids, and attended school in St. Louis. More than

four years passed before our family was finally reunited in our Berkeley home.

FBI, Army Intelligence and Navy Intelligence found no incidence of sabotage committed by the Japanese living in the United States, we were interned, guarded by Army soldiers and surrounded by barbed wire.

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The Tanforan Horse Racing Track near San Francisco was our first stop. My family of six was housed in a stall formerly occupied by a single racehorse. There was no water, no heat, and no walls,

My family of six was housed in a stall formerly occupied by a single racehorse.

only partitions. We slept on cots and mattresses filled with straw. Latrines and mess halls were not yet built. What a mess!



Horse stalls and barracks at Tanforan Assembly Center, 1942

Barracks, latrines and mess halls were finally completed. We all pitched in to make the place more livable. We sat on picnic benches in one large hall for our schooling. Sometimes our food was not properly prepared, and we all had to run for the latrines outside. The soldiers guarding us got excited and shone spotlights on us, thinking we were trying to escape.

Life did settle down. But we were uprooted once again and sent to the Topaz Relocation Center, located in the harsh central Utah desert.



Many students were demoralized.

Why do homework and “waste time?”

Why attend classes and “waste time?”

I attended Topaz High School for three years. There were few books, no laboratories and low morale among the students. I was on the Honor Roll at Berkeley High, but getting an “A” at Topaz was much easier. Many students were demoralized. Why do homework and “waste time?” Why attend classes and “waste time?” Our school, however, did stage two plays, present choral music, print a school paper and publish a yearbook. Parental desires and teacher encouragement helped most of us continue our education after high school.

