



# Minidoka National Historic Site

## Long-Range Interpretive Plan

January 2013

Prepared by:  
Harpers Ferry Center, Interpretive Planning  
and the Staff of Minidoka National Historic Site  
in conjunction with the site's partners

National Park Service  
U.S. Department of the Interior

Front cover: *Left* - March 30, 1942, Bainbridge Island, Washington residents of Japanese ancestry on Eagledale Ferry Dock; under the authority of Executive Order 9066, they were taken from the Island by armed U.S. Army soldiers. (Credit: Densho Project)  
*Top right* - The historic entrance to Minidoka Relocation Center, circa 1944. (Credit: Densho Project, Mitsuoka Collection)  
*Bottom right* - The ruins of the Military Police Building and the Reception Building today. (Credit: NPS)



# United States Department of the Interior

NATIONAL PARK SERVICE  
Hagerman Fossil Beds National Monument  
Minidoka National Historic Site  
Post Office Box 570  
Hagerman, Idaho 83332

January 2013

Dear Friends of Minidoka National Historic Site:

I am pleased to share this Long Range Interpretive Plan for Minidoka National Historic Site. The document will focus and guide the park's interpretive and education programming for the next seven to ten years. Approval of the plan comes as the historic site embarks on its second decade as a unit of the National Park Service.

During the past several years, Minidoka National Historic Site has come alive. Upon entering the park, you will see the new entrance sign; just beyond are the re-established Honor Roll, a portion of the historic barbed wire fence, and the trailhead. Visitors can walk this 1.6 mile trail with 23 wayside exhibit panels and learn about the camp – the historic structures, cultural landscape, and the people who lived here from 1942-1945. Last year, we returned a historic barrack building and a mess hall to Block 22. NPS preservation specialists are stabilizing these buildings, as well as the camp's original fire station and root cellar. Our educational offerings include ranger-guided walking tours for school groups and the general public, and education curriculum for grades 4-12 that we developed with our partner Densho (and have shared with hundreds of teachers), to name but a few. We recently constructed a new museum storage facility to house the ever-growing collection of Minidoka artifacts. We also recently learned that the park will receive funding in 2013 for the conversion of the historic warehouse into the park's new visitor center!

Working with our partners, we will continue this important work over the coming years. The Friends of Minidoka received a 2013 Japanese American Confinement Sites Grant to join us, along with new partner Boise State University, in reconstructing the guard tower at the entrance area. Currently we are planning for next year's 8th Annual Civil Liberties Symposium, developing additional exhibit panels for the site, and investigating strategies for increasing visitor services to meet the growing demand.

The development of this Long Range Interpretive Plan has been made possible through the hard work and dedication of all of you - park staff, volunteers, partners, and community members – and its successful implementation will depend on you. The Long Range Interpretive Plan consolidates the purpose and significance of the park with current scholarship and with the input of Minidoka National Historic Site partners.

Through the implementation of this document's recommendations, the park will provide excellence in interpretation to visitors from around the world and help visitors make meaningful connections to the park's resources and to the Japanese American World War II incarceration experience. As our interpretive planner Mary Mallen said, "By allowing others to learn about how a great national tragedy affects individuals, these endeavors plant the seeds of change, and foster the possibility of a stronger and better human being, neighbor, and citizen." Thank you so much for your assistance, commitment, and passion.

Sincerely,

  
Wendy K. Janssen  
Superintendent



Densho Project

The Military Police Building, 1943.



National Archives and  
Records Administration

Men and women from Minidoka planting celery.



University of Washington, Wing Luke  
Museum Photograph Collection

Aerial view of the administration area of the camp, 1943.

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National Archives and Records Administration

The Cooperative Store included a mail order department.



National Archives and Records Administration

The hog farm at the Minidoka Relocation Center.



National Archives and Records Administration

The crew of the Coal Division at Minidoka Relocation Center.

1K-10



Johnson and Son, park files

## Introduction

*"My first impression of Minidoka was a vast desolate wasteland with barracks enclosed by barbed wire and guard towers. Guards were posted with rifles pointed inside the camp. We all endured the dust and heat in summer, and ice cold wind and mud in winter, but we tried to make a home for ourselves."*

- Mariagnes Aya Uenishi Medrud

## Executive Summary

Minidoka Internment National Monument was designated as the 385<sup>th</sup> unit of the National Park System by Presidential Proclamation, on January 17, 2001. Located near Jerome, Idaho, the enabling legislation preserved 72.75 acres of the original 33,000 acre Minidoka Relocation Center. Later, on May 8, 2008, Congress passed Public Law 110-229. This legislation:

- Added additional acres to the Idaho unit (including the Herrmann/Farm in a Day property and the historic camp landfill);
- Added the 8-acre Bainbridge Island, WA *Nidoto Nai Yoni* (Let It Not Happen Again) Memorial to the park; and
- Renamed the monument Minidoka National Historic Site.

Relevant legislation is located in Appendices A, B, and C; a fold-out map of the Idaho Unit is in Appendix H. Minidoka National Historic Site and Hagerman Fossil Beds National Monument are jointly administered, with the two sites approximately 45 miles apart. Park administrative headquarters for both Minidoka National Historic Site (MIIN) and Hagerman Fossil Beds National Monument (HAFO) is located in Hagerman, Idaho.

In 2009, the Superintendent of Minidoka National Historic Site contacted the National Park Service's Interpretive Planning and Design Center (commonly referred to as Harpers Ferry Center or HFC), requesting assistance with the development of the Long-Range Interpretive Plan. A Long-Range Interpretive Plan (LRIP) addresses how the National Park Service (NPS) will provide interpretation, education, and visitor services at a specific park area through the use of personal services, interpretive media, and partnerships that support the delivery of the interpretive program.

Planning workshops were held in January, April, and August 2011; workshop participants included park and regional staff, park partners, scholars, and media specialists. This LRIP is a direct result of these workshops. This plan outlines recommendations for the next decade and is concurrent with all park planning documents. The intended audience for this plan includes park and Pacific West Regional Office staff, partners, interested visitors, and future contractors.

Minidoka National Historic Site is poised to interpret the treatment of over 120,000 West Coast Japanese American citizens and their immigrant elders (collectively known as Nikkei) before, during, and after WWII, like no other park in the national park system. The physical and emotional space between the rich marine environment of western Washington's Bainbridge Island and the arid high desert of Idaho's Snake River valley is measured in more than climate or miles; it is measured in years and lives. Together, the Idaho Unit and the Bainbridge Island Unit offer the opportunity to interpret the results of the war hysteria following Japan's December 7, 1941 attack on Pearl Harbor and the failure of political leaders to publically speak out against the unwarranted and illogical fear, prejudice, and subsequent incarceration of loyal United States citizens of Japanese ancestry and legal alien residents. During WWII under Executive Order 9066, all persons of Japanese ancestry within an exclusion zone on the West Coast were taken into custody and placed in different types of camps. Most Nikkei were placed in the civilian operated War Relocation Authority (WRA) Centers. Minidoka was one of ten WRA Centers.

The future interpretive program will relate this country's actions to redress the wrongs of the WWII relocation through several presidential actions beginning with the 1980 Presidential Commission through to the establishment of Minidoka National Historic Site. It will provide tangible examples of the challenges of post-WWII resettlement by interpreting the experiences of Bainbridge Islanders who chose to return home and their neighbors who helped them.

Through a mix of interpretive media and personal services, the interpretive program will address four major thematic topics including: Civil and Constitutional Rights, People, Place, and WWII. For example: concepts of courage and patriotism can be explored through programs, media, and oral histories illustrating the actions of loyal Nikkei who accepted the decision of their government by going to Minidoka; telling of those who later volunteered to serve in the U.S. military while family members were incarcerated; sharing the stories of women who with their Issei elders worked to protect the innocence of the children while incarcerated at Minidoka; juxtapositioned to those incarcerated who protested their imprisonment by refusing to sign a loyalty oath and resisted the draft; or those who worked for the War Relocation Authority administering the relocation camps during wartime.

The Recommendations Section of this document includes parkwide recommendations and unit specific recommendations.

This plan recommends:

- Support of the park's broad purpose and interpretive themes through the continuing development of strong and productive relationships with the park's current and legislated partners; as well as to foster new partnerships.
- Construction of interpretive facilities and development of companion interpretive media to support the ongoing re-establishment of Block 22 and development of the historic warehouse as a visitor center within the historic Minidoka Relocation Center and development of the Bainbridge Island Unit.

It is important to note that both units of Minidoka National Historic Site are developing units requiring large investments in infrastructure and staff. The compelling need to share this important chapter in our nation's history coincides with a period of a national financial crisis and continuing federal budget reductions. Recommendations will be adjusted annually, based on funding and staff.

The primary goal of this plan is to promote resource values through specially planned visitor experiences and excellence in interpretation. Realization of this vision requires new project and staff funding, strong internal collaboration, and external partnering.

## Background for Planning

Both the Idaho and Bainbridge Island units of Minidoka National Historic Site are developing units with fundamentally different infrastructure requirements. The Minidoka Internment National Monument General Management Plan (GMP) was completed in November 2006 and the Bainbridge Island Japanese American Memorial Study of Alternatives/Environmental Assessment – commonly referred to as the special resource study - was completed in December 2005. The park is awaiting funding for an amendment to the GMP to address the new lands added to the park with the 2008 legislation, including the Bainbridge Island Unit. The decision was made to move forward with the LRIP because of the critical nature of development at both sites. In addition, this document will inform the GMP Amendment process.

The park's 2006 *Minidoka Internment National Monument General Management Plan* (GMP) set the framework for a portion of Minidoka Relocation Center to be restored and defined the tone and direction of the park's future interpretive program. The following excerpt from the "Education and Interpretation" section of the GMP (pages 4-5) provides important guidance for future interpretation, educational programming, and media. GMP excerpts are highlighted in color in order to differentiate General Management Plan text from park planning updates.

- Interpretation should be factually accurate and intellectually compelling for all visitors; it should bring to life historical and personal stories related to Minidoka.

The NPS will identify and support collaborative endeavors to collect and preserve oral histories of the former internees, their families, and people associated with the Minidoka Relocation Center. Oral histories of former internees and individuals associated with Minidoka will be conducted and collected in an expeditious manner through partnerships with legacy and historical organizations, such as the Densho Project in Seattle, Washington. Oral histories will be a vital component to both on-site and off-site interpretive and educational programs.

- The people, events, and sites related to the incarceration of Nikkei are numerous, diverse, and complex. The people directly affected by these events are widespread throughout the United States and abroad.

Those incarcerated at Minidoka were Nikkei forcibly removed from their homes in four states: Washington, Oregon, California, and Alaska. The majority of those at Minidoka were from northwest Oregon and central Washington.

The emphasis for on-site programs will be on self-guided and low-key interpretation with some interpretive activities and programs. Historic areas and features will be clearly identified and interpreted for their historical significance. At the entrance area, interpretation will discuss the historic features as symbols of the incarceration. The loss of freedom and civil liberties will be illustrated by the military police building, reception building, sense of remoteness, and historic locations of the fence and guard tower. The contradiction of loyal citizens being imprisoned will be embodied in the honor roll. The spirit and cultural traditions of the Nikkei will be evident in the Japanese style garden area.

- There is a wide range of personal experiences, opinions, controversial thought, and information on this subject matter. Information originates from a diversity of individuals and organizations, including accepted scholarly publications, historical personal accounts, government documents, and written material representing personal opinions. It is not possible to describe a "typical" experience or perspective.

Stories of Minidoka will be told through the voices of former incarcerated, their families, and others who shared the experience. The NPS will work in coalition with former incarcerated and their families to understand the impacts of and place emphasis on the people who were incarcerated in the Department of Justice and the War Relocation Centers as well as their affected communities. A primary goal of the historic site is to promote public understanding of the legacy and relevance of Minidoka as it pertains to contemporary and future civil and constitutional rights issues.

- Highly charged debates over the rationale and causes of the incarceration of Nikkei during World War II continue to reflect intense passions and diverse perspectives on the subject. There currently exists a body of controversial thought and information that is in conflict with much of what recognized scholars agree as historically accurate in the depiction of the internment and incarceration story.

The NPS also acknowledges these controversial thoughts and information. While those materials remain contentious and can be divisive, they will not be ignored. NPS will encourage visitors to conduct their own research for the facts.

Appendix D includes an important excerpt from the GMP: *Glossary of words and terms related to the U.S. government's wartime policy toward Japanese Americans and legal resident aliens of Japanese Ancestry*. The excerpt will be very helpful for all staff and partners that share history of Minidoka Relocation Center and those incarcerated within.

- Interpreting and experiencing the essence of the entire 33,000-acre historic site on the 407.5 acre Minidoka National Historic Site (which includes the eight acres on Bainbridge Island) poses challenges.

Interpretive waysides and the historic circulation system (paths and road ways) will be utilized to help interpret portions of the camp. Commemorative features can be included but will have to be carefully designed to minimize intrusion on the historic scene.

The NPS will provide opportunities to see and experience the historic elements of the camp. In the historic entrance area, visitors will experience a strong sense of arrival and transition experience. Opportunities for ranger-led programs and self-guided activities will be provided, as well as places for individual contemplation and reflection. Interpretive media will be carefully designed to be compatible with the historic setting. The NPS will work with park neighbors, using the wide variety of resources available, to maintain and protect the integrity of the historic vistas and other historic elements related to the camp experience.

Planning is currently underway to bring to life elements of the camp experience. An original mess hall and barracks building were moved to historic locations in Block 22 in the spring and summer of 2011. A visitor center will be housed in the remains of a historic warehouse. Additional work is planned for the root cellar, fire station, and other remaining historic features.

Museum collections will be an important resource for interpretive and educational programs. Original objects that traveled with the Nikkei to the camps, objects made by incarcerated while at the camp, and related artifacts can contribute to our understanding of the lives of the camp residents. These collections include archival materials: photographs, documents, and oral histories. A new museum collection storage facility was constructed in 2011.

The interpretive story continues after the closing of the camp. The “Farm in a Day” story highlights the uses of the land and the structures of the camp after its closing.

## Restoring the Historic Site and Developing Important Infrastructure

The year 2011 brought significant changes to Minidoka National Historic Site. In the Idaho Unit:

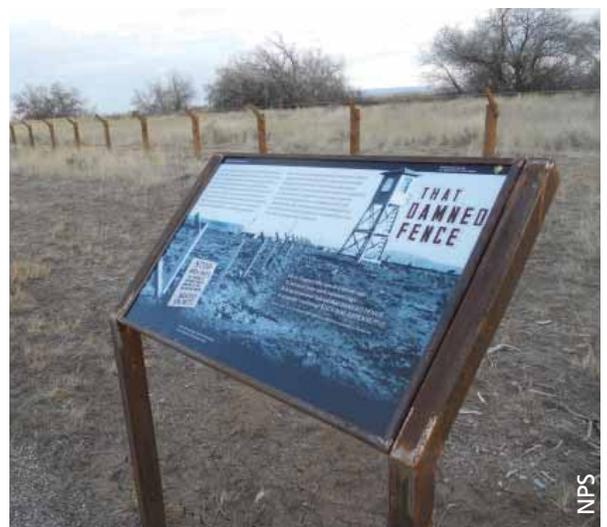
- A reproduction of the historic Honor Roll was installed and dedicated on July 3, 2011.
- A historic barrack building and mess hall were returned to the site as part of the re- establishment of Block 22.
- The park constructed a 1.6 mile trail utilizing many of the historic pathways. The interpretive trail features wayside exhibits interpreting nearby camp features and quotes of those once incarcerated at Minidoka.
- Funding proposals have been submitted based on conceptual design plans developed by the Portland design firm, Fletcher Farr & Ayote, for the park entrance area (formerly the historic entrance to Minidoka), the Fire Station, the Herrmann House, the Root Cellar, Block 22, and the Warehouse which will serve as the park's future visitor/interpretive center.
- A National Park Service entrance sign was installed in June 2011.
- A portion of the historic barbed-wire fence was reconstructed near the entrance area.
- Stabilization, cleaning, and rehabilitation of the barrack building, mess hall, and historic fire station commenced in 2011 to continue in 2012.

The Bainbridge Island Unit, *Nidoto Nai Yoni* (Let It Not Happen Again) Memorial was designed by Johnpaul Jones of the Seattle firm Jones & Jones. Site planning, fundraising, and construction are divided into four phases. The park's Bainbridge Island partners celebrated the completion of phase two, with the dedication of the Memorial Wall on August 6, 2011. Phase III is the construction of a 200 foot pier at the location of the historic Eagledale Ferry Dock where 227 Nikkei residents were forcibly removed on March 30, 1942. The commemorative pier will represent the 200 individuals that chose to return to Bainbridge Island to rebuild their lives following removal and incarceration.

It is important to note that the Bainbridge Island Japanese American Exclusion Memorial Association, along with the Bainbridge Island Park and Recreation District, City of Bainbridge Island, and the Bainbridge Island Historical Society and Museum undertook the establishment of the *Nidoto Nai Yoni* (Let It Not Happen Again) Memorial and worked with legislators to facilitate the addition of the Bainbridge



The reestablished Honor Roll before the dedication and ribbon cutting on July 3, 2011.



A portion of the historic barb-wire fence was reconstructed in spring 2012.

Island Unit to Minidoka National Historic Site. The work of these organizations precedes National Park Service involvement; they are valued and important park partners. Now as a unit of the NPS, all future proposed facility development will go through the NPS partner construction process; a cooperative management agreement is also under development between all partners noted in the 2008 legislation.

## Research

Research conducted by park staff and outside individuals has contributed to the resource database available for interpretation. This database includes: *Annotated Bibliography of Sources*, edited by Tetsuden Kashima and Anna Tamura; *Historic Resource Study*; *Cultural Landscapes Inventory*; and numerous archeological surveys by Jeff Burton.

Oral history excerpts from the Densho Project are incorporated into the wayside exhibit panels for the site. Research conducted by two seasonal staff working collaboratively with Manzanar NHS has produced an extensive database of materials in repositories throughout the country that are related to the two camps.

The park continues to submit internal and external funding requests for essential research to support the ongoing restoration and interpretation of the site; and, in collaboration with partners, the collection of oral histories of surviving witnesses from the historic period.

## The Long-Range Interpretive Planning Process

The goal of interpretive planning is not simply the creation of a plan. Long-Range Interpretive Plans (LRIPs) provide a vision for future interpretation, education, and visitor experience opportunities. LRIPs identify and analyze interpretation, education, and visitor experience goals and issues. They recommend the most effective, efficient, and practical ways to address those goals and issues. LRIPs address both non-personal services (interpretive media and facilities) and personal services (programs, personal contacts). Plans match interpretive media to messages to make sure they work well individually and collectively. The interpretive planning process is sensitive to which park resource experiences should be made accessible to visitors. Negative impacts on resources are minimized and active stewardship is encouraged.

The LRIP is one component of a Comprehensive Interpretive Plan (CIP); the two other components are an Annual Implementation Plan and an Interpretive Database.

The Minidoka National Historic Site Long-Range Interpretive Plan recommends actions that should occur over the next 7 – 10 years. It identifies park themes, describes visitor experience goals, and recommends a wide array of interpretive services, media, programs, and outreach activities to communicate the park's purpose, significance, themes, and values. It will join the park-produced Annual Interpretive Plan and Interpretive Database to complete the Comprehensive Interpretive Plan.

The planning foundation expressed in this LRIP – purpose, significance, themes, and visitor experience goals – will remain constant over the life of this plan, barring legislative changes or major new research. Specific recommendations about media and programs may require updating as staffing, funding, technology, or resource conditions change. Further design documents will need to be prepared to implement some of the goals and recommendations in this plan.



Minidoka Interlude, park files

## Planning Foundation

*“There were over 600 buildings at the relocation center. Minidoka had an unusual layout due to the uneven terrain. At the other relocation centers, the barracks are all within a single large rectangular area subdivided into blocks, aligned on a single grid system. At Minidoka, the barrack blocks are in four separate groups following the arc of the North Side Canal, so that the block grids vary from the standard north-south orientation.”*

- Confinement and Ethnicity: An Overview of World War II, p. 205

## Park Purpose and Significance Statements

Park purpose statements summarize the reasons a park is included in the National Park System. They are derived from the legislation that created both the National Park Service and a specific park. Purpose statements provide the foundation for park management and use.

Statements of significance describe a park's distinctive natural, cultural, and recreational resources and values. These statements are the factual rationale for national recognition of the site; they provide the foundation for park management and use; and describe the park's distinctiveness to help place the park in its regional, national, and international contexts. Significance statements are the basis for the park's primary interpretive themes and programs.

The following purpose and significance statements are excerpted from the 2006 Minidoka Internment National Monument General Management Plan; these statements have since been updated to reflect the official name change from national monument to national historic site, and, the addition of the Bainbridge Island Unit due to the 2008 enactment of Public Law 110-229.



Participants in the 2008 Minidoka Pilgrimage place origami cranes on the guard tower memorial.

## Minidoka National Historic Site Purpose Statement

The purpose of Minidoka National Historic Site, as stated in the park’s General Management Plan, is to provide opportunities for public education and interpretation of the internment and incarceration of Nikkei (Japanese American citizens and legal resident aliens of Japanese ancestry) in the United States during World War II. The national historic site protects and manages resources related to the Minidoka Relocation Center and commemorates the Nikkei from Bainbridge Island, Washington, who were the first to be excluded from their communities under the authority of Executive Order No. 9066.

## Minidoka National Historic Site Significance Statements

### Civil and Constitutional Rights

- Minidoka National Historic Site is a compelling venue for engaging in a dialogue concerning the violation of civil and constitutional rights, the injustice of forced removal and incarceration, the history of racism and discrimination in the United States, and the fragility of democracy in times of crisis.
- The national historic site offers a unique setting to reflect on the internment and incarceration experience and the relationship of this experience to contemporary and future political and social events.
- The national historic site provides a forum for understanding how Nikkei expressed citizenship and patriotism through individual choices. Choices reflected a range

of responses from serving valiantly in the military to draft resistance. Both choices affected families and communities, as well as the individuals who made them.

### People

- Minidoka Relocation Center dramatically changed the lives of those incarcerated and had a dramatic and lasting impact on the Nikkei community.
- The establishment of Minidoka Relocation Center during WWII had a profound effect on the social and economic fabric of neighboring southern Idaho communities.
- Walt and Millie Woodward, owners and publishers of the Bainbridge Review, became nationally known for their outspoken opinions about the injustice of the removal and incarceration of their neighbors, and their continued support of their Nikkei neighbors during and after the war.

### Place

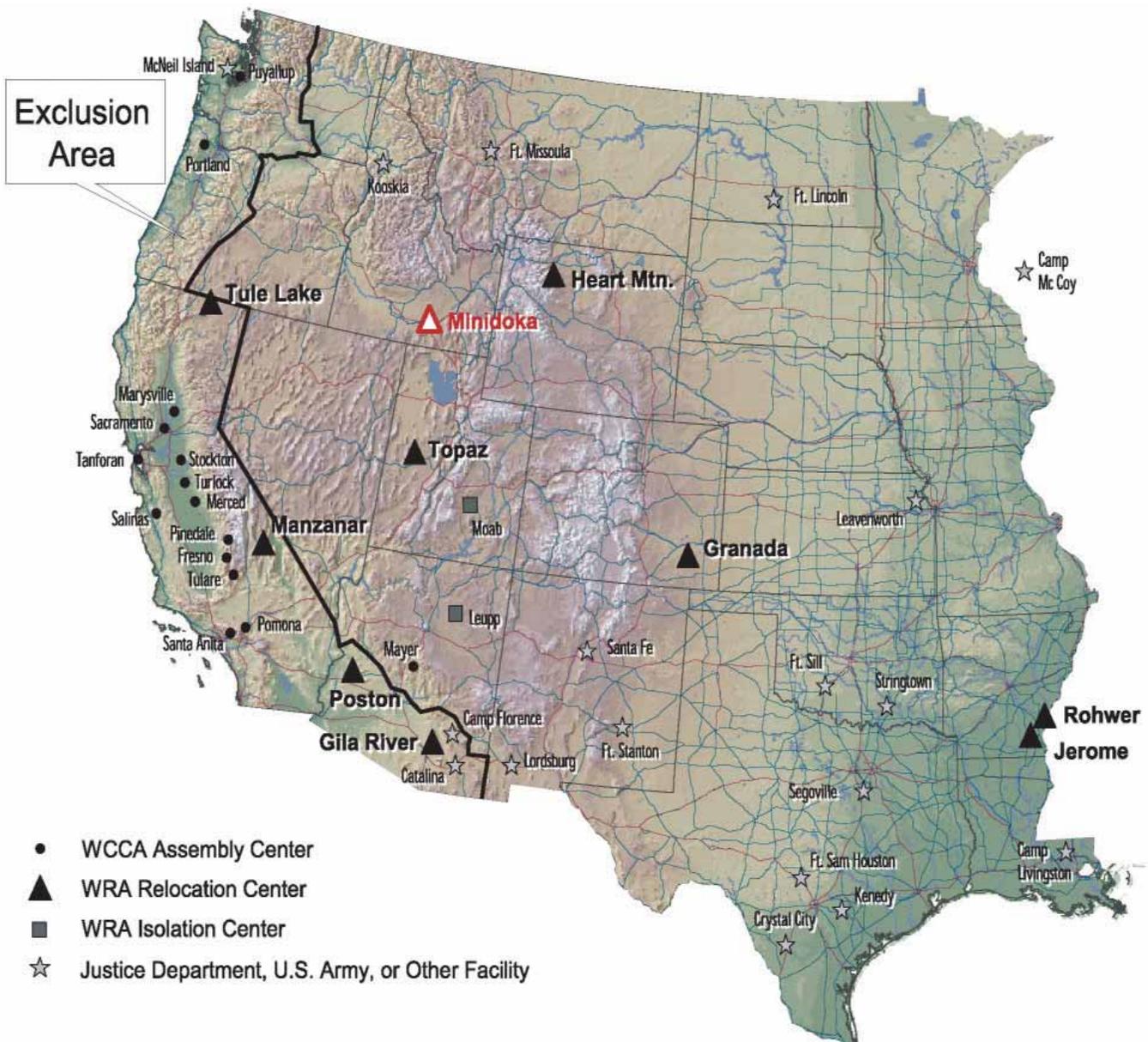
- The setting and location of Minidoka, in Jerome County, Idaho, with its isolation, openness, and distance from the Pacific Coast, are characteristic of the War Relocation Authority’s (WRA) site selection criteria. The camp was a hastily constructed, large-scale temporary facility that became densely populated with over 9,000 people at one time. It was typical of WRA camps constructed during WWII.

- The national historic site contains unique historic and archeological resources, many of which are listed on the National Register of Historic Places.
- Two hundred twenty-seven Nikkei residents from Bainbridge Island, located in the state of Washington, were the first of 120,000 people of Japanese American ancestry to be removed from their homes under the authority of Executive Order 9066. Their removal was due to the proximity of critical military installations nearby

including Fort Ward, a primary Naval Intelligence listening post. Prior to WWII, Bainbridge Island was an established integrated community that maintained strong ties between the Nikkei and their friends on the island during and after the war.

### World War II

- The Minidoka Relocation Center represents a significant part of WW II and American history.



Japanese American Relocation Sites in the Western United States. (Map prepared by NPS Pacific West Region - GIS Group)

## Interpretive Themes

Interpretive themes capture the essence of the park’s significance. They include the most important stories and represent core messages that every audience should have the opportunity to learn about. Interpretive themes:

- Tie directly to park purpose and significance statements;
- Use tangible park resources (people, park features such as historic structures, vistas, diaries, etc.) to communicate key concepts, stories, ideas, or messages;
- Relate to broader universally understood concepts (for example: time, struggle, conservation, love, prejudice, justice, childhood, etc.);

- Through a descriptive sentence or sentences, communicate the essence of what is said in a complete and understandable fashion. Historical and scientific terms are written in layman language; and
- Answer the question, “Why is the Minidoka National Historic Site important and significant to me as a 21st century visitor?”

Interpretive themes are used to guide the development of a park’s interpretive program, including personal services (ranger and park partner conducted programs) and interpretive media. Park themes are used to guide the evaluation of the interpretive program and guide recommendations to address noted program deficiencies.



A Minidoka park ranger explains the significance of the Honor Roll to visitors.

NPS

## Minidoka National Historic Site Interpretive Themes and Supporting Interpretive Concepts

The park’s 2006 General Management Plan (GMP) divided park themes into four topic areas: “Constitutional and Civil Rights,” “Place,” “People,” and “World War II.” Each topic area has one to six primary themes. During the Long-Range Interpretive Plan process park staff, scholars, and partners worked to identify background information that illustrate key ideas or supporting interpretive concepts that are critical to the understanding of the primary theme. Throughout this section of the document, primary themes are highlighted in bold and then followed by the background information and supporting interpretive concepts.

### Constitutional and Civil Rights

Note: In light of ongoing research and new scholarship, GMP Constitutional and Civil Rights theme 1 was slightly modified and theme 2 completely re-written, during the LRIP planning process.

#### 1. **The incarceration of American citizens and legal resident aliens of Japanese ancestry under the authority of Executive Order 9066 was the product of a long history of race prejudice, war hysteria, and a failure of political leadership.**

- a. The history of race prejudice was demonstrated by discriminatory court decisions (such as 1922 Supreme Court case - *Ozawa versus the U.S.*), laws (land laws, immigration

laws, marriage laws), and acts of social and political discrimination committed by individuals and organizations.

- b. Most government officials at all levels failed to protect the civil rights of Japanese American citizens and resident legal aliens of Japanese ancestry.
- c. Decades of anti-Asian prejudice combined with the manipulation of the media and propaganda campaigns fanned the flames of war hysteria which contributed to the eventual incarceration of Nikkei from the West Coast.
- d. Mainstream American society did not distinguish between Japanese citizens and Americans citizens of Japanese ancestry; prejudice was directed at all Nikkei.
- e. West Coast Japanese cultural organizations helped immigrants transition to productive lives in the United States; they were critical to the survival of many individuals and families. At the onset of WWII membership or association with these groups was often the “evidence” used by authorities to question or disprove loyalty.

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“NOW, THEREFORE, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and the Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders.... to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military Commander may impose...”

- Executive Order 9066, President Franklin D. Roosevelt, February 19, 1942

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2. **During incarceration, the government forced Nikkei to respond to various issues of loyalty, resulting in individual, family, and community dissention, turmoil, and division.**

- a. In 1943, the government required all Nikkei over 17 years of age to respond to two questions contained in a “loyalty questionnaire.”
  - o Number 27, in part, asked the Nikkei to volunteer for “combat duty, wherever ordered.” Some Nikkei saw this question as asking them to volunteer for duty in a combat suicide squad. Others viewed it as an opportunity to demonstrate their family’s patriotism and loyalty to the United States. For women, the elderly, and resident aliens, the question was confusing since they were generally not expected to serve in the military.
  - o Number 28, in part, asked each person to “forswear any form of obedience or allegiance to the Japanese emperor.” For Issei, a negative response was, in essence, declaring oneself to be a stateless person without legal status in any country; since in fact, Issei were not allowed to become US citizens until the McCarran-Walter Act of 1952. For Nisei, this question was seen by many as an affront to their American birthright and

was odd since they did not possess any allegiance to Japan.

- o Responses other than a “Yes-Yes” to both questions, in most cases, identified those persons considered of suspect loyalty by the government, resulting in a transfer to a newly designated WRA Segregation Camp at Tule Lake, CA.
- o As in most WRA centers, a high percentage of the Nikkei responded positively – “Yes- Yes.” At Minidoka 97 percent of the camp’s population answered “Yes-Yes” – the highest response rate of all the camps.
- b. In 1944, Congress passed unique legislation allowing the Nisei to renounce their United States citizenship. (July 1, 1944, Public Law 405, amends the 1798 Nationality Act and permits US citizens to renounce their citizenship during time of war, within the United States, and with the approval of the attorney general.)
- c. In 1944, the U. S. government started to draft Nisei males from within the camps for military service. Nisei that refused the draft were charged with resisting the Selective Service Acts. At the Tule Lake (CA) Segregation Center, Judge Louis Goodman dismissed the charges for their actions; at other camps, such as at Heart Mountain (WY), the draft resisters’ “guilty” verdict resulted in a prison sentence.

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“Question # 27: Are you willing to serve in the armed forces of the United States on combat duty, wherever ordered?”

Question # 28: Will you swear unqualified allegiance to the United States of America and faithfully defend the United States from any and all attack by foreign or domestic forces, and forswear any form of allegiance to the Japanese Emperor of any other foreign government, power, or organization?”

- War Relocation Authority Questionnaire

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3. Nikkei contributions to national defense and draft resistance add to an understanding of patriotism, heroism, and civil rights during World War II.

- a. Placed near the front gate, Minidoka's Honor Roll displayed the names of over 1,000 individuals who served during WWII while their families were still incarcerated. While serving in the Army's 442nd Regimental Combat Team, Military Intelligence Service, Counter Intelligence Corps, Women's Army Corps, and Army Nurse Corps, seventy-three soldiers associated with Minidoka were killed in action.
- b. The 442nd Regimental Combat Team, known for their regimental slogan, "Go for Broke," became the most decorated unit in American military history for its size and duration of service. While Minidoka had less than 7 percent of males eligible to

serve, it provided over 25 percent of the volunteers from the centers to the 442nd.

- c. The distinguished WWII military record of Japanese Americans had a profound effect on their legal status. These veterans were in the forefront in advocating and influencing these changes.
- d. Initially those who resisted the draft were regarded as social pariahs. Some in the community feared if the resisters were labeled as disloyal, their actions would reflect on the larger Nikkei community. Over time the actions taken by resisters were seen by some as courageous acts in defense of civil rights and these individuals came to be known as "resisters of conscience." While the act of "resistance" is an individual's choice, the debate, impact, and controversy over the decision to resist continues to the present day.

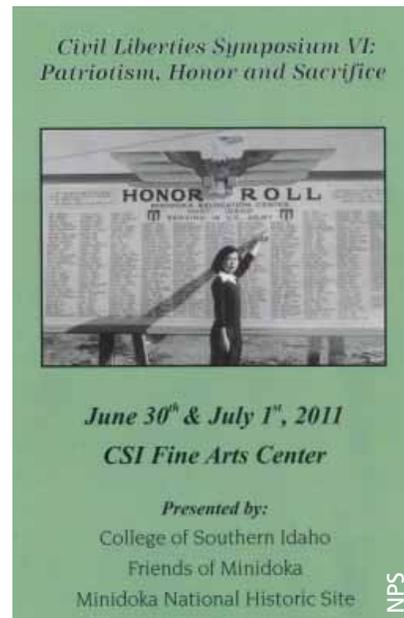
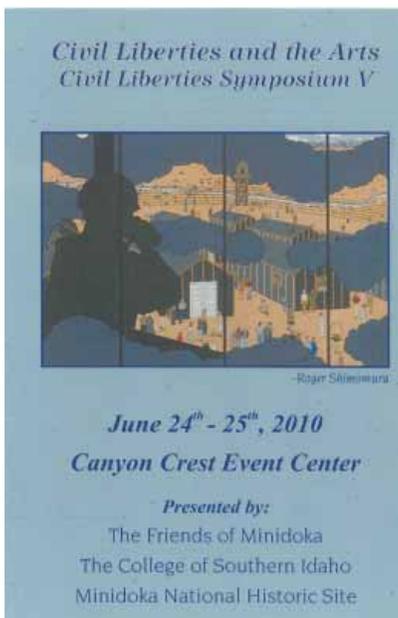


Densho Project

The historic Honor Roll, built by the incarcerated, honors those from Minidoka that served in the military during WWII.

4. **Minidoka provides a forum for discussing the violation of U. S. constitutional rights and the redress movement, which resulted in an apology from the United States government. It also provides an opportunity for understanding the need to protect civil rights and liberties for all Americans regardless of gender, race, religion, sexual orientation, or national origin.**
  - a. Minidoka stands as a symbol that vigilance is essential and is an ongoing process to protect civil liberties and constitutional rights. It takes a concerted effort for people to remember and use the lessons of the past.
  - b. Efforts at redress began immediately following WWII. These efforts successfully culminated in the Civil Liberties Act of 1988, which provided for a Presidential apology, funds for redress, and educational programming.
    - o 1964 Japanese American Citizens League Convention called for monetary compensation (reparations).
- o The finding of the government’s Commission on Wartime Relocation and Internment of Civilians in 1982 concluded that –[t]he promulgation of Executive Order 9066 was not justified by military necessity, and the decisions which followed from it – detention, ending detention, and ending exclusion – were not driven by analysis of military conditions. The broad historical causes which shaped these decisions were race prejudice, war hysteria, and a failure of political leadership.
- c. Because of their removal from the west coast, Japanese Americans suffered inordinate property and other financial losses; they never received full compensation in spite of the 1948 Japanese Evacuation Claims Act and the 1988 Civil Liberties Act. The 1988 Act provided redress but not compensation for losses.

The Minidoka Civil Liberties Symposium provides a forum to discuss issues of civil liberties and constitutional rights.



## People

1. **Incarcerees at Minidoka were confronted with injustice, the loss of freedom, and profound emotional, psychological, physical, and economic hardships, and they responded in various ways with distinctive combinations of Japanese and American cultural practices, values, and perseverance.**
  - a. The loss of freedom created an overwhelming sense of uncertainty as well as having immediate and lasting physical, economic, and psychological impacts when confronting the reality of incarceration.
  - b. Japanese Americans were incarcerated because of their presumed political affiliation with Japan. It was their cultural values that helped them cope with this experience daily by expressing themselves through art, poetry, etc., or suppressing the experience through their Japanese cultural norms.
    - See Appendix E for: Values Create A People and Help Them Survive and Thrive, from the Japanese Cultural Center of Hawaii, in Honolulu, Hawaii.
  - c. While at Minidoka, Japanese Americans engaged in American cultural practices and activities such as Boy Scouts, Queen of Minidoka pageants, big bands, and baseball; such activities helped to improve daily life.
  - d. Depending on one’s generation, age, position in the community, and family, each individual

had different experiences and responded in different ways to common issues. For example:

- Issei immigrant generation: the elders suffered from the loss of their businesses, their standing in the communities, loss of respect, etc. They were no longer heads of households; they were marginalized and placed in a position of disempowerment.
- Issei women had more free time to pursue leisurely activities – they didn’t have to cook, but still had to do laundry. However, in some cases if the Issei men were taken away, then these women became heads of households responsible for the welfare of the family.
- The War Relocation Authority allowed only American born Nisei to hold representative positions within the camps. While providing opportunities for the Nisei, this and other such policies widened the social gap between the Issei and Nisei and disrupted the traditional family structure.
- For the first time Nisei women were widely encouraged to seek higher education.
- Many former internees retained childhood memories of having fun playing marbles and running around with friends.

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“I remember the record symphony concerts, community singing, church services, card games with friends, candle making during Christmas time, celebrations of special events in our lives.... There were sad events too, with illnesses and deaths, at times we tried to be a supportive community.”

- Yoshi Tani

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“It is unendurably hot and dusty, though eventually I’ll get use to it. My body is weak and I can only stand so much. I pray to God for strength and tolerance. At times like this I wish day and night for your quick return... When I dwell on this situation, I have suicidal feelings, but I’ve got to keep myself together until your return.”

- Hanaye Matsushita, August 20, 1942

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For six-year old Hisa, the adventure of a ferry and train ride was followed by the surprise of living in a monoculture at Manzanar and Minidoka. "Everyone had black hair and brown eyes." Reflecting back 60 years later, Hisa Matsudaira shares, "I loved Minidoka. It was a great learning experience – I learned both tactilely and through experience. Ironically, without my Bainbridge Island friends, I became more Japanese! Due to the nearness of so many elders at Minidoka, I discovered my heritage. My mother, she realized there was nothing she could do to change the situation, so she did the best she could – Shikataganai shoganai – it can't be helped. Initially my father was imprisoned at Fort Missoula, for six months my mother was a single parent. For others...?"

- Hisa Matsudaira  
(Bainbridge Island)

- e. Some people benefited economically from the removal of Japanese American citizens during WWII.
  - o Some West Coast farmers, labor unions, and officials pressed for the removal and incarceration of Americans of Japanese ancestry.
  - o Japanese Americans were given very little time to get their affairs in order before incarceration.
  - o Some Nikkei sold their property at cut-rate amounts to recoup some money before incarceration.
- 2. **Minidoka is a complex mosaic that pieces together the experience of thousands of incarcerated and their extensive social, cultural, and economic interactions with communities and organizations throughout the U.S. before, during, and after incarceration.**
  - a. The paths to and from Minidoka, both individual and shared, were varied and led to the breakdown of traditional values and culture among the internees and misconceptions from the surrounding communities.
  - b. The decision to place one of the WRA camps in central Idaho deeply impacted the local community in many diverse and unexpected ways.
    - o On February 19, 1942, Executive Order 9066 was announced on the same day that the Red Cross announced the names of all Americans captured by Japanese forces in the Pacific (Wake Island, Midway, etc.) including workers from the Idaho construction firm Morrison-Knudsen. For three months following their capture, anguished American families waited to hear the fate of their loved ones. Later, Morrison- Knudsen was awarded the \$4,600,000 contract to build Minidoka.
    - o In 1942, 2,500 Minidoka Nikkei provided a critical labor force for the surrounding farms and saved the crops. They also continued to assist local farmers with their harvests in 1943 and 1944.
    - o Some relationships established with local community members continue to the present day; i.e., former Friends of Minidoka board member Bill Vaughn stays in contact with former camp laborers employed by his family during WWII.
    - o Construction contracts and employment opportunities at the relocation center provided an economic boost to local communities.
    - o There were misperceptions concerning conditions at Minidoka. For example: Minidoka internees had running water and electricity which caused expressions of envy and outrage to some outside the camp in nearby communities where these modern conveniences were not readily available.

- c. Although not subject to incarceration, local Japanese Americans were subjected to mistreatment and discrimination such as compliance with curfew orders and denial of ration books. In Idaho, this treatment varied by community. There were also tensions between local Japanese Americans and those incarcerated.
  - In Paul, Idaho, Roy Abe had the grades to be valedictorian; however, the local school board, under pressure from community residents, passed over Abe and chose another student.
- d. Pastors and ministers aided the incarcerated in the spiritual, social, and physical needs of their fellow church members during their Minidoka years.
  - Pastors and missionaries were supported by individuals and organizations in nearby communities.
  - The Protestant churches, representing six denominations, worked together as the Federated Christian Church.
  - Four denominations of Buddhism with their ministers pooled their resources and worked together as the United Buddhist Church.
  - Rev. Leopold H. Tibesar and from two to four nuns from Seattle continued the work of the Catholic parish with Sunday services and social meetings.
  - The experiences of Reverend Emery Andrews of the Seattle Japanese Baptist Church who relocated to Idaho with his family to continue ministering to his congregation, also illustrate the bigotry and prejudice Minidoka incarcerated and those that supported them sometimes experienced



National Archives and Records Administration

Catholic First Communion Class, September 1943.

in nearby communities. Reverend Andrews was denied service at a local cafe and evicted from his Twin Falls rental home for assisting incarcerated church members.

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“My observation is that when Japanese Americans returned to Bainbridge Island, they were so dependent on forging new relationships with the white community. Consequently, in the past, there has been a reticence to providing oral histories because of a feeling that these memories and experiences might in some way impact relationships in the community that many worked so hard to re-establish...We can't say we knew we were welcome. We were leery about coming back. My father preceded the rest of the family; he came back to Bainbridge Island to feel out the situation.”

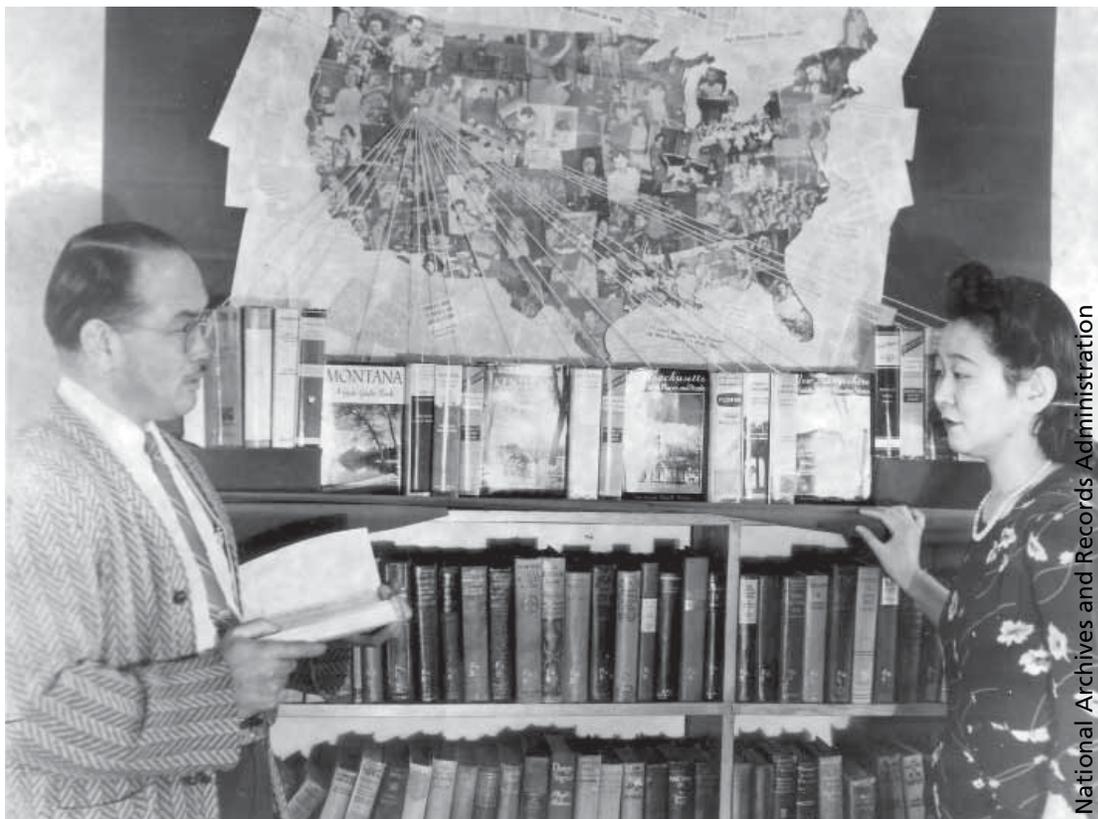
- Frank Kitamoto  
(Bainbridge Island)

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3. **Minidoka provides an opportunity for understanding how the Nikkei rebuilt their lives and communities on the West Coast and elsewhere throughout the United States after World War II.**

a. Changes in policies continued to evolve during the war years. Some of these changes included releases for work and education, military service, leave clearance plans, and resettlement. With each policy change, the composition and character of Minidoka's population changed as well.

- b. The closure of the camps and the release of the Japanese Americans resulted in a tumultuous experience for all individuals involved, including those outside the Japanese American community to which the incarcerated returned.
- c. The camps forever altered communities.
- d. The resettlement experience is central to the incarcerated experience and is as varied as the people and communities themselves.
- e. Minidoka was a defining experience in the history of its Japanese American residents; it has also affected later generations to the present day.



By the time Minidoka closed in 1946, the former internees had settled throughout the country.

## Place

The numbering of the Place themes is slightly modified from the 2006 General Management Plan. Originally the 2006 General Management Plan identified four themes to interpret under this topic. Two additional themes have been added to this section as a result of the January 2011 LRIP Foundation workshops and the April 2011 scholars' workshop. New theme number 1 addresses the Bainbridge Island Unit and number 5 addresses the design and operation of Minidoka.

1. **Bainbridge Islanders created a sense of community where friendship and the spirit of neighborliness combined with a strong sense of the Constitution helped them transcend differences of race before, during, and after WWII.**
  - a. The local newspaper, the Bainbridge Review, through objective reporting and editorials, attempted to present a balanced position on the abuse of constitutional rights suffered by its exiled residents.
  - b. Community schools, religious organizations, and individual residents formed strong ties to Japanese American islanders and supported these relationships before, during, and after their exclusion from Bainbridge Island.
  - c. In support of their neighbors, many island residents provided assistance by paying taxes and insurance, caring for land and property, storing household goods, and providing legal advice. These actions helped to ensure that exiled residents had a home to return to, if they wished.

- d. Education in defense of the constitution, civil and human rights, and the value of multiculturalism in the United States continues today in Bainbridge Island's schools and community organizations.
2. **The setting and location of Minidoka, with its isolation, openness, and distance from the Pacific Coast, are characteristic of the War Relocation Authority's site selection criteria. The camp was hastily constructed; the large scale temporary facility became densely populated with over 9,000 people at one time. It was typical of War Relocation Authority Camps constructed during WWII.**
    - a. Establishment of the camps was predicated on availability of government land in remote, isolated, undeveloped areas – far from urban centers, with nearby transportation (the railroad), and the potential availability of a work force to assist with local crop cultivation and harvesting. Jerome County,



Building the camp created jobs for the local community.

Johnson and Son, park files

Idaho was determined to be an ideal site for the Minidoka center. Rapid development of these centers temporarily changed the landscape from its low density rural character to a high density community.

- b. Minidoka was one of the 10 WRA camps that constituted a network of centers that provided for the trade of goods and services, news and information, and movement of incarcerated. While there were attempts at consistency between camps, each camp evolved with a character of its own.
- c. Within six months, the area which had been high desert became the 7th largest city in Idaho and within six months of its closing, reverted to agricultural land.

**3. The Nikkei were forcibly removed from their homes, businesses, and communities in the lush environment of the Pacific Coast and created a community in a desert environment characterized by extreme temperatures and harsh living conditions.**

- a. The Japanese immigrants to America brought social and cultural traditions with them and established Japanese communities throughout the West Coast. (See Appendix E.)
- b. The forced removal from their homes, rules made by the War Relocation Authority, close contact with camp civilian workers, and the need to cope with these changes, dramatically contributed to the rapid acculturation of those incarcerated.

- c. Minidoka’s dramatically different physical environment encountered by Pacific Coast Japanese Americans, resulted in physical hardship and ultimately led to innovations based on their cultural ingenuity. For example:

- o Residents used discarded wood to improve their living quarters through the construction of handmade furniture or decorative items such as folding screens.
- o Minidoka’s ornamental Japanese garden designed by Seattle landscape architect Fujitaro Kubota and the Honor Roll designed by Seattle sign makers Kenjiro Nomura and Kamekichi Tokita illustrate the integration of incarcerated’s loyalty and patriotism to the United States with their Japanese heritage. The location of the Honor Roll and garden next to the camp’s guard tower and entrance gate demonstrate an inherent irony: while over 1,000 former Minidoka residents served in the military during WWII, their family members continued to be held behind a barbed wire fence by the U. S. government.

- d. Quotes, poems, and surviving images illustrate the emotional and physical impacts suffered by the incarcerated as a result of living in a barren, high desert landscape.

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“A report has been made on the greasewood and home-made furniture exhibit held in Recreation Hall 12 on April 1, 2, and 3. Three thousand people attended this three-day exhibit. The workmanship displayed in the articles made from greasewood was extraordinary.

The oldsters baseball league now has twelve teams entered. These elderly gentlemen are having a great deal of fun playing softball. The game is far more interesting to watch than one played by younger men.”

- Arthur Kleinkopf

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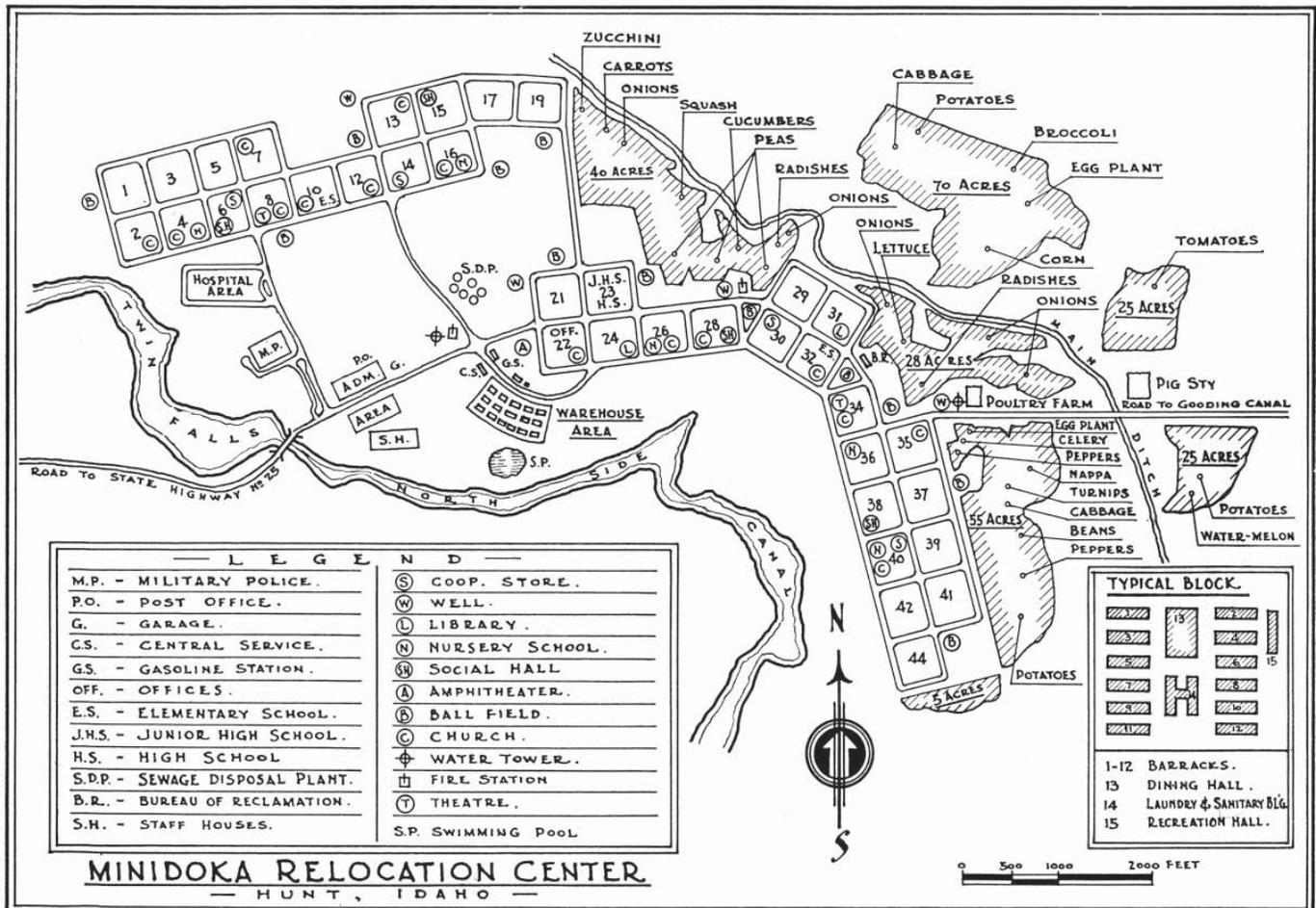
4. The Nikkei transformed the arid landscape into irrigated agricultural fields in and around the Minidoka Relocation Center. The present-day character of the Jerome area is the legacy of their labor during World War II.

- a. The Nikkei brought with them practices and techniques that forever transformed agriculture in this arid land.
- b. Incarcerees expanded the existing water system through the construction of a lateral canal from the Milner-Gooding Canal to newly cleared Minidoka farm fields; their work transformed the arid sagebrush landscape into an agricultural oasis.

5. Although the War Relocation Authority was a civilian organization, the design and operation of the camps was similar to a military post.

*Design*

- a. All War Relocation Authority camps were based on designs for temporary military installations (Theater of Operations) including barrack blocks and communal lavatories; however, the crescent design of Minidoka was different because of the geology of the area (the basalt outcrops) and the pre-existing North Side Canal. Unlike some of the other camps, there were



The Nikkei converted over 700 acres of sagebrush land into productive agricultural land.

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“I took the Greyhound bus from Provo and arrived at Twin Falls, Idaho. From there I rode on a scheduled bus to Minidoka. I remembered crossing the river, stopping at the entrance gate and registering. First I saw military police and a watchtower along endless barbed wire fences. As I rode on a truck to my assigned barrack, I saw a huge sewage disposal plant, tall wooden water tank in the distance, and row after row of black tar paper sided barracks. Along the road I observed several fire hydrants. It seemed as though the government had constructed this camp so the internees could live here for a long time.”

- Ted Takashi Yasuda

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very few specialized buildings; the structures were mostly barracks.

- In November 1942, guard towers and barbed wire fences were added to Minidoka; incarcerated were insulted by these later additions because they had honored the camp boundaries for months. Their continued protests led to the removal of the barb wire fence around the barracks in the spring of 1943.
- b. The structure of the camp and how it was laid out dictated residents’ daily lives. For example:
  - The barbed wire fence, guard tower, and single camp entrance controlled those incarcerated within.
  - Meals were communal and scheduled.
  - Families or groups of individuals lived within a single room.
  - During inclement weather residents traveling within the camp frequently complained of muddy conditions. Hanaye Matsushita writes, “Getting to the bath is a job because our shoes get stuck in the swampy mud. When the ground is frozen it’s fine, until the sun comes out. When it snows or rains, we have to swim through the mud to get anywhere. . . .”

- The canal provided for swimming, fishing, and space for contemplation; two drownings also occurred here.

### *Operation*

- a. Camps were designed to be complete communities under the administration of the War Relocation Authority. At Minidoka, Caucasian WRA staff served as project directors and department heads whereas the operation of the camp was maintained by those incarcerated.
- b. Residents filled very important roles in camp. Incarcerated Japanese Americans were responsible for running major portions of the camp operation such as the mess hall, canteens, the cooperative stores, the camp newspaper, and farm operations within Minidoka; these very successful operations improved the quality of camp life.
  - John Bigelow was the WRA administrator in-charge of the camp newspaper, *The Minidoka Irrigator*; it was printed off-site in Jerome. However, the newspaper articles were written by camp residents.
- c. Teachers were mostly incarcerated Nisei who served as student teachers while receiving college credit through the University of Idaho.
  - Arthur Kleinkopf, initially hired as the Supervisor of Student Teachers, became Minidoka School Superintendent. A local

man, Mr. Kleinkopf, later became a respected principal who continued to live in the area following WWII; he wrote his memories of working at Minidoka: *Relocation Center Diary*.

d. During its existence, Minidoka experienced a high turnover rate of both administrators and camp residents. Changing rules by the WRA administration affected the daily life of all residents.

- For example: boiler men and mail carriers went on strikes in 1943 and labor disputes regarding the construction of Minidoka’s gymnasium demonstrate developing tensions between Minidoka administrators and those incarcerated.

e. Movement of incarcerated made life in the centers more tolerable for some while others were ordered to move by the War Relocation Authority. For example:

- The Bainbridge Island community, while at Manzanar, requested to move to Minidoka. The request was granted and they lived together in Block 44.
- In 1943, some Tule Lake residents moved to Minidoka because they answered “Yes-Yes” on the questionnaire; while some Minidoka residents who answered “No-No” were moved to the newly re-designated Tule

Lake, California WRA Segregation Center.

- In the instance of personal/family hardship, people could request a change in location; this was sometimes a long and arduous process.

**6. Post war settlement and agricultural development of the site by WWII veterans and others is reflected in present day land use patterns in and around the national historic site.**

- a. The land and structures that once housed incarcerated at Minidoka became homesteads and farm outbuildings through legislation passed by Congress in 1947.
  - When Minidoka closed in January 1946, the War Relocation Authority transferred the land and facilities back to the Bureau of Reclamation (BOR). The following year, Congress passed legislation authorizing BOR to divide the lands that comprised former relocation centers Minidoka, Heart Mountain, and Tule Lake into farm units. Qualifying veterans could bid for these properties through a lottery system.
  - Eighty-one veteran homesteaders and their families received a farm parcel and two free buildings. In addition, surplus equipment or items left behind by Minidoka’s former residents were also available for the taking.

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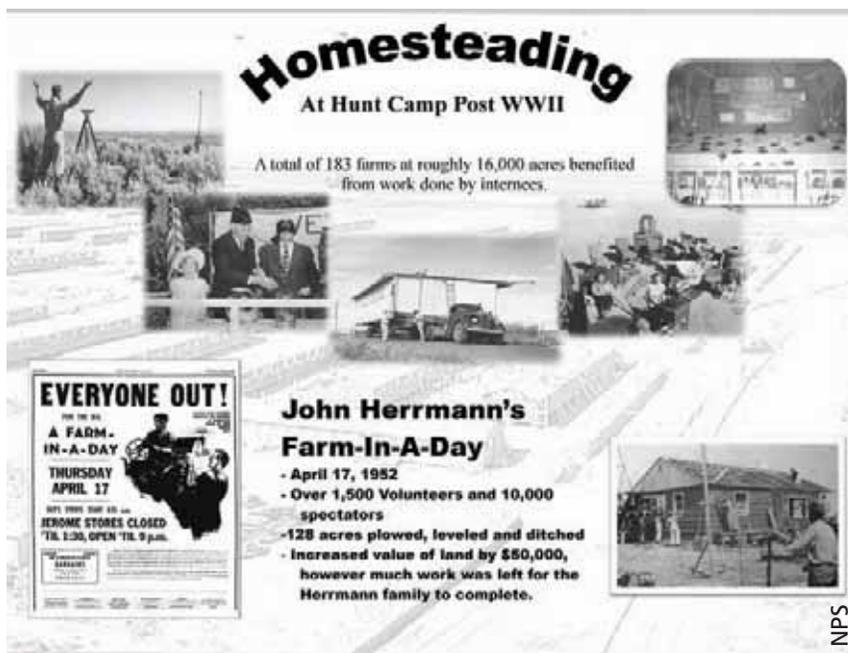
“The Bainbridge Islanders [in Manzanar] shared Block 33 with internees from Los Angeles. We were so different from the Los Angeles urban folks at Manzanar – we were all light skinned. We were country bumpkins – they wore “zoot suits” and chains hanging down. I thought wow – are they Japanese Americans?”

The Bainbridge Island internees wanted to stay together as a community; we requested transferring to Minidoka, and we lived together in Block 44. This I believe distinguishes us from other Japanese American communities – we stayed together throughout internment. We were also referred to as “the honeymoon block” – there were many marriages at Minidoka.”

- Kay Nakao (Bainbridge Island)

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- Land use patterns and historic structures visible today are remnants of the agricultural traditions introduced by WWII land lottery recipients.
- The Herrmann “Farm in a Day” event is a unique part of the post-World War II story of the area.



Poster created by Minidoka NHS staff to explain the “Farm in a Day” story.

## World War II

**Minidoka Relocation Center was set within a world at war, characterized by national and personal sacrifice and hardship experienced by all Americans.**

- a. During WWII, under Executive Order 9066, signed on February 19, 1942, all persons of Japanese ancestry within the Exclusion Zone on the West Coast were taken into custody and placed in different types of camps. Most Nikkei were placed in the civilian operated War Relocation Authority camps. Minidoka was one of the ten WRA centers.
  - After December 7, 1941, Army and Department of Justice (DOJ) Internment Camps, created under the authority of the 1798 Alien Enemies Act, held selected natives of countries with which the United States was at war – Germans, Italians and Japanese. The DOJ camps also held selected individuals from Latin American countries because of potential security issues and for possible prisoner exchange with Allied personnel caught in Axis countries.
- b. The Issei and Nisei were also discriminated against in other countries as well.
  - Camps in Canada: The government created both internment camps and incarceration-type centers to hold nearly 21,000 Canadians of Japanese ancestry, many of whom were citizens of Canada.

- o Latin America: Fifteen Latin American countries sent not only nationals of Axis nations but their families that included children born in these countries to the United States. Of the total 2,253 Nikkei who were sent, the largest population came from Peru -1,771. On their arrival, they were interned into the Army and DOJ internment camps. Brazil and Mexico refused to send their Nikkei population to the United States.
- c. All Americans, including those Nikkei incarcerated in the camps, were subject to the sacrifices and deprivations of war, such as:
  - o Food rationing
  - o Minidoka had active Gold and Blue Star Mother Organizations: Blue Star if family member served in the Military; Gold Star if killed in action
  - o Victory gardens were created by the incarcerated in camps by barrack buildings and by civilians outside the camps
- d. During WWII, incarcerated Japanese Americans and other groups denied full participation in society contributed to the war effort at home and abroad. WWII allowed these groups to prove that they were loyal Americans with equal abilities to contribute to the war effort and the welfare of the United States. After WWII, many disenfranchised Americans fought to gain their full civil rights. Their heroism and achievements during the war, helped to overcome the bigotry of many individuals who initially opposed equal rights.
- e. The 1994 discovery of Supreme Court case records (1944 Fred Korematsu versus the United States) revealed that the U.S. military and the Department of Justice suppressed important intelligence information after Pearl Harbor. J. Edgar Hoover’s report indicated that after a two year investigation, the FBI found no evidence of a single act of sabotage or espionage that would justify the forced eviction from their homes and the subsequent incarceration of Americans of Japanese ancestry and their immigrant parents. Aware of this report, General John D. DeWitt, who was in charge of the Western Defense Command, ignored this information and provided contrary reports and verbal statements about suspect activities that led to his oversight of the exile and incarceration of innocent Issei and loyal Nisei American citizens.



Ration books and other archival materials from World War II are in the Minidoka museum collection.

## Parkwide Visitor Experience Goals

Visitor experience goals describe what opportunities for physical, intellectual, emotional and sensory experiences should be available for visitors to Minidoka National Historic Site. These experiences will be available to all visitors, including those with visual, auditory, mobility, or cognitive impairments. This section includes parkwide and unit specific experiential and cognitive goals.

Visitors to Minidoka National Historic Site will be able to:

### *Experiential*

- Find their way to the site with ease and enjoy the site independently if desired.
- Interact with on-duty staff or volunteer interpreters, formally or informally.
- Hear the voices of one who was there through rich oral histories, 1st person accounts, journals, and letters; and, when possible actually meet and have personal encounters with witnesses – those who were incarcerated at Minidoka, worked at Minidoka, or lived in nearby communities.
- Research through a collected register of names, digital records, etc. the people who were at Minidoka and what they did (occupation, etc.) from relocation to incarceration to resettlement.
- Have opportunities for reflection.
- Leave the park with a better understanding of why and how this happened. Could it happen again? What can I do to make sure it doesn't happen again?

- Participate in a Minidoka Pilgrimage as a way to keep the story and events alive.
- Have opportunities for immersive hands-on activities such as “What would you pack in your suitcase?”
- Contemplate, relax, and enjoy park resources while having a safe visit.
- Receive accurate and objective information based on scholarly research.
- Have their comfort needs met.
- Learn about the park themes in ways appropriate to their ages and abilities.
- Become involved with the preservation of the park.
- Purchase educational materials and souvenirs.

### *Cognitive*

- Learn that Minidoka National Historic Site is one of many sites of “American conscience” reflecting the nation’s long struggle to achieve full citizenship for all Americans and discover the importance of individual action.
- Understand the relevance of this site to contemporary events and relate the WWII Nikkei experience to the visitors’ own cultural heritage – now or historically, gaining insight that this treatment potentially is not just something that happened to others.
- Understand the role that race prejudice, war hysteria, and failure of political leadership played in the context of the larger WWII setting.

- Learn about Nikkei WWII contributions in the European and Pacific Theaters, in combat, intelligence operations, or through the Nurse Corps.
- Understand the diaspora effect of resettlement following incarceration at Minidoka, including both short and long-term movements.
- Discover the changing nature of the site – such as new research, seasonal changes, ongoing restoration/construction, etc.
- Find out about opportunities to learn more if interested – especially about connections to other NPS WWII sites.
- Understand the institutional missions of Minidoka National Historic Site and its partners; and recognize the contributions each organization makes to the preservation and interpretation of the park.

## Unit Specific Visitor Experience Goals

The Idaho Unit: at the historic Minidoka Relocation Center, visitors will be able to:

### *Experiential*

- View the landscape - specifically how it looked historically through camp construction and deconstruction, and the period immediately following WWII when homesteaded by WWII veterans.
- Feel the sense of isolation described by those incarcerated at Minidoka.
- Discover what crossing the line from freedom to confinement was like by entering the recreated historic entrance.



Former internees share experiences during the 2012 Minidoka Pilgrimage.

*Cognitive*

- Understand the extent of Minidoka’s WWII farm operations.
- Learn about what daily life was like for the inhabitants of Minidoka and the surrounding communities they helped or who helped those incarcerated during WWII.
- See original camp structures on-site and access them for interpretive and educational programming.
- Walk along historic camp pathways in the preserved cultural landscape.

name and number depicting original Japanese American incarcerated. Back side of tag will say “destination unknown.” It is important to build in the sense of the unknown and the feeling of leaving, of loss.

- Follow the path of the Bainbridge Island Nikkei to the Eagledale Ferry dock, imagine hearing the ferry horn, and feel the strong military presence remembered and recorded by participants on March 30, 1942.
- Leave a memento at the memorial, if desired.
- Make rubbings of individual evacuees’ names on the memorial.

The Bainbridge Island Unit: at the *Nidoto Nai Yoni* (Let It Not Happen Again) Memorial visitors will be able to:

*Cognitive*

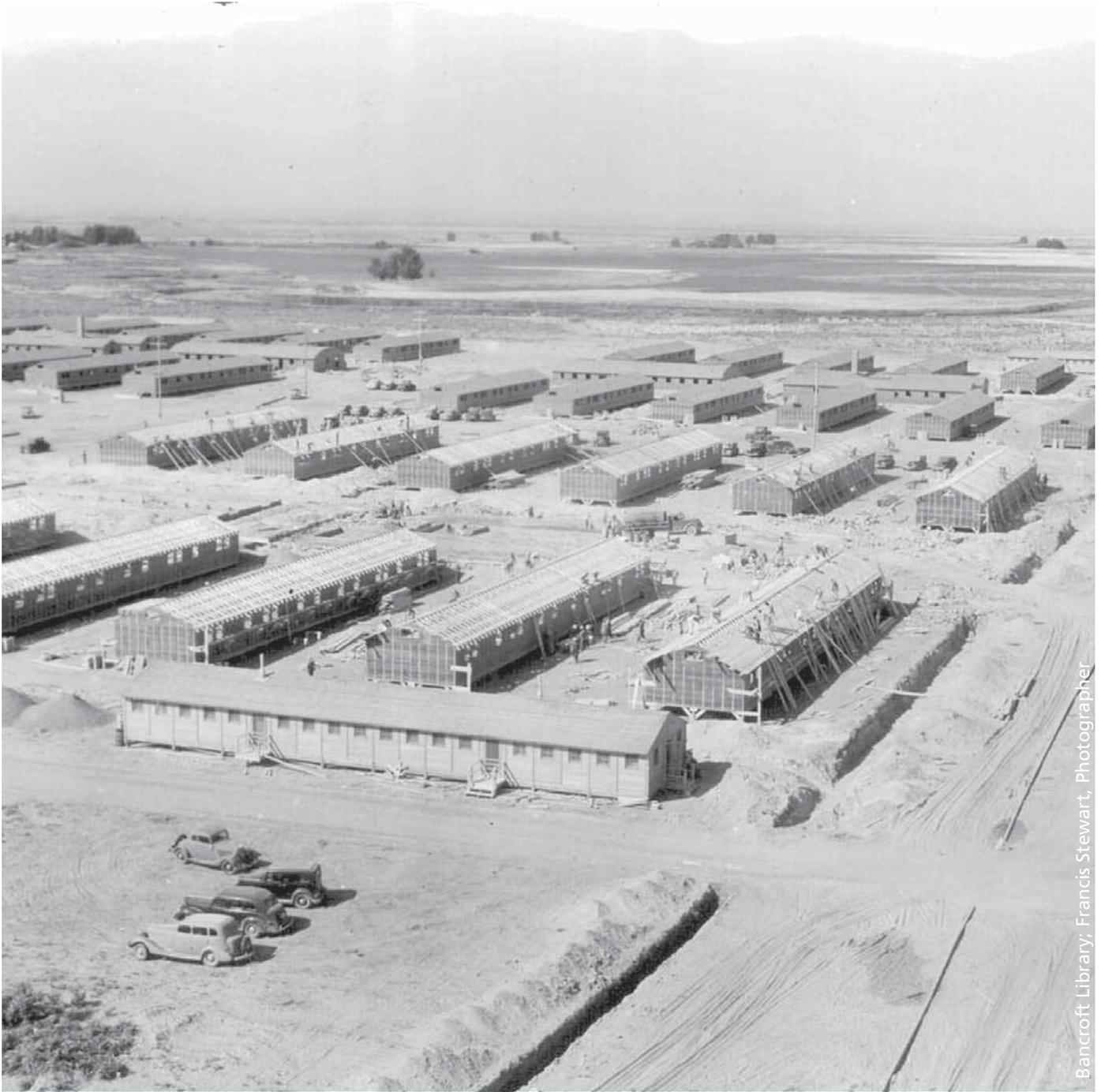
- Learn the stories of friends and peers who came to say goodbye.

*Experiential*

- Have the experience of being told to put on a tag with a



The names of the Nikkei forced to leave their Bainbridge Island homes on March 30, 1942 are inscribed on the Memorial Wall.



Bancroft Library; Francis Stewart, Photographer

## Existing Conditions

*“Physical Objects such as barracks, guard structures, wire fences, communal bath house, community dining halls, and the barren setting in which they were sent should be preserved as a reminder that this is more than just a story.”*

- Public Comment, *GMP*, p. 106

The description of existing conditions and visitor and audience profiles is organized by the Idaho and the Bainbridge Island Units.

## **Idaho Unit**

### **Partners**

#### **Friends of Minidoka**

The Friends of Minidoka (FOM) supports education and research, upholds the legacy of those incarcerated and the incarceration experience, and promotes alliances with organizations with common objectives including the National Park Service. FOM is a partner with Minidoka NHS, College of Southern Idaho, and Boise State University in hosting the Annual Civil Liberties Symposium. FOM submitted the grants that helped fund the re-establishment of the Honor Roll at the Minidoka entrance and supported the symposium. FOM continues to work with the park on issues relating to threats to the site such as the proposed Confined Animal Feeding Operation (CAFO), submitting additional grants, and supporting land acquisitions.

#### **Minidoka Pilgrimage Committee**

The Minidoka Pilgrimage Committee organizes the annual pilgrimage to Minidoka NHS in late June. The Pilgrimage, conceived in 2002, is an annual three-day event that includes participation in the second day of the Minidoka Civil Liberties Symposium, tours of the historic site, programs, social events, and a closing ceremony at Minidoka NHS.

## **Oregon Nikkei Legacy Center**

The Oregon Nikkei Legacy Center, located in Portland, is a Japanese American history museum that is charged with the preservation and sharing of the history and culture of the Japanese American community in the Pacific Northwest. Because most of the Nikkei from Oregon were incarcerated at Minidoka, the Center serves as a valuable link between the historic site and those who were incarcerated and their families. The Center actively supports the Minidoka Pilgrimage. Minidoka NHS has supported projects at the Center such as the digitizing of Minidoka oral histories.

### **Densho: The Japanese American Legacy Project**

Densho is a nonprofit organization started in 1996 to document oral histories from Japanese Americans who were incarcerated during World War II. The initial goal has evolved into a mission to “educate, preserve, collaborate, and inspire action for equity.” Densho has collected 98 oral histories related to Minidoka. Working with the historic site, Densho created three curriculum programs that incorporate Idaho, Washington, and Oregon state standards for elementary and secondary schools. Densho presented teacher workshops at the 2009 and 2012 Annual Civil Liberties Symposiums. Densho continues to be a valuable partner and resource for primary materials relating to the incarceration experience.

## Japanese American Citizens League

The Japanese American Citizens League (JACL) is the oldest and largest Asian American civil rights organization in the United States. The JACL monitors and responds to issues that threaten the civil and human rights of all Americans and implements strategies to effect positive change. Members of the JACL have participated in park planning and provided assistance.

## Wing Luke Museum of the Asian Pacific American Experience

The Wing Luke Museum of the Asian Pacific American Experience, located in Seattle, is dedicated to presenting the Asian Pacific American experience through stories of survival, success, struggle, conflict, compassion, and hope. The Wing Luke Museum is a Smithsonian Institution affiliate and has specific museum collections related to Minidoka. Members of the museum have provided assistance and participated in park planning. Minidoka NHS has supported projects at the museum such as a traveling exhibition.

## Jerome County Historical Society

The purpose of the Jerome County Historical Society is to promote the history and historical objects of southern Idaho and specifically Jerome County and to establish a museum for the safe keeping and display of the area's physical and oral histories. The Society maintains a museum in Jerome and administers the Idaho Farm and Ranch Museum (I.F.A.R.M) near Twin Falls. One of the four themes highlighted at the museum is the Minidoka Relocation Center with many artifacts and archival materials on display. In addition, two original barrack buildings were moved to the I.F.A.R.M. site; one of the buildings contains information relating to Minidoka. Members of the Society have participated in planning sessions and provided assistance; likewise, historic site staff has collaborated with the Society to submit grant proposals for projects such as archives management.



A historic barrack building at the I.F.A.R.M. is one of the few remaining intact barrack buildings from Minidoka.

## Interpretive Facilities

Minidoka National Historic Site does not have a visitor center at the historic site at this time. Currently Hagerman Fossil Beds National Monument Visitor Center has a modest exhibit room dedicated to information on Minidoka. The staff creates temporary exhibits that highlight Minidoka themes. Interpretive materials include a general park brochure and four site bulletins that are available to visitors. The bookstore operated by Discover Your Northwest Cooperating Association carries sales items pertaining to Minidoka. Future plans call for the park visitor center to be located in the historic warehouse at the camp.



The wayside exhibit panels that are spaced along the interpretive trail highlight the complex layers of the Minidoka story.

Twenty-three wayside exhibit panels for the site have been developed by Harpers Ferry Center. Six wayside panels were installed in 2009. The remaining wayside panels were installed after the completion of the new 1.6 mile interpretive trail in the summer of 2011 and spring 2012.

The relocated original barrack and mess hall buildings at Block 22 will also be used in the future for interpretive programming.

## Personal Services

### Staffing

Interpretive staffing is an issue since all staff is currently based in Hagerman, Idaho and work for both parks. Guided site programs and roving interpretation are offered depending on the availability of staff. Limited interpretive staff necessitates the closing of the Hagerman Fossil Beds National Monument visitor center for two days each week during the winter months. Staff levels increase during the summer months due to additional seasonal temporary staff.

### Current Programs at the Historic Relocation Center Site

#### Ranger-guided Walking Tours

In 2009, the park interpretive staff initiated regularly scheduled, ranger-led tours on Sunday afternoons at the historic site for the general public. These tours last approximately 2 hours and are offered from April through October depending on staffing levels and weather conditions.

In 2010, fourteen tours were conducted on Sunday afternoons and by special appointment. Prior to the walking tour, the ranger was available for an hour to answer questions about the history of the site and its future development. In 2011, the opportunity to speak with a ranger and tour the site was expanded to Wednesday evenings during late August and early September; eleven tours were conducted in 2011. Similar programs were offered in 2012

## Group Tours by Reservation

The park interpretive staff offers guided tours to many organizations. These programs are given by reservation to schools, church groups, civic organizations, and other interested parties. Topics for guided tours are customized to meet a specific group's interest. The average program length is two hours.

## Special Events

Minidoka NHS annually co-sponsors two special events, the Minidoka Pilgrimage and the Civil Liberties Symposium. The park has hosted the Minidoka Pilgrimage since 2002. The Minidoka Pilgrimage Committee plans and organizes the annual event ([minidokapilgrimage.org](http://minidokapilgrimage.org)). Former incarcerated, their families, friends, and those interested in this historic event participate in a three day pilgrimage to the former Minidoka Relocation Center. There are guided tours and a memorial service held at the site to honor those who were incarcerated and those who died while serving in the U.S. Army during World War II. The pilgrimage has 150 – 200+ attendees.

The Civil Liberties Symposium explores various issues dealing with civil liberties and constitutional rights. Begun in 2005, the park has partnered with the Friends of Minidoka, and the College of Southern Idaho to plan and deliver the event. Participation in this outreach program has grown every year; 350 people attended the two day symposium in 2010 and 2011. Symposium themes have included: Media and the Constitution; Color and the Constitution; Civil Liberties and the Arts: and Patriotism, Honor, and Sacrifice. In 2012, the symposium added a new partner, Boise State University.

## Minidoka NHS Programs at Hagerman Fossil Beds NM Visitor Center

### Porch Programs

The staff conducts weekly “Porch Programs” at the monument’s visitor center from June –September. Approximately once a month the program relates to a Minidoka NHS theme.

### Off-site Programs

Twenty-three formal programs were presented to various groups in the Hagerman Fossil Beds NM and Minidoka NHS surrounding communities from 2010-2012. An overview of the historic site is the primary topic of these programs.

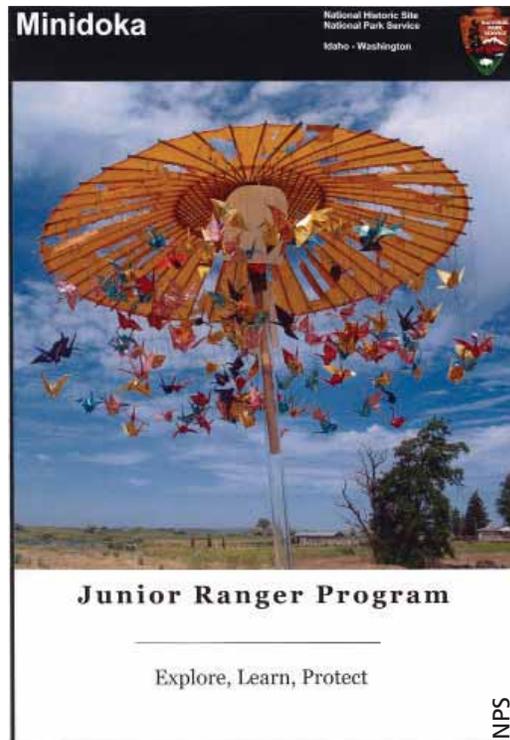
The superintendent of Minidoka NHS and a Pacific West Regional Office planning specialist also present off-site programs throughout the year to a variety of organizations.



Dr. Sasuki Ina interviewed people associated with Minidoka Relocation Center at the 2012 Symposium: Dr. Larry Matsuda, Dr. Frank Kitamoto, Dr. Roger Shimomura, Rev. Brooks Andrews, Atsushi Kiuchi, and Bill Roden.

## Junior Ranger Program

The site is in the process of enhancing its Junior Ranger program. When fully developed, these activity-based programs will be of varying lengths and for different age groups. This self-directed experience will offer children and their families a chance to learn about the park and participate in a hands-on learning experience.



The park introduced its first Junior Ranger program in 2011.

## Programs for Youth/Educational Groups

In addition to formal educational programming, park staff members provide off-site programs to school and community organizations. Programs are tailored to the groups' requests and are used to introduce the subject matter. Groups often request a site visit with a ranger as a final closing activity.

## Curriculum Resources

NPS staff collaborated with DENSHO: the Japanese American Legacy Project in Seattle to develop curriculum to help students examine critical issues affecting our democracy in both the past and present including: individual rights in wartime, the role news media and other sources of information play, and the protections promised by the U.S. Constitution and our system of government. Three units were developed for grades 4-12 and meet Idaho, Washington, and Oregon state curriculum standards.

- **High School – Grades 9-12**  
Constitutional Issues: Civil Liberties, Individuals, and the Common Good.
- **Middle School – Grades 7-8**  
Dig Deep: Media and the Incarceration of Japanese Americans during WWII.
- **Elementary School – Grades 4-6**  
Immigration Journeys: Changes and Challenges.

## Interpretive Media

### Exhibits

Currently there is a temporary Minidoka NHS exhibit at Hagerman Fossil Beds NM Visitor Center.



In a simulated barrack building interior, historic photos and interpretive text highlight the Minidoka story at the Hagerman Fossil Beds NM Visitor Center.

### Traveling Exhibit

A traveling exhibit was developed by park staff and is available for use by schools, government and private agencies, service groups, and Minidoka NHS partners for assistance in telling the Minidoka story. Many people are exposed to the Minidoka story through the traveling exhibit. When the exhibit is requested it is often used for programs at fairs, festivals, libraries, and special events by the requesting group. It is difficult to assess the number of people who actually see the exhibit.

## Orientation Film

A funding proposal has been submitted for the development and production of an audio-visual program to help visitors learn more about Minidoka NHS, including the Bainbridge Island Unit.

## Publications

### Unigrid Brochure

The National Park Service's Interpretive Media Center in Harpers Ferry, West Virginia develops for each national park area an official publication commonly referred to as the Unigrid brochure. The target audience for this publication is the general public. Its purpose is to summarize a park's significance. It includes information regarding significant resource features, visitor facilities, and a park map. This basic information and orientation tool enables visitors to enjoy a park independently, particularly in the instance when staff or visitor support facilities are unavailable. Minidoka is in line for the development of this publication. In the interim, the park has created an informational brochure and is developing a rack card.

The park has developed a variety of informational materials to help visitors find and enjoy Minidoka NHS and expand visitor understanding of the incarceration of 120,000 Japanese Americans and their immigrant elders during WWII.

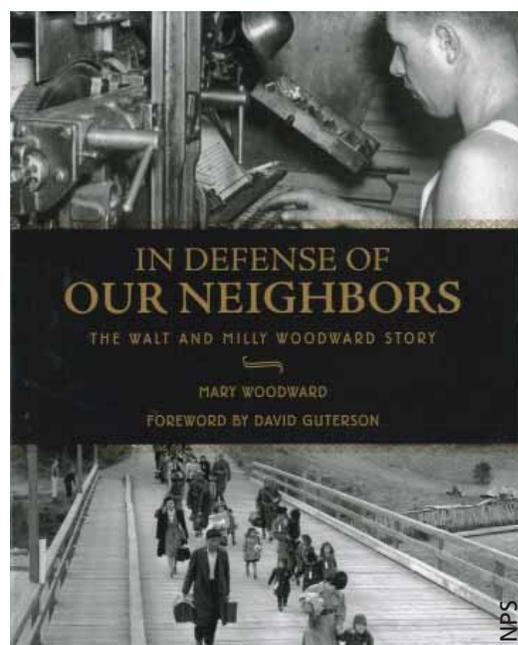
## **Informational Materials**

The park's 2008 legislation specifies that Minidoka NHS will collaborate with Manzanar National Historic Site with the development of interpretive and educational programs and materials. The staffs of Manzanar and Minidoka has developed a variety of informational brochures. These publications are available free of charge to the general public visiting the Hagerman Fossil Beds NM Visitor Center or are mailed to interested parties. A brochure holder has been placed at Minidoka NHS. Current materials include:

- Minidoka Brochure
- Site Bulletins
  - Timeline: Japanese Americans during World War II
  - War Relocation Centers
  - Executive Order 9066
  - Glossary
  - Museum Collection
  - Honor Roll
- Informational Hand-outs
  - Minidoka Location Map
  - Minidoka Relocation Center 1945 Map

## **Sales Publications**

Discover Your Northwest Cooperating Association provides a variety of publications for sale at the Hagerman Fossil Beds NM Visitor Center bookstore. Currently the small bookstore has 24 adult, young adult, educational, and informational fiction and nonfiction titles available dealing with topics related to the historic Minidoka Relocation Center and the incarceration of Japanese Americans during WWII.



This book represents one of the many items offered in the park's bookstore on topics related to Minidoka and the west coast Nikkei WWII internment experience.

## **Website**

The park's website contains descriptions of the education activities available that pertain to Minidoka NHS. Special events and ranger activities available at both parks (Minidoka NHS and Hagerman Fossil Beds NM) are listed. Curriculum/lesson plans are posted for teachers and others to download and use with their groups.

## Analysis of future needs

Minidoka National Historic Site is located an hour's drive from Hagerman Fossil Beds NM. The distance between the two sites makes it necessary for Minidoka NHS to have its own visitor center. Visitors find it extremely difficult and time consuming to visit Hagerman Fossil Beds NM and then drive an hour to the Minidoka site.

Because of a lack of facilities and with no central gathering place, visitors perceive the park as unfinished and confusing. Visitors are not aware of what there is to see and do at the historic site. Unless exploring family stories or accompanied by an older adult of the World War II generation, younger families are unlikely to perceive this park as a specific daytrip destination.

New road signs are needed to direct travelers to the site from I84, US 93, and S.R. 25. A new entrance sign was installed in June 2011. Many visitors attempting to reach the historic camp site by using maps end up at the town of Minidoka rather than the historic site – a distance of over 30 miles. Lack of signage has led many people astray in their efforts to find the camp. The park is working with the Idaho Department of Transportation on highway signage now that critical site clean-up to ensure visitor safety has been completed.

## Visitor and Audience Profiles

In 2010, a counter at the entrance to the historic site registered over 4,060 vehicles. Total visitation is 14,502 including visitors to the Hagerman Fossil Beds NM Visitor Center and education and outreach programs. That number would change greatly if services were available on site.

A great number of visitors to the historic site have a personal connection. Many of them are former incarcerated and their descendants. Some visitors know a Japanese American individual or family that was removed to Minidoka or another Relocation Center through their work, school, or neighborhood. Many Hagerman Fossil Beds NM visitors discover Minidoka's story when they encounter the Minidoka exhibit room in the Hagerman Fossil Beds NM Visitor Center, or during conversations with the visitor center staff. Some visitors actually collect national parks stamps and arrive intent on stamping their NPS passport.

The following information is anecdotal, summarizing staff observations of park visitors.

Various types of **adult groups** request a visit to the park. These are tour groups, church groups, and some adult education groups.

**Local residents** visit to attend special programs, see what is new at the park, or to bring out-of-town guests for a special visit.

The largest percentage of groups are **families** with a personal connection to Minidoka or one of the other nine War Relocation Centers. When asked, they will often reveal that a family member was incarcerated there

and they felt a need to visit this site and other relocation centers.

A number of **incidental visitors** visit the Minidoka NHS exhibit room at Hagerman Fossil Beds NM each year. In addition, when stationed out at the historic site, staff has encountered visitors who had heard about Minidoka NHS and were in the area and decided to visit.

Increasing numbers of **out of state visitors** are learning of Minidoka through the park's website; they plan their trip to include a stop at Minidoka NHS. The park is located near the busy I-84/93 interstate corridor. Visitors stop on their way to and from Seattle, Portland, Salt Lake City, and Yellowstone and Grand Teton National Parks.

Staff members observe that **scholars, students, and artists** working on projects and books centering on the World War internment and incarceration of Japanese Americans often find Minidoka NHS a place of inspiration and knowledge.

**Schools groups** are beginning to take an interest in visiting the park. The staff has seen an increase of school visits to the park, with the completion of the education curriculum created in partnership with Densho: The Japanese American Legacy Project.

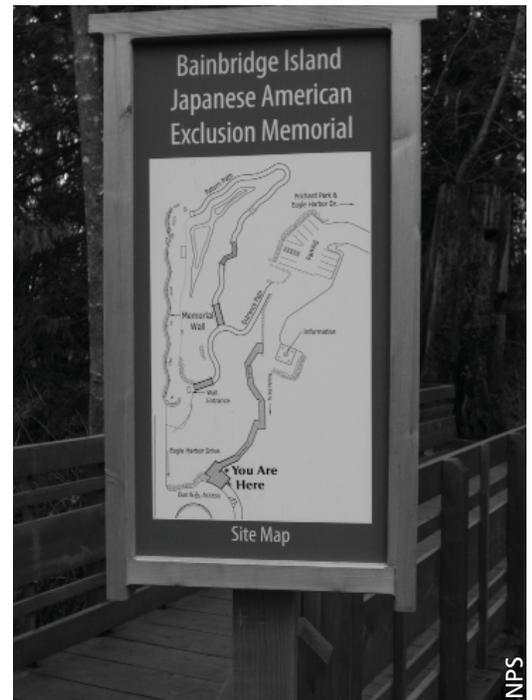
**International visitors** may include family members interested in tracing their relatives' journey and pathways in the United States, scholars interested in the US World War II history, and tourists from abroad seeking to see the sights of the nation.

**Virtual visitors** are a substantial park audience. People visit the park web site in order to help plan a visit or just learn about the subject matter.

## Bainbridge Island Unit

The Bainbridge Island Unit is located in Puget Sound in the state of Washington. The *Nidoto Nai Yoni* (Let It Not Happen Again) Memorial is an 8-acre parcel within the Joel Pritchard Park which is co-owned and operated by the Bainbridge Island Park and Recreation District and the City of Bainbridge Island. There are four proposed phases for the development of the Memorial:

- Phase 1: Design of Memorial – completed by Johnpaul Jones of the Seattle firm Jones & Jones
- Phase 2: Construction of Memorial Wall; the Memorial Wall was dedicated on August 6, 2011.
- Phase 3: Construction of a commemorative pier at the site of the historic Eagledale Ferry Landing
- Phase 4: Construction of an Interpretive Center



A site map greets visitors as they enter the *Nidoto Nai Yoni* (Let It Not Happen Again) Memorial.

The 2008 legislation adding the Bainbridge Island Unit to Minidoka National Historic Site refers to this area as either The Bainbridge Island Japanese American Memorial, or the *Nidoto Nai Yoni* (Let It Not Happen Again) Memorial. It should be noted that it is the preference of the Bainbridge Island partners to have the memorial designated as either *Nidoto Nai Yoni* (Let It Not Happen Again) Memorial or the Bainbridge Island Japanese American Exclusion Memorial, in order to emphasize through its official name that the U.S. imprisoned U.S. citizens in violation of their constitutional rights during WWII. By law, the NPS must sign and interpret the Memorial as named by Congress.

## Partners

While many individuals have worked in support of the Memorial, primarily five organizations worked together to support the development of the Memorial and sought legislation to establish the Memorial as part of the national park system. These organizations include:

- The Bainbridge Island Japanese American Community
- The Bainbridge Island Japanese American Exclusion Memorial Association
- Bainbridge Island Historical Society and Museum
- Bainbridge Island Metro Parks and Recreation District
- City of Bainbridge Island

In order to have a fuller understanding of the Bainbridge Island Unit's existing conditions, it is important to summarize each organization's mission goals and accomplishments as it relates to the planning, development, and management of the Memorial.

## Bainbridge Island Japanese American Community

In the 1950's, the Bainbridge Island Japanese American Community (BIJAC), began primarily as a social organization bringing residents of the Bainbridge Island community together to celebrate their Japanese ancestry and their strong ties to friends and neighbors who spoke on their behalf and/or helped them during their WWII exile from the Island. Later, in the 1980's, BIJAC evolved into an organization dedicated to preserving the contributions of the Island's Nikkei residents. BIJAC began collecting important oral histories of Bainbridge Islanders regarding their exclusion, incarceration, WWII service, and resettlement experience.

Today, BIJAC's primary role is to educate and keep the residents of Bainbridge Island connected through knowledge of their collective history. This organization's efforts are especially dedicated through BIJAC's educational programming to reach children by helping them to discover the importance of cultural diversity, tolerance, and civil rights.

BIJAC worked closely with two local island filmmakers – John de Graaf and Cris Anderson – to collect oral histories, and to create for BIJAC several films including: *After Silence*; *My Friends Behind Barbed Wire*; *Honor and Sacrifice: Nisei Patriots in the Military Intelligence Service*; and *Fumiko Hayashida: The Woman Behind the Symbol*.

BIJAC has many artifacts related to Bainbridge Islanders' exclusion, incarceration, and resettlement; they are now privately housed in several rooms curated by Dr. Frank Kitamoto, current President of BIJAC. During the August 2011 Recommendations Workshop it was noted that many of the artifacts require conservation.

### **The Bainbridge Island Japanese American Exclusion Memorial Association**

The Bainbridge Island Japanese American Exclusion Memorial Association (BIJAEMA) deals primarily with the planning and fundraising for the *Nidoto Nai Yoni* Memorial. BIJAEMA is actually an outgrowth of the Bainbridge Island Japanese American Community organization. It is now officially a 501c(3) organization with a charter; BIJAEMA has a website and a Facebook page. The Association recently completed phase two of the proposed four-phased project for the Memorial.

BIJAEMA works closely with several other organizations to deliver a variety of educational programs to support the purpose of the Memorial, including:

- Establishing a docent program for the Memorial with the Bainbridge Island Historical Society and Museum;
- Working with the Chamber of Commerce to promote the Memorial;
- Partnering with the local public library to display the special exhibit that tells of the experiences of Bainbridge Islanders during WWII and participates in a speaker's program on topics related to the Memorial;
- Training teachers through the development of the "Cast a Long Shadow" curriculum;
- Sponsoring a website for mobile technology access at the Memorial; and
- Cultivating relationships with the local tour companies that sometimes bring visitors to the Memorial.

### **Bainbridge Island Historical Society and Museum**

The Museum operates from a restored 1908 school house; the main exhibit, "An Island Story" invites visitors to enjoy the island's history. Of special note, the museum is currently hosting the exhibit, "Ansel Adams: A Portrait of Manzanar."

The Museum serves in several capacities for the Memorial, including:

- The Museum staff is responsible for the Memorial's docent program. During the past year the Museum provided two training sessions for docents who work with students and tour groups interpreting the Nikkei experience;
- Serving as the point of contact for American Automotive Association (AAA) and other travel and tour groups;
- Distributing a map of how to get to the Memorial; and
- The Museum's Education and Outreach Coordinator is the co-chair of the education program, "Only What We Can Carry." This is a two-week immersion program specifically designed for teachers concerning the Japanese American experience during WWII. The program provides teachers with a

first-hand experience of the lives of American citizens of Japanese ancestry and their immigrant parents during the war. During this program, teachers meet some of Bainbridge Island's WWII witnesses and join them on an annual pilgrimage to Manzanar National Historic Site.

### **Bainbridge Island Metro Parks and Recreation District**

The Bainbridge Island Metro Parks and Recreation District has the responsibility for managing Pritchard Park, which encompasses a fifty-acre site located at the eastern end of Eagle Harbor on Bainbridge Island. The Bainbridge Island Unit is an 8-acre parcel located within to Pritchard Park. The Bainbridge Island Metro Park & Recreation District provides site maintenance for the Memorial. It also maintains and operates nearly 1400 acres of developed and undeveloped parkland, 23 miles of trails, and a number of facilities used for programs, classes, and a variety of events. A formal maintenance plan and partnership is currently under development for the Memorial.

Historically, this area was once part of a creosote plant. Now designated by the U.S. Environmental Protection Agency as a Superfund site, it is eligible to receive funds that support the protection of the environment and health of citizens. Currently the Bainbridge Island Metro Parks and Recreation District is working on the following projects that will impact the Memorial:

- A proposal for shoreline restoration
- Road access on the other side of Pritchard Park

### **City of Bainbridge Island**

The City of Bainbridge Island was established first with the incorporation of the town of Winslow in 1947 and more recently with the annexation of the remainder of the Island in 1991. The city government now provides dedicated services to the entire island. The city is governed by a council/manager form of government. The City of Bainbridge Island encourages active participation by its residents in shaping policies which reflect the community's needs and values. Members of the city government have been involved with park planning efforts.

Together, the Bainbridge Island Japanese American Community, the Bainbridge Island Japanese American Exclusion Memorial Association, along with the Bainbridge Island Park and Recreation District, City of Bainbridge Island, and the Bainbridge Island Historical Society and Museum have been instrumental in the establishment of the Memorial and its addition to Minidoka National Historic Site. They are valued and important park partners. Now as a unit of the National Park Service, all future proposed facility development in the Bainbridge Island Unit will go through the National Park Service partner construction process. The development of a cooperative management agreement between all of the partners noted in the 2008 legislation is now underway.

## Visitor and Audience Profiles

There is no method of tracking visitation at the Bainbridge Island Unit at the present time. Although not staffed daily, throughout the year many of the park's Bainbridge Island partners are on site to view the ongoing construction of the Memorial or to share the site with friends and out of town guests. During the January 2011 Foundation Workshop, participants took the time to share their observations of visitors and their ideas regarding important items to consider when planning the visitor experience. Park partners have noted the following observations:

- Many locals come to use Pritchard Park – especially to walk along the beach. Sometimes they will stop by the Memorial on their way in or out, especially if they have out of town guests.
- There is an observable increase in out-of-town visitors. They come by car, tour bus, or bicycle.
- Seattle is a big convention city. The ferry to Bainbridge Island is a fun excursion. Many of these visitors arrive without a complete itinerary of what they plan to do. They are pleased to discover the Island's rich history once here.
- There is a need to disseminate basic visitor information to tour companies.
- Many are attracted to the site by its beauty.
- Annually, an 8th grade Seattle class comes to the site to donate three hours of community service work.

Site access is available by private vehicle, cab, or cycling for those that seek a challenging bicycle ride on the Island's hilly terrain. During the August 2011 workshop, participants discussed the impact site access has on visitation. Many visitors walk to the Bainbridge Island Historical Society and Museum from the ferry. It is not uncommon once visitors go through the exhibit and learn about the Island's WWII history that many visitors express an interest in going to the Memorial. Visitors with transportation are given directions and maps. Visitors requiring transportation are informed of the following options:

- The community has a taxi service; it costs approximately \$8.00 to get from the ferry dock or the Museum to the Memorial.
- The Island has 2 tour companies: Kitsap Tour and Agate Pass Transportation provide guided tours of the island for a fee. During the reservation process, if a group expresses an interest in the Memorial, both companies are happy to add the destination to their itinerary; and both companies have expressed an interest in more training related to the Memorial.

It is important to note that Kitsap Transit is different from Kitsap Tour. Kitsap Transit is the County-run transportation service that operates during rush hour. While Kitsap Transit provided transportation service from the ferry to the Memorial during the Memorial dedication, there are no plans at this time for the County to provide a continuous transportation link/service to the Memorial.



National Archives and Records Administration

## Recommendations

*"The site should preserve all threads that made the site what it was - governmental, moral, ethical, cultural, social, etc. and should be interpreted in an honest way without sacrificing or sparing the visitor of any crucial emotional or political aspects."*

- Public Comment, *GMP*, p. 98

The physical and emotional space between the rich marine environment of Western Washington's Bainbridge Island and the arid high desert of Idaho's Snake River valley is measured in more than climate or miles; it is measured in years and lives. Minidoka National Historic Site is poised to interpret the violation to civil rights of loyal Japanese American citizens and their immigrant elders before, during, and after WWII, like no other park in the national park system.

Together, the Idaho Unit and the Bainbridge Island Unit facilitate an exploration of the conditions and circumstances of the incarceration and the history of the Nikkei on the West Coast. This park offers the opportunity to interpret the results of the hysteria following Japan's 1941 attack on Pearl Harbor and the failure of political leaders to publically speak out against the unwarranted and illogical fear and prejudice against U.S. citizens of Japanese ancestry and compare it to the lone voice of the Bainbridge Review newspaper that consistently spoke out against Executive Order 9066 and the exile and incarceration of Nikkei friends and neighbors throughout the war.

Concepts of courage and patriotism can be explored through programs, media, and oral histories that illustrate the actions of loyal Japanese American citizens and their immigrant elders who accepted the decision of their government by going to Minidoka; telling of those who later

volunteered to serve in the U.S. military while family members were incarcerated; sharing the stories of women who with their Issei elders worked to protect the innocence of the children while incarcerated at Minidoka; juxtapositioned to those who protested their imprisonment by refusing to sign a loyalty oath and resisting the draft; or those who worked for the War Relocation Authority administering the relocation camps during wartime.

The tragic impact on the lives and communities affected by Executive Order 9066 is interwoven with inspiring acts of compassion that can be discovered by interpreting the unselfish actions of Reverend Leopold H. Tibear, Reverend Emory Andrews, and others, who went to Minidoka to continue serving parishioners and work on their behalf during and after WWII. Opportunities for civic engagement can be explored through discussions of the years it has taken those who were exiled to come to terms or forgive what happened 70 years ago. The future interpretive program will relate this country's actions to redress the wrongs of the WWII relocation from several Presidential actions beginning with the 1980 Presidential Commission to the establishment of Minidoka National Historic Site. It will provide tangible examples of the challenges of resettlement by interpreting the experiences of Bainbridge Islanders who chose to return home and their neighbors who helped them.

Following the direction established by the Minidoka National Historic Site’s General Management Plan and this plan’s approval, LRIP recommendations address interpretive facility development, media projects, and services that will be achieved over the next decade:

- Short-term recommendations reflect 1-3 years;
- Mid-term recommendations, years 4 – 6; and
- Long-term recommendations, years 7 – 10.

Recommendations also focus on what media and services will be available from the visitor’s perspective including: pre-visit materials, the arrival experience, and the on-site experience.

The Recommendations Section of this document includes parkwide recommendations and unit specific recommendations. In light of visitor expectations and existing conditions, this LRIP presents an array of short and long term recommendations for both units that will be adjusted annually based on the ongoing restoration, facility development to support the visitor experience, funding, and staff availability.

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“Future generations are stronger if they know and understand what happened in the past.”

- Public Comment, GMP, p. 101

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An original mess hall and barrack building returned to Block 22 in 2011.

NPS

## Parkwide Recommendations

### Short-term Recommendations

- Maintain a strong and active Internet presence through a well-designed and up-to-date website that provides detailed information on both units. It is well documented that for most park visitors, the website is the first place they turn to when planning a future visit. Explain why both units are part of the National Park Service and promote the unique features of each site and their corresponding visitor experiences. An exciting and interesting website is critical to promote interest and visitation. The park's website should link to all partner websites.
  - Both units are developing park areas. Provide visitors with current information and visual access regarding ongoing changes. Include for example photographs or audiovisual clips of the relocation of the historic structures in the Idaho Unit and the dedication of the Memorial Wall in the Bainbridge Island Unit. Post interviews of those doing the work; engage visitors in the process.
  - Provide easy web access to the wealth of original photographic and written documentation available for Minidoka National Historic Site.
  - Show youth working on service projects to promote in-service learning.
  - Post portions of recent park archeology reports.
  - Institute a yearly cross-divisional review of website; add, update, and delete dated materials where necessary.



In 2002, the National Park Service's Western Archeological and Conservation Center conducted archeological investigations at the entrance to Minidoka NHS.

- Develop a social media strategy; identify the staff person who will serve as the park coordinator/project lead; and define who is responsible for updating park selected social media applications.
- Explore applications for YouTube.
- Consider using/consulting with high school or college students during the developmental phase of the social media strategy.
- Remember not to dilute primary interpretive messages on website.
- Implement improved wayfinding signage for both sites; the park has identified this need in a current funding package.
- Continue to develop the Jr. Ranger Program that was instituted in 2011 and which received additional funding in 2012. The program will be available to both units.
- Continue to research the Japanese American incarceration experience. In addition to research by staff, every opportunity should be taken to collaborate with outside researchers and universities.
- Continue to work with the Friends of Minidoka, the College of Southern Idaho, Boise State University, and the Minidoka Pilgrimage Committee to present and expand the Annual Civil Liberties Symposium and Minidoka Pilgrimage.
- The NPS will partner with park neighbors and local farmers using the wide variety of resources available, including special use permits and other land use

agreements, to maintain and protect the integrity of the historic agricultural vistas and other historic elements related to the camp experience.

- Work with local chambers of commerce, historical societies, libraries, and other local and state agencies to increase publicity about Minidoka and the site’s programs.
- Continue to work with partners to submit grants for infrastructure improvements, interpretive and educational programs, and special events. The Honor Roll that was re-established in 2011 was the result of a Friends of Minidoka grant from the Japanese American Confinements Sites Grant (JACS) program with support from the park. FOM received a second grant that supported the 2011 Symposium. A 2012 JACS grant was awarded to FOM to reconstruct the guard tower at the entrance to the historic site in partnership with the NPS and Boise State University.



Along with the NPS, Minidoka Symposium partners are Friends of Minidoka, College of Southern Idaho, and Boise State University.

## Long-term Recommendations

- Seek funding to develop a media product for web application in order to tie together the two sites and present the larger story and timeline of events; this application would utilize maps, audio, video, and photographs to help tell the story. This technique was successfully developed as a web feature for the Selma to Montgomery National Historic Trail. Visitors can access “We Shall Overcome: Historic Places of the Civil Rights Movement.” On a corresponding map, visitors can select pre-identified hot-spots and view historic photographs and interpretive text regarding what happened at that location. This application would be useful for both sites as a pre-visit and post-visit visitor opportunity. Harpers Ferry Center developed similar media products for Boston National Historical Park and Keweenaw National Historical Park.
- Incorporate interactions with objects in the parkwide experience in exhibits and scheduled special events programs. For example, invite crafts people to demonstrate art objects made by Nikkei while incarcerated at Minidoka. Later, when exhibits are constructed, visitors can handle reproduction items near original items on exhibit.
- Provide 3-D virtual renderings of camp
  - Google Earth
  - View interior of buildings

- Create an online exhibit, similar to the one created to accompany the exhibition “The Art of Gaman” at the Smithsonian Museum of American Art, highlighting original objects in the park collection.
- Seek funding to develop two traveling exhibits; (see temporary exhibit recommendations for the Idaho Unit). Identify funds to support insurance and mailing fees so the NPS can ensure access.

## Develop a variety of publication approaches

- Create a rack card to use to promote park visitation and visitor recognition. Interpret the Idaho Unit on one side and the Bainbridge Island Unit on the other side.
- Develop an in-house publications plan. Identify topics to interpret. Consider coordinating research and production of at least one site bulletin to connect with the theme of the annual symposium so there is a nice take-away for participants and an addition to the site bulletin program. Topics identified during the workshop:
  - Incarcerees listed on the Honor Roll
  - Children in the Camps
  - Religion in the Camps
- Work with Harpers Ferry Center on the development of the official NPS guide and map, also known as the Unigrid brochure.

## Expand Park Partnerships

- Nurture current park partnerships and seek new opportunities to fulfill the park’s broad purpose and mission. Both the 2006 General Management Plan for the Idaho Unit and the 2005 Special Resource Study for the Bainbridge Island Unit stress the importance of partnerships to obtain important oral histories from eye witnesses and to help restore and interpret Minidoka National Historic Site. Funding of the GMP Amendment will include the new lands added in Idaho and the Bainbridge Island Unit in 2008 and is critical for future planning and development efforts.
- Bring partners together periodically to discuss common ground, consider the organizational strengths of each partner (for example Densho with audiovisual biographical documentaries), and then assess future shared projects and approaches.
- Seek collaborative projects where each partner can contribute expertise; for example, the annotated bibliography developed with the University of Washington. Work with partners to identify their planning needs that interconnect with Minidoka National Historic Site. When mutually beneficial projects are identified, apply for funding and grants together.
- Explore future research opportunities with University of Washington, Boise State University, and the College of Southern Idaho faculties and students. Explore the National Park Service’s cooperative studies units to determine what other universities have to offer that could help Minidoka National Historic Site.
- Continue to collect oral histories through Densho and use these histories in future interpretive programs and media – exhibits, podcasts, etc. Consider how to collect additional oral histories:
  - Look at efforts of other organizations;
  - Create more opportunities for individuals to tell their story.
- Find and connect with more partners that relate to the constitutional/civil rights story – including both Japanese Americans directly affected during the historic period and other groups.
- Share knowledge and experiences; have “lessons learned” conversations during scheduled partner meetings.

## Potential Partner Projects Discussed

Participate in the 2013 “All Camp Symposium” in Seattle, Washington. Discuss with partners how best to take advantage of this opportunity to share what is being accomplished at both units and to make important contacts that could enhance future interpretation at Minidoka National Historic Site.

- Develop and organize separate interpretive files from the archival files. Consider project needs – have an interdivisional discussion and then write a project proposal or scope of work to define as a university student project.
- Support the Tule Lake, Manzanar, and Minidoka partnership.
  - Continue quarterly conference calls to identify mutual needs and keep abreast of what is going on at each location.
  - Prepare to work on upcoming long-distance learning project. Identify what can be done before project is funded.
- Explore developing a partnership between all NPS WWII related parks.
  - Consider developing a symposium with rotating sponsors
  - Identify mutually beneficial projects, resources, etc.

## Idaho Unit Recommendations

The General Management Plan emphasizes on-site education and interpretation and the extensive treatment and use of cultural resources in telling the Minidoka story.

“On-site education and interpretation will be accomplished through a wide range of visitor experiences, including immersion into the historic scene, interaction with a variety of educational and interpretive media and personal services, and participation in creative and self-directed activities. . . The national monument will use various preservation techniques to protect and enhance historic resources, such as delineation, stabilization, restoration, rehabilitation, and reconstruction. These historic resources will be used for interpretive purposes to accurately and authentically convey the history and significance of the national monument. The reestablishment of a residential block in an original location and configuration will be the cornerstone of interpretive services and facilities at the national monument, essential for understanding and appreciation of the incarceration experience and the significance of the national monument. A visitor contact facility and maintenance area will be developed at the national monument by adaptively rehabilitating existing historic buildings.” *2006 Minidoka National Monument General Management Plan*

Minidoka incarcerated were Nikkei forcibly removed from their homes in four states: Washington, Oregon, California, and Alaska. The majority of those at Minidoka were from northwest Oregon and central Washington.

After WWII, the lands and structures that once housed incarcerated at Minidoka became homesteads and farm buildings. Today area land use patterns and structures are reminders of the agricultural traditions introduced by incarcerated and post-WWII land lottery recipients. Within the boundaries of Minidoka National Historic Site, the GMP recommended restoration and recreation of the historic scene and the planning for development of requisite visitor support facilities and services are now underway.

Interested and motivated visitors are coming to Minidoka NHS. Park staff tell the Minidoka story at the Hagerman Fossil Beds NM Visitor Center which is an hour's drive from the historic site. During this planning process the staff expressed concern regarding the need to be on site to protect and interpret the ongoing restoration and serve the dedicated visitors that make the trip – often former incarcerated and their extended family.

Establishing a park is an expensive and lengthy process, dependent on funds, staff availability, and partnership support through donations and in-kind services. Traditional hallmarks of an NPS high caliber visitor experience include availability of:

- Pre-visit information;
- Easy wayfinding to and throughout the park;
- Accessible facilities and ease of access at primary features;
- A visitor center that provides for basic visitor comfort requirements including restrooms and water, information explaining the site's significance – i.e. why it is part of the National Park Service, as well as a bookstore with theme specific interpretive sales items; and
- A range of educational options to discover and learn about the park, so visitors can plan their stay based on their time, interest, and funds available.

In light of visitor expectations and existing conditions, this LRIP presents an array of short and long term recommendations for the Idaho Unit that will be adjusted annually based on the ongoing restoration, facility development to support the visitor experience, funding, and staff availability.

## Short-term Interpretive Facility and Media Recommendations

Seek funding to plan and design two exhibits that would include artifact displays and archeology. One exhibit would be utilized to replace the temporary Minidoka National Historic Site exhibit in the Hagerman Fossil Beds NM Visitor Center, the second exhibit would travel. Note: the Hagerman Fossil Beds NM visitor center is currently the main point of contact where visitors are provided information and interpretation related to Minidoka. A small exhibit introduces visitors to the Minidoka story. When funding is received, plan the exhibits with the following guidance:

- Create new theme organized exhibit panels that utilize hierarchical labels and that integrate text and photographs to accentuate and highlight each other.
- Utilize more props and some limited artifacts to bring life to the exhibit. The use of props such as the suitcases is good but it is not reaching its full impact in the current arrangement and relationship to the images. The exhibit area could be enhanced using original artifacts and documents from the museum collection.
- Dedicated exhibit lighting would do a lot to highlight the current exhibits. The overhead florescent lighting seriously diminishes the ability of the visitor to get the sense of being in a simulated barrack room.

Note: As the development of an on-site program at Minidoka continues, the objectives of exhibit media at the Hagerman Fossil Beds NM Visitor Center will change. The space now housing the temporary Minidoka National Historic Site temporary exhibit will be utilized to interpret another park theme – the Oregon Trail – which crosses through a section of Hagerman Fossil Beds National Monument. When interpretive facilities are available at the historic site, the temporary exhibit used at the Hagerman Fossil Beds Visitor Center will begin its second life as a traveling exhibit.

## Recommendations for Personal Services Related to Facility Development

The park received funds in fiscal year 2013 to convert the historic warehouse building near Block 22 into a Visitor Center.

- Establish a permanent staff presence on site before the Visitor Center is constructed.
- Until a visitor center is open to the public, use the surviving residence on the Herrmann property for an on-site staff office to supervise the ongoing restoration and convert the living room into a temporary visitor contact station to serve the visiting public. The park has submitted a PMIS package to stabilize this building and adaptively re-use it to support park needs.

## Long-term Recommended Media Treatments Supporting GMP Recommendations

Create an on-site interpretive experience carried by restored and reconstructed buildings and historically furnished room interiors or vignettes. Core interpretive media elements include:

- a visitor center in the rehabilitated warehouse with interactive exhibits, a 40-seat theater, and an orientation film;
- a covered outdoor interpretive plaza to provide information and orientation when the visitor center is closed – the plaza will also be available for use as a staging area for school and tour groups;
- a free-audio tour of the camp along the interpretive trail and through structures in Block 22 using first-person accounts of what daily life was like at Minidoka; and
- the use of augmented reality views and sculpted figures in some locations and ghost structures within Block 22.

The visitor experience goal is that each person can connect and experience the story on their own terms, by walking past or through Minidoka Relocation Center’s restored and partially furnished historic structures; with or without the audio tour; or, when available, participate in special events or ranger led guided tours and education programs.

The principle challenge with the camp site is to envision what the landscape looked like during WWII and the scale of the camp. A few relics of the camp remain on the landscape but the enormity of the site and the scale of the buildings has been lost to time and irrigated fields. Rebuilding an emotional image of the camp experience through interpretive media and a portion of the actual camp through infrastructure development will have a profound and lasting interpretive impact. This process began with the recent installation of the Honor Roll, the relocation of an original barrack and mess hall in Block 22, and the re-establishment of a portion of the historic barbed wire fence at the camp entrance. The process of developing the site so it can be visualized should continue.

The camp site is a quiet and complete place by nature. The open fields and rural setting establish a reflective tone. In order to build on the atmosphere that is naturally present, the planning team recommends that the area of high-density 21st century media treatment be confined to the visitor center. If interested, visitors can hand carry audio tours while experiencing the restored and recreated historic scene at several locations: Block 22, Root Cellar, and the exterior restored Fire Station at the Herrmann farm. Historic structures, furnishings, and modest no-tech exhibits that reflect the historic scene will be available to visitors at various locations providing opportunities for enhanced interpretation. Additional media details follow by site location.

## Historic Structures and Landscapes

### Park Entrance

Incorporate in the Fletcher Farr & Ayote site concept design a location to place a 2-panel interpretive kiosk that:

- Describes the significance of the park and the over-arching story. None of the wayside panels near the entrance give an overview to this era of U. S. history: from pre-war anti-Asian prejudice; to exclusion and incarceration following Pearl Harbor; to resettlement and reparation. The current waysides are great but they are very site specific.
- Create a park orientation panel with map to help visitors understand their options. Invite visitors to start at the visitor center where an audio tour, exhibits, and orientation film is available.

Include a brochure box for the future Unigrid folder; park produced site bulletins can be used in the interim.

Provide clear signage to lead the visitor directly to the visitor center where they can get an overview of the story.

Consider use of an outdoor exhibit sculpted figure representing a guard at the gate.

The park has submitted a funding package to rehabilitate the historic relocation center entrance area. The construction of a portion of the barbed wire fence at the historic

entrance was completed in the fall of 2011. The park plans to reconstruct the guard tower that was at the camp entrance. The parking lot will be down-sized and the porta-jon removed. Only handicap parking will remain in this location. Most parking will be located by the visitor center. The park will have overflow parking for special events across the street in the old Robison property.

### Interpretive Plaza – outside the Visitor Center

Develop an interpretive plaza outside the visitor center. Its purpose will be to provide interpretation and site orientation when the visitor center is closed. This outside shaded plaza area will also work well for staff to begin ranger-led tours for large groups; and, if desired picnic tables could be made available. If technically possible, include a solar powered download station for people to access the audio tour on their mobile devices after hours.

The plaza will include:

- A three panel kiosk: a bulletin board for posting announcements; an information and orientation panel that repeats the over-arching story of pre-WWII anti-Asian sentiment, exclusion and incarceration, and resettlement and reparation information (for visitors that go directly to the visitor center or for those who do not take the time to read the kiosk at the historic entrance); and the third panel will include a park map and site specific orientation information.

- A 3-D tactile topographical relief model of the entire camp: This model will illustrate size and scope of the original camp and allow for enhanced accessibility for visitors with visual, mobility, or cognitive impairments. Markers indicating “You are here” will aid in orientating visitors to the site.
- 3-D bas-relief elements: The focus of the panels would be to present the story of the camp. The future audio tour could utilize the panels before visitors walk to Block 22.

**Visitor Center**

The permanent visitor center will be in the historic warehouse located near Block 22. Interior space will include an information desk, area to access the free audio tour, a cooperating association sales area, and exhibit area. The planning team recommends three interpretive exhibit pods that would explore in more detail the three interpretive phases of this story: pre-WWII anti-Japanese sentiment; exclusion and incarceration; and resettlement and reparation. Future Idaho Unit exhibits should explore the following interpretive themes:

- Constitutional and Civil Rights
- People themes, 1-3
- Place themes: 2-5
- World War II theme and subthemes

Use a narrative thread in all interpretive media (exhibits, orientation film, and audio tour), where visitors have the opportunity to follow several individuals through their actual experience, in order to build an emotional image of life in the camp. Some of these individuals will be the incarcerated; others may be



Twenty-three interpretive panels tell the story of the people incarcerated here amid the historic structures and landscapes.

“Word was out that they were recruiting workers for \$1.09 an hour. That was hands down the most money one could ever earn in Twin Falls. That’s why my friend and I were quick to respond. I thought, ‘Wow, they’re building a camp out here?’ They had to dynamite and scrape the desert. When it got windy, we tied handkerchiefs across our face due to the sand and lava dust. There were no buildings or any kind of shade.”

- Murray North



The Minidoka museum collection includes a Japanese doll.

a camp guard, a WRA employee, or a local farmer or rancher. By letting the visitor see the experience through the eyes of those who lived it, they are more readily able to connect with the story and emotions. These individuals will be highlighted across several types of media at both the visitor center and throughout the site. First person accounts will give visitors insights on the personal impact of those who lived and worked at Minidoka during WWII.

Interpretive elements will include:

- Artifacts from the museum collection.
- Orientation material should include a “Plan your visit” section to let visitors know what can be done in a specific amount of time. Orientation would normally be the first thing visitors would encounter in the new Visitor Center.
- All interpretive media developed will reach the broadest range of users possible through audio description, captioning, and other accessibility requirements. When media funding requests are developed, a discussion should include whether specific media products should be translated into other languages. The NPS shall obtain all rights for use, sale, and distribution of the film and all media products.

The Visitor Center will be the point of distribution for the audio tour. The tour will begin and end at the Visitor Center and take visitors along the historic trail throughout the camp and within camp structures. The audio tour with many first person accounts and the remaining historically furnished structures and artifacts

will carry the story through the reflections and oral histories of former incarcerated and others.

AV Recommendations for Visitor Center:

- Use AV elements to enhance the exhibit experience. Some of those elements could be exhibit videos, audio stations, computer interactive games, and augmented reality stations to visualize the camp.
- Wire the Visitor Center for WiFi and fast downloads so visitors can utilize the network to download media to personal devices.
- Create a first rate High Definition 5.1 surround sound interpretive film that will be a hallmark interpretive product for this site. The film will humanize the story while placing the events in context and tying together the multiple locations of this story. This product will also be useful as an interpretive element that can travel off site and be used at the Idaho and Bainbridge Island Units, as well as other incarceration sites. A funding proposal has been submitted to produce an interpretive film.
- Develop a multifaceted free audio tour that is based solely on interviews with those who experienced Minidoka. The audio tour will serve as an interpretive thread throughout the site and will give insight to life at the camp along with feelings about having to be at the camp. The tour should be site specific exploring different themes that illustrate different areas of the site through first person accounts that incorporate diverse points of view. The audio tour will be able to be checked

out at the Visitor Center Desk, or made available for download on the Park’s website or iTunes for use on the individual’s personal device. The audio tour will be an important media component assisting with universal access, particularly for visitors who are blind or have low vision.

Re-define the open space in Fletcher Farr & Ayote schematic plan as a theater space for a 40-seat high definition theater with surround sound; this room would accommodate the typical size of school groups that visit the park. Why is it important to redefine the use of this space?

- Some visitors may not make it to the Block 22 buildings; it will be important that they have the opportunity to view the orientation film at the Visitor Center.
- Learning the background of the incarceration experience at the Visitor Center allows visitors to experience the site from a more informed perspective.
- This area will serve as a transitional space from the arrival experience to the camp experience. The rehabilitated and remodeled warehouse visitor center represents Minidoka NHS today, where visitors experience the more abstract themes of racism and violation of civil liberties, along with how the legacy of Minidoka impacts their lives. Going from the visitor center into the Block 22 buildings represents a step back in time, where the visitor experiences the more intimate details of life in an incarceration camp told from first person perspectives.

- Telling the overarching civil rights story of the incarceration in a dedicated exhibit environment will allow the exhibit planners the freedom to utilize techniques that they might not be available in the Block 22 buildings. Combining exhibit and AV media, perhaps to the point of integration of the exhibits with a park film, would be possible.
- The high ceilings in the warehouse will allow a wider gamut of possibilities for exhibits.

Note: At this time, the cost to create the small auditorium space in the area now defined as open space in the Fletcher Farr & Ayote concept plan may be beyond the approved budget for the visitor center. This recommendation is presented at this time, so the park can create a phase 2 visitor center funding package, when the budget climate changes; or if partner funding later becomes available.



This four-panel screen with scroll work was made by Tom Matsumoto while at Minidoka.



The only remaining historic warehouse, which once housed a tire repair shop, will be the historic site’s new Visitor Center.

## Interpretive Trail

- Review existing wayside exhibits, determine if other topics or locations require a wayside and then develop a consolidated funding request for planning, design, and installation of new waysides. Include in this request the recommended panels for the historic entrance and the visitor center plaza.
- Provide additional methods to help visitors understand the size and scope of the Minidoka Relocation Center. Along the trail between the site of the future visitor center and Block 22, there is a very nice view overlooking Block 22; several improvements could be made at this location.

- Short term: Place a bench where people can rest and reflect.
- Long-term: Provide a roofed seating area, compatible with the historic scene. If there is a lengthy introduction to the audio tour, this location would offer a nice setting to listen and rest for a moment.
- Other Options:
  - Locate a well-positioned wayside with an aerial view of the camp.
  - Create a transparent upright panel with camp buildings etched onto the surface positioned so that the buildings appeared to sit on the landscape behind the panel.
  - Produce augmented reality viewing scopes that visitor look through to see historic photos to repopulate the landscape with buildings. This device could be placed at several locations along the trail for different perspectives and images.



Park staff install wayside panels along the 1.6 mile interpretive trail.

## Block 22

Complete the reconstruction of Block 22 with the addition of a third structure and use an outdoor exhibit technique known as “ghosting” structures to represent the missing buildings. In a historic camp block there were 12 barracks, a mess hall, a recreation hall, and lavatory/laundry building. However, only six of the 12 barracks were used as residences in Block 22; the other barracks were used for camp administrative purposes and one of the barracks was used to hold church functions.

Ghosting structures gives visitors a very real sense of the size and scale of one block because the visitor is able to walk through the physical space of a camp block. This technique was successfully used by the NPS at Tuskegee Airmen NHS.

The LRIP planning team recommends reconstruction of a recreation center; rather than adding a 2nd rebuilt barrack building (a current PMIS request); this change will enable the park to broaden its interpretation of daily life.

Seek funding to undertake a historic furnishings plan for Minidoka National Historic Site. This documentation is critical to inform the planning of the interiors for the barrack, mess hall, and recreation center. Post the plan on the website when completed. One option to consider is to consult with Harpers Ferry Center on the possibility of conducting a preliminary research project. This project could inform the development of the furnishings plan and future exhibits along with audiovisual planning. A funding proposal has been submitted.



An artist's rendering of a reestablished Block 22.

Sketch by Seth Seablom, GMP, p. 58

## Barrack Building

Help visitors understand the living conditions at Minidoka through the development of three different furnished rooms.

- Furnish one apartment in the restored original barracks with objects representing how the quarters would have looked when an internee first arrived.
- Furnish a second room to represent what an apartment would have looked like after a family had been living there for a year or two.
- In the third room two options were discussed. Option 1: The park could consider developing an exhibit on the model barrack developed by famous architect and furniture designer George

Nakashima who was incarcerated at Minidoka. Option 2: In the 3rd room provide reproductions of the objects that the government provided. Provide one or two suitcases filled with objects that represent what the incarcerated would have brought with them. Also provide a variety of things that would have been available at the site (scrap wood for furniture, tin can lids to nail over knot holes, paper for artwork or crafts, etc.). Invite visitors to furnish their quarters.

These three exhibits will provide a way for visitors to understand the obstacles incarcerated faced upon arrival at Minidoka and what resources were available to help them personalize and improve their surroundings.



A historic barrack building was returned to the site in two sections.

## Mess Hall

Help visitors understand the impact of communal cooking and dining at Minidoka. The mess hall will be set up to look like it would have during incarceration with tables, a kitchen, and serving area. While it will appear to be a mess hall with a portion of it historically furnished, it will also serve as a multipurpose space where large groups and tours can come in, have a program presented, or relax and escape the elements. A portion of the hall will be dedicated exhibit space that addresses the people and place themes.

- Furnish the kitchen area of the mess hall with historic objects and provide a barrier to prevent entry by visitors.

- Furnish the dining area of the mess hall with reproduction picnic tables that convert to benches for evening programs. Furnish one picnic table in the mess hall with tableware (plates, cups, serving dishes, perhaps imitation food etc.), and cover with plexi-glass as an exhibit.
- Provide interpretive flipbooks fastened to a few of the table surfaces. These flipbooks can contain photographs of life at Minidoka, pages from the Minidoka Irrigator, or excerpts from the diary of Arthur Kleinkopf. Because the mess hall is so large this recommendation could easily be accommodated here.

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"I also remember the food they served in the mess halls. A lot of food that didn't seem like it was fit for human consumption, but the worst was the mutton stew! The stench from the mutton permeated the entire campground, and I can remember that most of it wound up in the garbage cans, because no one wanted to eat it. To this day, I cannot eat any lamb products, because of my earlier unpleasant associations."

- Grace Ichikawa

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Picnic tables filled this mess hall.

Johnson and Son, park files

## Recreation Center

Develop hands on exhibits that illustrate various aspects of life at Minidoka in order to reflect park themes. Exhibits could address a variety of topics including:

- Highlight the kinds of activities that occurred at the recreation center. Discuss recreation, sports, and social life – over 9,000 people lived here for 2-3 years. It will be important to emphasize that the government did not supply funds for recreation. Individuals who were incarcerated here pooled their resources and bought their own supplies.
- In this location the park could exhibit some of the beautiful items made by incarcerated while at Minidoka to illustrate the artistry and ingenuity of those incarcerated.
- This space could also be used to host traveling exhibitions.
- Another option to explore would be to develop an exhibit that discusses through the lens of recreation and social life, what different members of camp did and why it was so hard, or relatively easy to adapt to Minidoka if one were Issei, Nisei, male, female, or a young child. It would be important to offer multiple points of view so as not to in any way give the impression of a typical experience.

It should be noted that it will be several years before these historically furnished exhibits are in place. In the interim site bulletins could be developed on these topics and made available at the visitor center or on the park website.

## Root Cellar

Interpret the importance of this structure in terms of daily life in the community. Its remarkable survival is a testimony to the quality of the craftsmanship of the incarcerated. This structure was built by incarcerated from plans developed by Idaho construction firm Morris and Knudsen, the firm contracted to construct Minidoka Relocation Center.

The roof system is quite ingenious. During restoration of the structure, staff should explore ways to repair the roof and exhibit its construction. A funding package has been submitted to rehabilitate the structure.

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“Two hundred twenty acres of vegetables will be planted during the first week of June. There will be five acres of melons and cantaloupes; fifteen acres of late peas; twenty acres of late carrots; ten acres of squash and cucumbers; twenty-five acres of late potatoes; and five acres each of beets, spinach, and radishes.”

- Arthur Kleinkopf

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## Herrmann House and Historic Fire Station

The public will be encouraged to visit this site to see the historic fire station, which was once part of Minidoka's administrative area, and to learn about what happened to the lands that comprised Minidoka at the close of WWII. In 1946, a lottery allowed veterans to compete for 81 farm parcels. This part of the site history will be carried by the surviving residence constructed as part of the "Farm-in-a Day Program." Interpretation at both locations will be carried by the audio tour and wayside exhibits.

Long-range plans call for the preservation of the historic fire station exterior; the interior of this structure will be used to support site

preservation needs. The surviving homestead will serve as staff offices and, if necessary, this building may serve a short tour of duty as a temporary visitor contact station until the permanent facility in the historic warehouse is opened.

Interpret the homestead story with a variety of interpretive programs: site bulletin; a then/now section on the website; create a scrapbook featuring the homesteads developed on Minidoka land and then repurpose as a web feature; and host a gathering of local people that grew up in a former Minidoka structure and use as an opportunity to collect oral histories.

Funding packages has been submitted for the fire station, the Herrmann house, and the outbuildings.



Fire Station No. 1 was one of two fire stations at the center.

## Personal Services

### Short-term Recommendations

- Continue to interpret Minidoka with an on-site presence as staffing permits. An important step will be to increase the number and variety (i.e., architecture tour, children of the camp, voices of Minidoka) of tours available at the site.
- Establish a Volunteer-In-Parks program and identify parkwide program objectives. The Division of Interpretation and Education is responsible for recruiting, training, and managing the program: ordering uniforms, supplies, and equipment; maintaining the official records and budget; honoring volunteer service; and consulting with the PWR VIP program coordinator.
- Develop a “park watch program” and identify roles and responsibilities, equipment needed, etc.
- Provide increased interpretive training for staff, witnesses, and volunteers that meet NPS standards and create Individual Development Plans (IDPs).
- Train all staff on the parameters of the museum Scope of Collection Statement and all relevant collection policies and procedures.

### Mid-term Recommendations

- The most important step during this phase of development is to establish a permanent staff presence on site before the Visitor Center is constructed. (See short-term Idaho Unit facility recommendations.)

- Develop a permanent 7-day, 6-hour daily interpretive presence on site, May 1 – October 31. Hours of operation should be determined and advertised. Because it takes 1 hour travel time to get to Minidoka from Hagerman, the employee covering this station would be assigned on-site for a 6-hour tour of duty.
- Develop a map that: provides the number of miles from Bainbridge Island to Manzanar (an unknown destination) to Minidoka (a known destination, which was also a little closer to home); shows the relative location of Seattle, Bainbridge Island, Puyallup WCCA Assembly Center, Portland WCCA Assembly Center, Tule Lake WRA Center, DOJ Crystal City, TX camp, and Minidoka NHS; and Minidoka source population originating areas with numbers.
- Explore ways to see an individual in both places – at Bainbridge Island before and after WWII and at Minidoka during the War – perhaps through a comparison of the residences occupied and their furnishing.
- Develop a site log where staff can record their daily observations in order to build a working knowledge of site activities and visitors. The log will also help to build cohesiveness between the staff members that share this duty station but may only see each other infrequently.

### Long-term Recommendations

- Once the visitor center is opened, it will be staffed year-round with an established interpretive program. Current GMP visitation projection is 88,000 annually.

- Types of programs the staff will implement:
  - Visitor orientation, information, and interpretation at the visitor center;
  - On-site roving interpretation;
  - Advertised programs for the general visitor;
  - Curriculum based education programs;
  - Conduct tri-park long distance learning project with Tule Lake and Manzanar, and where appropriate, include the Bainbridge Island Unit;
  - Work with Bainbridge Island Unit to develop an Idaho Unit “Only What We Can Carry” Program;
  - Special programs and events at the visitor center and mess hall.
- Information on these forms can be used in future oral history projects or research.
  - Partner with the local library or historical society to conduct an evening or weekend program to share known local stories about residents and seek new information.
- Develop on-site curriculum based education programs
  - Seek grants to transport students to site and partnership opportunities with local schools. Hagerman Fossil Beds NM currently has such a transportation grant.
  - Re-establish teacher workshops piloted with Densho. Work with a local university to see if teaching credits for certification are possible for in-service training – perhaps with College of Southern Idaho and Boise State University.

## Programs and Partnerships

- Develop written criteria and strategy for the ongoing collection of oral histories. Include an emphasis on the need to interview local residents who employed incarcerated in their farming operations or assisted incarcerated in any way, and any surviving War Relocation Authority employees that worked at Minidoka along with their families. When a process and/or program is in place:
  - The park has created a “Story Form” to collect stories and contact information from visitors that have a connection to Minidoka. It will be important for staff to follow-up with these contacts.
- Develop a strong relationship with the Jerome County Historical Society (JCHS)
  - Help JCHS identify what unique stories they can tell in their barrack – stories that expand, complement, and do not replicate on-site interpretation at Minidoka. Perhaps this is a good site to interpret the impact of Minidoka on the local community.
  - Determine what items related to Minidoka are in the Jerome Museum

## Bainbridge Island Unit

During the August 2011 LRIP Recommendations Workshop, the Minidoka National Historic Site Superintendent and Chief of Interpretation and Education met with the Bainbridge Island partners to discuss priorities for interpretation and education. The Pacific West Region general management planner, a Harpers Ferry Center (HFC) interpretive planner, and HFC media specialists joined these discussions. Recommendations were discussed and collaboratively prioritized.

In light of visitor expectations and existing conditions, this LRIP presents an array of short and long term recommendations for the Bainbridge Island Unit that will be adjusted annually based on the ongoing facility development to support the visitor experience, funding, and staff availability.



The *Nidoto Nai Yoni* Memorial is dedicated to those who were forced to leave their homes and to the community that stood by them and welcomed them home.

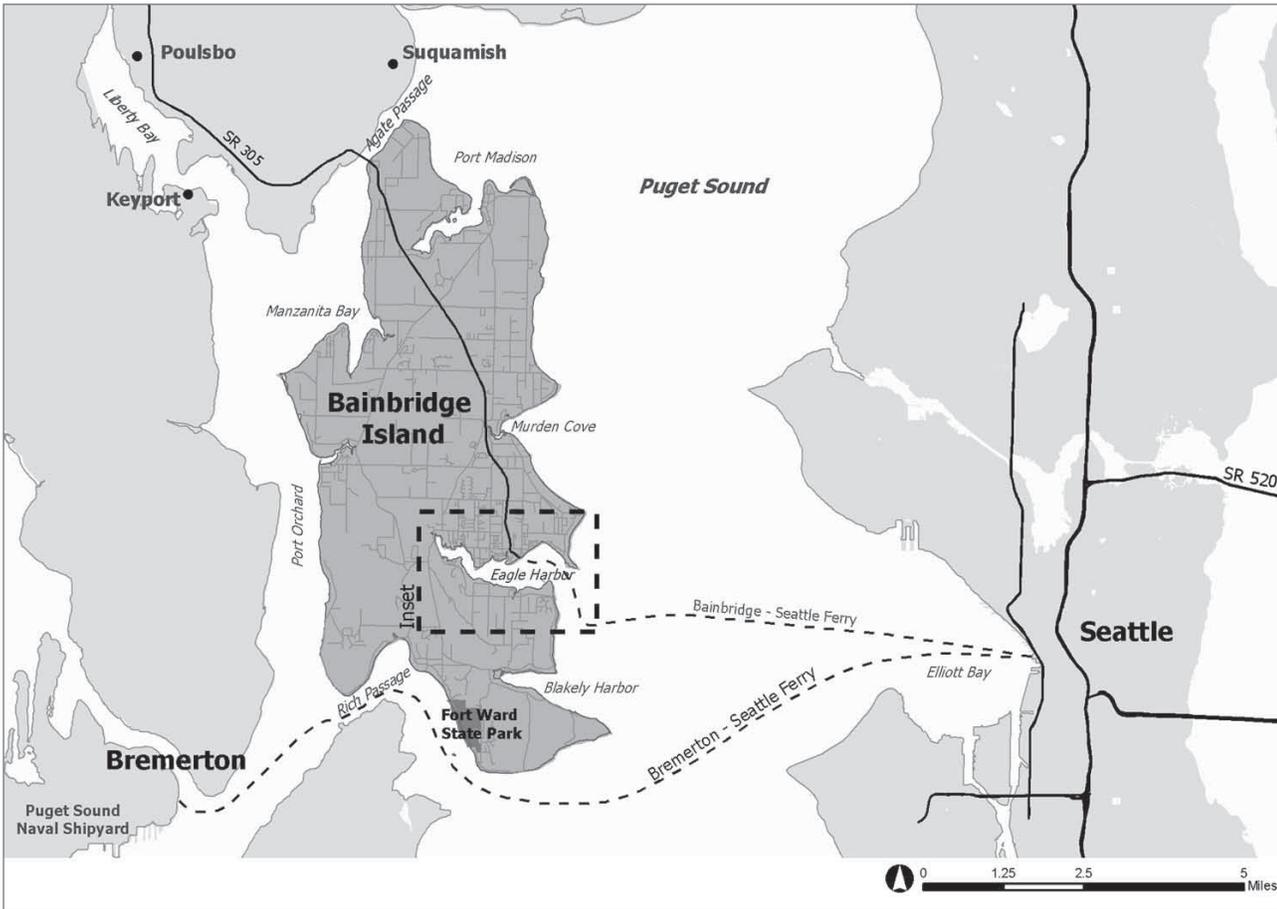
The interpretive content for this unit should focus on the following park themes:

- Constitutional and Civil Rights
- WWII
- People – theme three
- Place – theme one

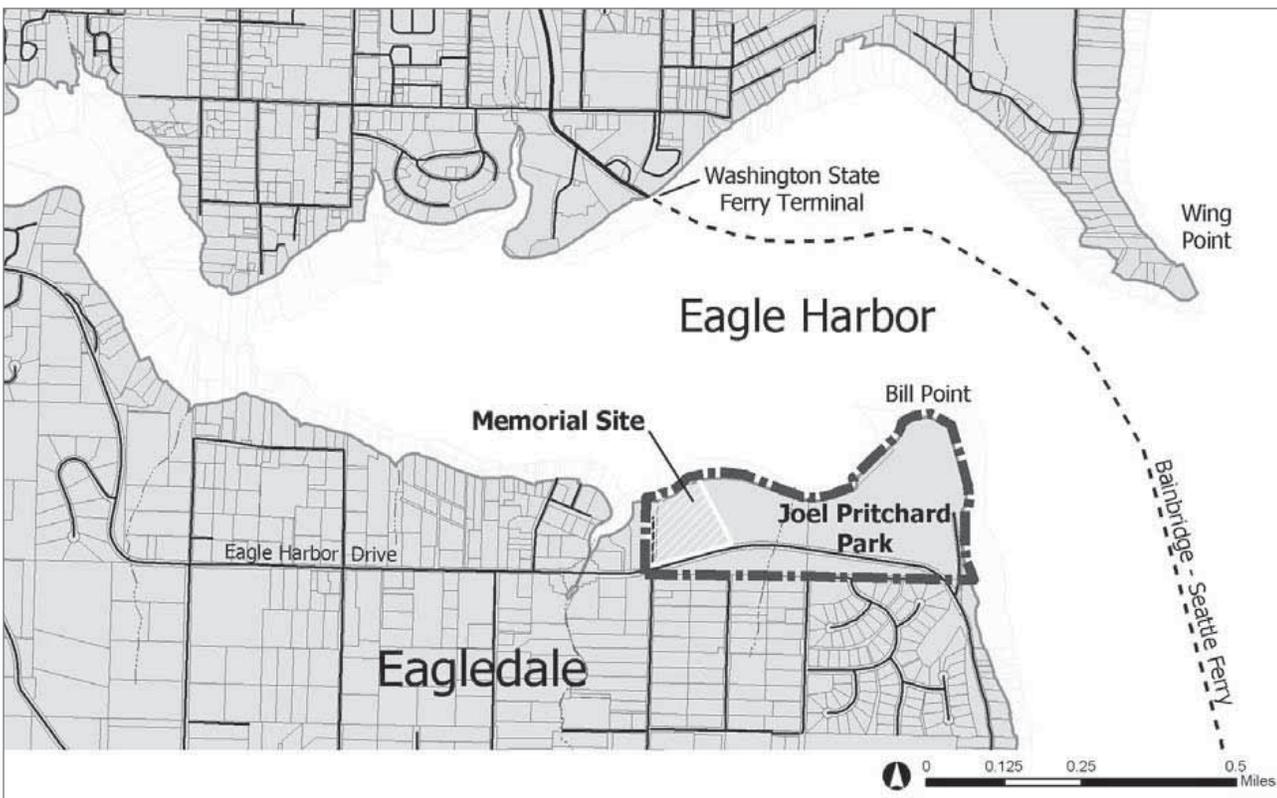
## Interpretive Facility Development

### Short-term Recommendations

- Finalize and approve cooperative management agreement in order to move forward with the planning, design, construction, and operation of the Memorial.
- All partners to participate in planning future facility development at the site. Determine the best approaches to move forward with these projects. Construction plans will need to be reviewed by many authorities including the City of Bainbridge Island, the Army Corps of Engineers, the National Park Service Development Advisory Board, as well as each partner's executive boards. It will be crucial to develop plans that build upon the strengths of each partner and are cost-effective in light of financial difficulties plaguing the nation.



These maps show the site of the Memorial within Joel Pritchard Park.



## Design Charette for the Proposed Pier

The Jones & Jones conceptual design schematics illustrate a 200 foot pier that represents the 200 Nikkei who returned to Bainbridge Island following their forced exile during WWII. It is highly recommended by the current LRIP planning team to keep the future pier site design contemplative. The pier, like the Memorial Wall, should be a place for reflection. The Memorial Wall and walkway will lead directly to the future commemorative pier – the historic site of the original Eagledale Ferry dock. The pier should match the nature and feeling of the Memorial Wall.



- Do not utilize outdoor soundscapes – put these kinds of media elements in the proposed future visitor center.
- Consider how to tie important messages to the arc of history. The interpretive message of the pier is a hopeful message – 200 Islanders chose to return. During the design charette, it will be important to discuss the tone of this important and symbolic element of the site. And remember, all returning Japanese Americans did not return via the Eagledale ferry dock. Historically, there were three docks utilized by Bainbridge Islanders following WWII. Other design components discussed:
  - One unobtrusive way to get specific messages out in a subliminal fashion would be to carve messages in the planks that take you out to the end of the pier. Future visitors could contemplate new information, experiences, ideas, and emotions discovered while gazing across the Sound.
  - Provide seating to encourage reflection.
  - Consider use of figures or sculptural elements as part of the pier landscape.

Phase 3 will be the reestablishment of a section of the Eagledale Ferry Dock in its original location.

## Design Charette for the proposed Visitor Center

- Utilize the Denver Service Center visitor planning facility planning model to insure that project moves with ease through the appropriate NPS channels for approval.
  - Review BIJAEMA’s Memorial concept plans developed by Seattle firm Jones & Jones.
  - Discuss the building functions that this structure is intended to accommodate. Examples might include exhibits, an orientation desk, research area, staff offices, and possibly room for maintenance staff and supplies.
  - Incorporate LRIP Media Recommendations for the Interpretive Center outlined below.

## LRIP Media Recommendations for the Proposed Visitor Center

The *2005 Bainbridge Island Japanese American Memorial Study of Alternatives/Environmental Assessment* discusses the importance of the addition of the Bainbridge Island Unit to Minidoka National Historic Site, and notes the significant role interpretation will play in sharing the site’s history with future visitors:

*Visitor opportunities would be enhanced and expanded by having an authentic and significant site [the Nidoto Nai Yoni (Never Let it Happen Again) Japanese American Memorial] associated with the internment and incarceration history in a major metropolitan area. . . . a benefit that neither Minidoka or Manzanar, nor any of the other WRA camps can boast. . . . The ability to connect with these*

*populations for interpretation, outreach, and preservation of historic resources is critical...*

Visitor Center exhibits should contain an orientation component that ties the Bainbridge Island Unit to other local and regional sites. The orientation could be done in the context of the path that the Bainbridge Island incarcerated took from their homes to Manzanar and Minidoka, and back. Possible media include maps, tactile maps and models, AV presentation, and interactive maps. Orientation material should include a “Plan your visit” section to let people know what can be done in a specific amount of time, including visiting other sites on Bainbridge Island and beyond to Minidoka. Orientation would normally be the first thing that visitors encounter in the new Visitor Center.

Design the exhibit as a self-contained space where theatrical lighting effects and large graphic elements can be paired with textual and other media to tell the bigger thematic concepts through the first hand stories of incarcerated. A proven engagement approach to topics such as the Japanese-American incarceration is role identification. A visitor takes the identity of a real individual that went through the incarceration experience and learns more about the individual throughout the exhibit which have elements keyed to that person (in various interactive exhibit elements or featuring oral history interviews with the real Bainbridge Island witnesses, for example).

Exhibits will also provide the opportunity to view original artifacts. Original handmade objects would be best displayed as art objects, individually or in small groups, in cases so that people can get close enough to see the detail. Other more

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“When this mess is all over, your people are going to want to come home. You’ll be welcomed with open arms by the vast majority of us, but those who don’t or won’t understand will not feel that way.”

- Walt Woodward in a letter to Paul Ohtaki

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generic objects (store bought furniture and household objects) could form the core of vignettes showing life on Bainbridge Island before relocation and life at Minidoka. These vignettes should be based on historic photos of interiors of Japanese American houses on Bainbridge Island and of barrack rooms at Minidoka Relocation Center.

A stand-alone film should be considered for the Visitor Center. The film could be tied into the exhibit experience by exiting into the exhibit space and thereby introducing the exhibit concepts. The film could also be developed and presented as a totally separate event. Personal accounts will help connect visitors to the individuals, the place, and the story. A funding proposal has been submitted for a film for both the Idaho and Bainbridge Island Units.

## Pre-visit Experience

### Short-term Recommendations

- Develop website content regarding the Bainbridge Island Unit on Minidoka National Historic Site's official website on <http://www.nps.gov>. Provide photographs and up-to-date information about the Bainbridge Island Unit. An exciting and interesting website is critical to promote interest and visitation. Link to all partner websites.
- Explore the possibility with Klondike Gold Rush National Historic Site of using a portion of their Seattle Visitor Center to display a small exhibit on Minidoka National Historic Site. The exhibit could be as simple as a panel, or could include a case with

artifacts. Interpretation should introduce potential park visitors to the park story and direct them to the sites at Bainbridge Island and in Idaho.

- Develop an improved presence in the local tourism community.
- Distribute rack cards at local tourism destinations, transportation meccas, hotels, and bed and breakfast facilities to promote visitation and site recognition. (See parkwide recommendations).
- Continue ongoing communication with the Chamber of Commerce, the Tourism Alliance, and the City.
- Seek out annual biking event coordinators of The Chilly Hilly Race sponsored by the Seattle Cascade Bicycle Club. Determine if the club could revise the race route to include the Memorial. BIJAEMA has offered to provide cyclists with a cider break.
- Find out how visitors are learning about the Bainbridge Island Unit through continued site observation and interactions with visitors. Utilize knowledge to direct promotion of Bainbridge Island Unit and programs.

## Arrival Experience

### Short-term Recommendations

- Seek funding to plan and implement NPS wayfinding signage to the Memorial from the ferry dock and other logical approaches on the Island. An NPS funding proposal has been submitted for wayfinding signage and outdoor wayside exhibits.

- Inform visitors in printed materials and on partner websites of current transportation options; include this information on the rack card and on NPS and partner websites.
- Continue to utilize the Bainbridge Island Chamber of Commerce as the local source for free publicity; their kiosk is well utilized at the dock.

### **Mid-term Recommendations**

- Explore how to improve interpretive messaging through the Washington State ferry system – and link the Bainbridge Island story to Manzanar and Minidoka. Research corporate sponsor opportunities for paid advertising on the ferry system; the cost to advertise is very expensive, well beyond NPS and partner budgets collectively.
- Determine if the Seattle waterfront viaduct project has some future promotional opportunities for the park. This is a joint project between the State of Washington and King County, Washington.

### **Long-term Recommendations**

- Work with partners to address the transportation issue. It is critical to provide a means for everyone to be able to get to the Bainbridge Island Unit so that it is affordable and accessible to all, particularly underserved audiences.

## **On-Site Experience**

Background: During LRIP workshop discussions it was acknowledged by each organization's Executive Director that although each Bainbridge Island partner organization will continue to independently undertake projects unique to their respective mission, they will also join together to cooperatively seek funding and work together on projects that support development of the Bainbridge Island Unit and its companion visitor experience. The NPS and partners identified and prioritized interpretive media and personal services projects they will jointly undertake.

### **Personal Services**

#### **On-going**

- Continue to conduct special events and structured volunteer work projects locally. During partner teleconferences, when appropriate, discuss ways that NPS staff or knowledge of NPS and partner "best practices" might assist with the planning or delivery of special events and volunteer projects. Develop related JACs grants or NPS funding requests.

### **Short-term Recommendations**

- Develop a strategy to inaugurate a visitor assistance and interpretive on-site volunteer program at the Memorial. Build upon the Bainbridge Island Historical Society and Museum's current docent program. The Museum's docent program includes volunteers who personally witnessed and/or experienced

the exile of Japanese American citizens and their post-WWII resettlement on the Island. These volunteers share their experiences with other Museum volunteers; work with students and teachers on classroom projects related to curriculum objectives on the Island's WWII history; and sometimes assist with special events at the Memorial.

- Define the criteria for an on-site interpretive/visitor assistance volunteer program. Discuss if there will be opportunities for formal tours delivered by volunteers, or during the early phases of the program, is it more realistic to have informed individuals there to assist visitors with a variety of needs while giving basic information and orientation through informal roving? Or perhaps both?
- Identify core volunteer hours and days.
- Identify important work standard operating procedures such as who to call if something is observed – whether it be a visitor injury, graffiti on the Memorial, overflowing trash buckets, or general observations, etc.
- List required supplies and materials needed when working on site: such as a cell phone, basic first aid aid supplies, and information and orientation materials for the Memorial and other points of interest on the Island. Create volunteer backpacks supplied with these materials for use on site.
- Define training needs and uniform requirements (so volunteers are recognized by the public when on duty at the Memorial). Identify who best should train volunteers and provide uniforms and supplies.
- Determine if the Museum's docent coordinator has the time to devote to coordinating an expanded on-site Memorial volunteer/docent program. A Memorial volunteer program leader may be needed to assist with the scheduling and monitoring of the Memorial's volunteer staff. If necessary, it is proposed that the future on-site Memorial volunteer coordinator would report to the Museum's experienced volunteer coordinator. Define requisite skills of this new volunteer leader, recruit, and train.
- Develop training materials to support an on-site volunteer program at the Memorial.
- Develop a site log where volunteers can record their daily observations in order to build a working knowledge of site activities and visitors. The log will also help to build cohesiveness between the volunteers who work at the Memorial but may only see each other infrequently.

### **Mid-term Recommendations**

- Develop a staffed on-site presence at the Bainbridge Island Unit through an advertised regularly scheduled interpretive program. The purpose of this program would be to provide opportunities for more in depth

on-site interpretation and could serve as one way to reach new audiences that visit the site. Define a realistic on-site program considering personnel (staff and volunteer resources), known visitor patterns throughout the seasons, and the times of day most likely to host out-of-town visitors. Partners would jointly develop the volunteer training program. Consider providing:

- Year round advertised tours of the Bainbridge Island Unit for the general visitor or groups, by appointment only.
- Initiate volunteer/docent coverage of the Bainbridge Island Unit – perhaps beginning with core weekend hours year-round, and then expand to a 7-day, year-round program as the docent program grows.
- Expand/advertise the availability of on-site school group tours for student groups beyond Bainbridge Island that visit the site after using the curriculum.
- Explore opportunities to provide personal services interpretation in collaboration with Klondike Goldrush National Historic Site's Seattle Unit. Some ideas discussed during the workshop included: co-sponsored speaker programs; visits to Seattle sites connected to the greater WWII story such as the Panama Hotel; and on-site tours at Bainbridge Island – perhaps beginning in Seattle and then spending a day on the Island seeing the Memorial, Bainbridge Island Historical Society and Museum, and other points of interest on the Island.
- Discuss ways to provide long-distance learning opportunities. Minidoka NHS has submitted a funding request to work with Manzanar and Tule Lake on a long-distance learning project. The project should include topics or speakers related to the Bainbridge Island Unit.
- Work with the Bainbridge Island Historical Society and Museum to develop a Junior Ranger Program unique to the Memorial's interpretive features and themes that complements the Idaho Unit's Junior Ranger Program.
- The NPS Junior Ranger Program is a Servicewide program designed to reach interested youth at the park level. Any child can be a Junior Ranger and most national parks have Junior Ranger programs. Program components are park specific; activities are often unique to a park's historic or natural features. All Junior Ranger Programs tie to universal NPS stewardship values. Program activities are often presented in a workbook or on the park website. The successful completion of activities enables a child to receive a Junior Ranger certificate or badge with the park's official name inscribed. Some parks have on-site and website programs, while other parks have one type or the other. Youth can work to collect as many park specific Junior Ranger badges as possible. Some parks have developed Junior Ranger Programs for different age levels – including adults.

## Interpretive Media

### Short-term Recommendations

- Develop a Bainbridge Island Unit cell phone tour in order to provide 24/7 interpretive coverage for interested visitors. There are many types of cell phone tours; consult with Harpers Ferry Center to determine at what level to begin, depending on funding and available resource material. Consider accessibility requirements and language translations needed at the onset of the project. The product can be upgraded with audio-visual components as more funding becomes available. All partners agreed that this project was this unit's highest priority.
- During a later product upgrade, create a new tour component that builds upon the current Bainbridge Island Historical Society and Museum Island Driving Tour publication. Develop an audio tour of the island that describes what life was like in the Japanese communities, landmarks of the culture and reflections from people of Japanese descent, and on life before and after incarceration. This product could access GPS coordinates and download information at specific sites – especially at sites where development has occurred. For example: photographs could illustrate what the Island looked like during an earlier era, such as the farms and strawberry fields.
- Seek funding to begin producing short form video and audio products of Bainbridge Island residents regarding exclusion, incarceration, WWII service, and the resettlement experience. This material will serve as the basis for all future Bainbridge Island Unit interpretive media and potentially can also be used in the Idaho Unit.
  - Collect Densho interviews and materials that are relevant to Bainbridge Island Unit themes and gain permission to use in future media projects.
  - Review any known source material with pertinent resources and oral history interviews.
  - Until the funds are secured and planning approved for the Bainbridge Island Unit Visitor Center, there are opportunities for the NPS and its Bainbridge Island partners to develop interpretive content that would benefit both units and serve as a “virtual visitor center.” This recommendation is not tied to a visitor center building so it could come on line at any point in time when funding becomes available, and will be useful for interpreting the story at both sites. Materials developed could be reused for a variety of park projects including: the park website, an orientation film and exhibits, a Bainbridge Island cell phone tour, future education programs, etc.

- Develop a Minidoka National Historic Site panel to accompany the exhibit kiosk in the pavilion at the Memorial. Panel topics would include the historical relationship between Bainbridge Island, Manzanar, and Minidoka and describe the 2008 designation of Bainbridge Island as a unit of Minidoka NHS. This recommendation intends to develop a clearer NPS association and identity at the Bainbridge Island Unit. The park has submitted a funding request for additional wayside exhibit panels and wayfinding signs.

### **Long-term Recommendations:**

- Build on the “Only What We Can Carry” program to develop a guided media interactive map/tour using first person accounts and noting different landmarks and sites relevant to the relocation, incarceration, and resettlement. This media product could be developed in conjunction with several of the incarceration sites to represent the larger West Coast Nikkei experience rather than just a Minidoka/Bainbridge Island experience. This approach has been successfully utilized at Nez Perce National Historical Park, comprised of 38 historic sites spanning three states.



The exhibit kiosk provides visitors with information about the experience of the Bainbridge Islanders and the Memorial Wall.



## Appendices

*"Minidoka was part of my childhood. I would like to see my grandkids understand what happened here, not have it forgotten."*

- Public Comment, *GMP*, p. 100

# Appendix A: 2001 Presidential Proclamation

7347

Federal Register

Vol. 66, No. 14

Monday, January 22, 2001

## Presidential Documents

**Proclamation 7395 of January 17, 2001**

### **Establishment of the Minidoka Internment National Monument**

**By the President of the United States of America**

#### **A Proclamation**

The Minidoka Internment National Monument is a unique and irreplaceable historical resource which protects historic structures and objects that provide opportunities for public education and interpretation of an important chapter in American history—the internment of Japanese Americans during World War II.

On February 19, 1942, President Franklin D. Roosevelt signed Executive Order 9066, authorizing the Secretary of War and military commanders to designate military areas from which “any or all persons may be excluded” and to “provide for residents of any such area who are excluded therefrom, such transportation, food, shelter, and other accommodations as may be necessary.”

Starting in early 1942, military authorities began designating military exclusion areas in the States of California, Washington, Oregon, and Arizona, and the territory of Alaska. Following the signing of Executive Order 9066, American citizens and resident aliens of Japanese ancestry living in the designated exclusion areas were ordered to evacuate their homes and businesses and report to temporary assembly centers located at fairgrounds, horse racetracks, and other make-shift facilities.

To provide more permanent accommodations for the evacuees, President Roosevelt established the War Relocation Authority (WRA) in March 1942. The WRA oversaw the construction of ten relocation centers on Federally owned lands in remote areas of six western States and Arkansas, including the Minidoka Relocation Center in Idaho. Alaskan Native residents of the Aleutian and Pribiloff Islands and members of other ethnic and religious groups were also relocated or interned during the course of the war.

Established in August 1942, the Minidoka Relocation Center, also known as the Hunt Site, was located on Federal lands in Jerome County, in south central Idaho. During its operation from August 1942 to October 1945, the population reached a peak of 9,397 Japanese Americans from Washington State, Oregon, and Alaska. The Center included over 33,000 acres of land with administrative and residential facilities located on approximately 950 acres. The Center had more than 600 buildings including administrative, religious, residential, educational, mess, medical, manufacturing, warehouse, security, and other structures.

Living conditions at Minidoka and the other centers were harsh. Internees were housed in crude barracks and cramped quarters, and they shared communal facilities. Internees engaged in irrigated agriculture, livestock production, and light manufacturing to produce food and garments for the camp. Approximately 1,000 internees from Minidoka served in the U.S. military. Fifty-four Japanese American servicemen from Minidoka were killed in action.

Section 2 of the Act of June 8, 1906 (34 Stat. 225, 16 U.S.C. 431), authorizes the President, in his discretion, to declare by public proclamation historic

landmarks, historic and prehistoric structures, and other objects of historic or scientific interest that are situated upon lands owned or controlled by the Government of the United States to be national monuments, and to reserve as a part thereof parcels of lands, the limits of which in all cases shall be confined to the smallest area compatible with the proper care and management of the objects to be protected.

WHEREAS it appears that it would be in the public interest to reserve such lands as a national monument to be known as the Minidoka Internment National Monument:

NOW, THEREFORE, I, WILLIAM J. CLINTON, President of the United States of America, by the authority vested in me by section 2 of the Act of June 8, 1906 (34 Stat. 225, U.S.C. 431), do proclaim that there are hereby set apart and reserved as the Minidoka Internment National Monument for the purpose of protecting the historic structures and objects of historic interest contained therein, all lands and interests in lands owned or controlled by the United States within the boundaries of the area described on the map entitled "Minidoka Internment National Monument" attached to and forming a part of this proclamation. The Federal lands and interests in land reserved consist of approximately 72.75 acres, which is the smallest area compatible with the proper care and management of the structures and objects to be protected.

All Federal lands and interests in lands within the boundaries of this monument are hereby appropriated and withdrawn from all forms of entry, location, selection, sale, or leasing or other disposition under the public land or other Federal laws, including but not limited to withdrawal from location, entry, and patent under the mining laws, and from disposition under all laws relating to mineral and geothermal leasing.

The Secretary of the Interior, pursuant to legal authorities, shall manage the monument and shall transfer administration of the monument to the National Park Service to implement the purposes of this proclamation.

To carry out the purposes of this proclamation and to interpret the relocation and internment of Japanese Americans during World War II, the Secretary of the Interior, through the National Park Service, shall prepare a management plan for the monument within 3 years of this date.

This proclamation does not reserve water as a matter of Federal law nor relinquish any water rights held by the Federal Government existing on this date. The Secretary shall work with appropriate State authorities to ensure that any water resources needed for monument purposes are available.

The establishment of this monument is subject to valid existing rights, provided that nothing in this proclamation shall interfere with the operation and maintenance of the Northside Canal to the extent that any such activities, that are not valid existing rights, are consistent with the purposes of the proclamation.

Nothing in this proclamation shall be deemed to enlarge or diminish the rights of any Indian tribe.

Nothing in this proclamation shall be deemed to revoke any existing withdrawal, reservation, or appropriation; however the national monument shall be the dominant reservation.

Warning is hereby given to all unauthorized persons not to appropriate, injure, destroy, or remove any feature of this monument and not to locate or settle upon any of the lands thereof.

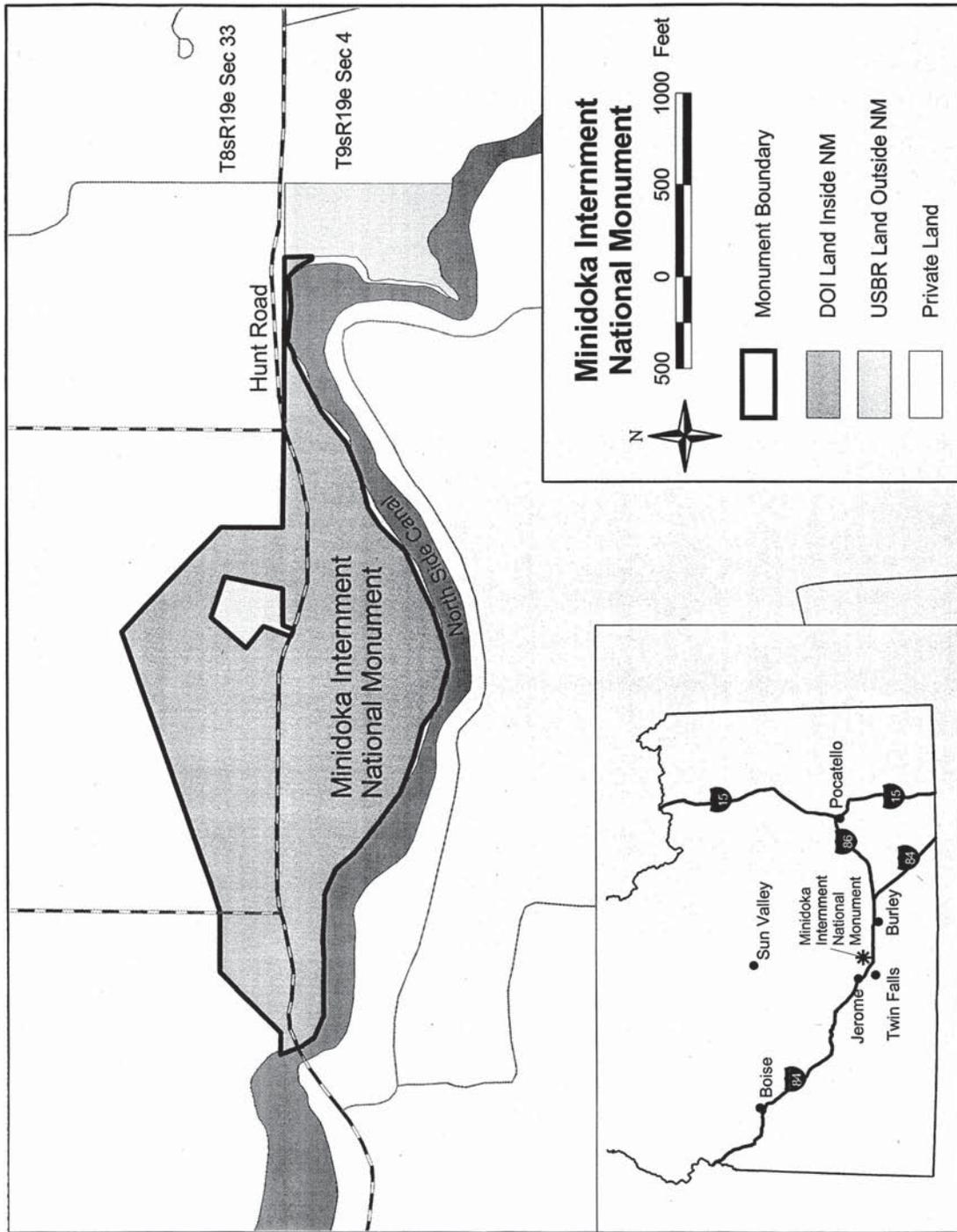
IN WITNESS WHEREOF, I have hereunto set my hand this seventeenth day of January, in the year of our Lord two thousand one, and of the

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Independence of the United States of America the two hundred and twenty-fifth.

*William Clinton*

Billing code 3195-01-P



[FR Doc. 01-2100  
Filed 1-19-01; 8:45 am]  
Billing code 3195-01-C

## Appendix B: Excerpt from May 8, 2008, Public Law 110-229 Establishing Minidoka National Historic Site (Consolidated Natural Resources Act of 2008)

122 STAT. 770

PUBLIC LAW 110-229—MAY 8, 2008

Idaho.  
Washington.  
16 USC 431 note,  
461 note.

### SEC. 313. MINIDOKA NATIONAL HISTORIC SITE.

(a) DEFINITIONS.—In this section:

(1) SECRETARY.—The term “Secretary” means the Secretary of the Interior.

(2) STATE.—The term “State” means the State of Idaho.

(b) BAINBRIDGE ISLAND JAPANESE AMERICAN MEMORIAL.—

(1) BOUNDARY ADJUSTMENT.—

(A) IN GENERAL.—The boundary of the Minidoka Internment National Monument, located in the State and established by Presidential Proclamation 7395 of January 17, 2001, is adjusted to include the Nidoto Nai Yoni (“Let it not happen again”) memorial (referred to in this subsection as the “memorial”), which—

(i) commemorates the Japanese Americans of Bainbridge Island, Washington, who were the first to be forcibly removed from their homes and relocated to internment camps during World War II under Executive Order No. 9066; and

(ii) consists of approximately 8 acres of land owned by the City of Bainbridge Island, Washington, as depicted on the map entitled “Bainbridge Island Japanese American Memorial”, numbered 194/80,003, and dated September, 2006.

(B) MAP.—The map referred to in subparagraph (A) shall be kept on file and made available for public inspection in the appropriate offices of the National Park Service.

(2) ADMINISTRATION OF MEMORIAL.—

(A) IN GENERAL.—The memorial shall be administered as part of the Minidoka Internment National Monument.

(B) AGREEMENTS.—To carry out this subsection, the Secretary may enter into agreements with—

(i) the City of Bainbridge Island, Washington;

(ii) the Bainbridge Island Metropolitan Park and Recreational District;

(iii) the Bainbridge Island Japanese American Community Memorial Committee;

(iv) the Bainbridge Island Historical Society; and

(v) other appropriate individuals or entities.

(C) IMPLEMENTATION.—To implement an agreement entered into under this paragraph, the Secretary may—

(i) enter into a cooperative management agreement relating to the operation and maintenance of the memorial with the City of Bainbridge Island, Washington, in accordance with section 3(l) of Public law 91-383 (16 U.S.C. 1a-2(l)); and

(ii) enter into cooperative agreements with, or make grants to, the City of Bainbridge Island, Washington, and other non-Federal entities for the development of facilities, infrastructure, and interpretive media at the memorial, if any Federal funds provided

by a grant or through a cooperative agreement are matched with non-Federal funds.

(D) ADMINISTRATION AND VISITOR USE SITE.—The Secretary may operate and maintain a site in the State of Washington for administrative and visitor use purposes associated with the Minidoka Internment National Monument.

(c) ESTABLISHMENT OF MINIDOKA NATIONAL HISTORIC SITE.—

(1) DEFINITIONS.—In this section:

(A) HISTORIC SITE.—The term “Historic Site” means the Minidoka National Historic Site established by paragraph (2)(A).

(B) MINIDOKA MAP.—The term “Minidoka Map” means the map entitled “Minidoka National Historic Site, Proposed Boundary Map”, numbered 194/80,004, and dated December 2006.

(2) ESTABLISHMENT.—

(A) NATIONAL HISTORIC SITE.—In order to protect, preserve, and interpret the resources associated with the former Minidoka Relocation Center where Japanese Americans were incarcerated during World War II, there is established the Minidoka National Historic Site.

(B) MINIDOKA INTERNMENT NATIONAL MONUMENT.—

(i) IN GENERAL.—The Minidoka Internment National Monument (referred to in this subsection as the “Monument”), as described in Presidential Proclamation 7395 of January 17, 2001, is abolished.

Abolished.

(ii) INCORPORATION.—The land and any interests in the land at the Monument are incorporated within, and made part of, the Historic Site.

(iii) FUNDS.—Any funds available for purposes of the Monument shall be available for the Historic Site.

(C) REFERENCES.—Any reference in a law (other than in this title), map, regulation, document, record, or other paper of the United States to the “Minidoka Internment National Monument” shall be considered to be a reference to the “Minidoka National Historic Site”.

(3) BOUNDARY OF HISTORIC SITE.—

(A) BOUNDARY.—The boundary of the Historic Site shall include—

(i) approximately 292 acres of land, as depicted on the Minidoka Map; and

(ii) approximately 8 acres of land, as described in subsection (b)(1)(A)(ii).

(B) AVAILABILITY OF MAP.—The Minidoka Map shall be on file and available for public inspection in the appropriate offices of the National Park Service.

(4) LAND TRANSFERS AND ACQUISITION.—

(A) TRANSFER FROM BUREAU OF RECLAMATION.—Administrative jurisdiction over the land identified on the Minidoka Map as “BOR parcel 1” and “BOR parcel 2”, including any improvements on, and appurtenances to, the parcels, is transferred from the Bureau of Reclamation to the National Park Service for inclusion in the Historic Site.

(B) TRANSFER FROM BUREAU OF LAND MANAGEMENT.—Administrative jurisdiction over the land identified on the

122 STAT. 772

PUBLIC LAW 110–229—MAY 8, 2008

Minidoka Map as “Public Domain Lands” is transferred from the Bureau of Land Management to the National Park Service for inclusion in the Historic Site, and the portions of any prior Secretarial orders withdrawing the land are revoked.

(C) ACQUISITION AUTHORITY.—The Secretary may acquire any land or interest in land located within the boundary of the Historic Site, as depicted on the Minidoka Map, by—

- (i) donation;
- (ii) purchase with donated or appropriated funds from a willing seller; or
- (iii) exchange.

(5) ADMINISTRATION.—

(A) IN GENERAL.—The Historic Site shall be administered in accordance with—

- (i) this Act; and
- (ii) laws (including regulations) generally applicable to units of the National Park System, including—

(I) the National Park Service Organic Act (16 U.S.C. 1 et seq.); and

(II) the Act of August 21, 1935 (16 U.S.C. 461 et seq.).

(B) INTERPRETATION AND EDUCATION.—

(i) IN GENERAL.—The Secretary shall interpret—

(I) the story of the relocation of Japanese Americans during World War II to the Minidoka Relocation Center and other centers across the United States;

(II) the living conditions of the relocation centers;

(III) the work performed by the internees at the relocation centers; and

(IV) the contributions to the United States military made by Japanese Americans who had been interned.

(ii) ORAL HISTORIES.—To the extent feasible, the collection of oral histories and testimonials from Japanese Americans who were confined shall be a part of the interpretive program at the Historic Site.

(iii) COORDINATION.—The Secretary shall coordinate the development of interpretive and educational materials and programs for the Historic Site with the Manzanar National Historic Site in the State of California.

(C) BAINBRIDGE ISLAND JAPANESE AMERICAN MEMORIAL.—The Bainbridge Island Japanese American Memorial shall be administered in accordance with subsection (b)(2).

(D) CONTINUED AGRICULTURAL USE.—In keeping with the historical use of the land following the decommission of the Minidoka Relocation Center, the Secretary may issue a special use permit or enter into a lease to allow agricultural uses within the Historic Site under appropriate terms and conditions, as determined by the Secretary.

(6) DISCLAIMER OF INTEREST IN LAND.—

(A) IN GENERAL.—The Secretary may issue to Jerome County, Idaho, a document of disclaimer of interest in land for the parcel identified as “Tract No. 2”—

(i) in the final order of condemnation, for the case numbered 2479, filed on January 31, 1947, in the District Court of the United States, in and for the District of Idaho, Southern Division; and

(ii) on the Minidoka Map.

(B) PROCESS.—The Secretary shall issue the document of disclaimer of interest in land under subsection (a) in accordance with section 315(b) of Federal Land Policy and Management Act of 1976 (43 U.S.C. 1745(b)).

(C) EFFECT.—The issuance by the Secretary of the document of disclaimer of interest in land under subsection (a) shall have the same effect as a quit-claim deed issued by the United States.

(d) CONVEYANCE OF AMERICAN FALLS RESERVOIR DISTRICT NUMBER 2.—

(1) DEFINITIONS.—In this subsection:

(A) AGREEMENT.—The term “Agreement” means Agreement No. 5-07-10-L1688 between the United States and the District, entitled “Agreement Between the United States and the American Falls Reservoir District No. 2 to Transfer Title to the Federally Owned Milner-Gooding Canal and Certain Property Rights, Title and Interest to the American Falls Reservoir District No. 2”.

(B) DISTRICT.—The term “District” means the American Falls Reservoir District No. 2, located in Jerome, Lincoln, and Gooding Counties, of the State.

(2) AUTHORITY TO CONVEY TITLE.—

(A) IN GENERAL.—In accordance with all applicable law and the terms and conditions set forth in the Agreement, the Secretary may convey—

(i) to the District all right, title, and interest in and to the land and improvements described in Appendix A of the Agreement, subject to valid existing rights;

(ii) to the city of Gooding, located in Gooding County, of the State, all right, title, and interest in and to the 5.0 acres of land and improvements described in Appendix D of the Agreement; and

(iii) to the Idaho Department of Fish and Game all right, title, and interest in and to the 39.72 acres of land and improvements described in Appendix D of the Agreement.

(B) COMPLIANCE WITH AGREEMENT.—All parties to the conveyance under subparagraph (A) shall comply with the terms and conditions of the Agreement, to the extent consistent with this section.

(3) COMPLIANCE WITH OTHER LAWS.—

(A) IN GENERAL.—On conveyance of the land and improvements under paragraph (2)(A)(i), the District shall comply with all applicable Federal, State, and local laws (including regulations) in the operation of each facility transferred.

(B) APPLICABLE AUTHORITY.—Nothing in this subsection modifies or otherwise affects the applicability of

Federal reclamation law (the Act of June 17, 1902 (32 Stat. 388, chapter 1093), and Acts supplemental to and amendatory of that Act (43 U.S.C. 371 et seq.)) to project water provided to the District.

(4) REVOCATION OF WITHDRAWALS.—

(A) IN GENERAL.—The portions of the Secretarial Orders dated March 18, 1908, October 7, 1908, September 29, 1919, October 22, 1925, March 29, 1927, July 23, 1927, and May 7, 1963, withdrawing the approximately 6,900 acres described in Appendix E of the Agreement for the purpose of the Gooding Division of the Minidoka Project, are revoked.

(B) MANAGEMENT OF WITHDRAWN LAND.—The Secretary, acting through the Director of the Bureau of Land Management, shall manage the withdrawn land described in subparagraph (A) subject to valid existing rights.

(5) LIABILITY.—

(A) IN GENERAL.—Subject to subparagraph (B), upon completion of a conveyance under paragraph (2), the United States shall not be liable for damages of any kind for any injury arising out of an act, omission, or occurrence relating to the land (including any improvements to the land) conveyed under the conveyance.

(B) EXCEPTION.—Subparagraph (A) shall not apply to liability for damages resulting from an injury caused by any act of negligence committed by the United States (or by any officer, employee, or agent of the United States) before the date of completion of the conveyance.

(C) FEDERAL TORT CLAIMS ACT.—Nothing in this paragraph increases the liability of the United States beyond that provided in chapter 171 of title 28, United States Code.

(6) FUTURE BENEFITS.—

(A) RESPONSIBILITY OF THE DISTRICT.—After completion of the conveyance of land and improvements to the District under paragraph (2)(A)(i), and consistent with the Agreement, the District shall assume responsibility for all duties and costs associated with the operation, replacement, maintenance, enhancement, and betterment of the transferred land (including any improvements to the land).

(B) ELIGIBILITY FOR FEDERAL FUNDING.—

(i) IN GENERAL.—Except as provided in clause (ii), the District shall not be eligible to receive Federal funding to assist in any activity described in subparagraph (A) relating to land and improvements transferred under paragraph (2)(A)(i).

(ii) EXCEPTION.—Clause (i) shall not apply to any funding that would be available to a similarly situated nonreclamation district, as determined by the Secretary.

(7) NATIONAL ENVIRONMENTAL POLICY ACT.—Before completing any conveyance under this subsection, the Secretary shall complete all actions required under—

(A) the National Environmental Policy Act of 1969 (42 U.S.C. 4321 et seq.);

(B) the Endangered Species Act of 1973 (16 U.S.C. 1531 et seq.);

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(C) the National Historic Preservation Act (16 U.S.C. 470 et seq.); and

(D) all other applicable laws (including regulations).

(8) PAYMENT.—

(A) FAIR MARKET VALUE REQUIREMENT.—As a condition of the conveyance under paragraph (2)(A)(i), the District shall pay the fair market value for the withdrawn lands to be acquired by the District, in accordance with the terms of the Agreement.

(B) GRANT FOR BUILDING REPLACEMENT.—As soon as practicable after the date of enactment of this Act, and in full satisfaction of the Federal obligation to the District for the replacement of the structure in existence on that date of enactment that is to be transferred to the National Park Service for inclusion in the Minidoka National Historic Site, the Secretary, acting through the Commissioner of Reclamation, shall provide to the District a grant in the amount of \$52,996, in accordance with the terms of the Agreement.

(e) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated such sums as are necessary to carry out this section.

## Appendix C: NPS Organic Act

### NPS Organic Act

#### TITLE 16 > CHAPTER 1 > SUBCHAPTER I > § 1

##### § 1. Service created; director; other employees

There is created in the Department of the Interior a service to be called the National Park Service, which shall be under the charge of a director who shall be appointed by the President, by and with the advice and consent of the Senate. The Director shall have substantial experience and demonstrated competence in land management and natural or cultural resource conservation. The Director shall select two Deputy Directors. The first Deputy Director shall have responsibility for National Park Service operations, and the second Deputy Director shall have responsibility for other programs assigned to the National Park Service. There shall also be in said service such subordinate officers, clerks, and employees as may be appropriated for by Congress. The service thus established shall promote and regulate the use of the Federal areas known as national parks, monuments, and reservations hereinafter specified, except such as are under the jurisdiction of the Secretary of the Army, as provided by law, by such means and measures as conform to the fundamental purpose of the said parks, monuments, and reservations, which purpose is to conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations.

## **Appendix D: An excerpt from the park's 2006 General Management Plan:**

### **Diverse Terminology and Perspectives on the Treatment of Nikkei in the U.S. during WW II**

Many different words have been and continue to be used to describe the U.S. government's wartime policy toward Japanese Americans and legal resident aliens of Japanese ancestry, the events through which the policy was implemented, the facilities that provided for implementation, and the impact on affected individuals, families and communities. Highly charged debates over words and terminology continue to reflect intense passions and diverse perspectives on whether the policy was appropriate and justifiable 60 years ago. To commemorate historic sites, such as Minidoka Internment National Monument, and to fulfill the National Park Service's responsibilities to the public, the National Park Service acknowledges the diversity of perspectives and opinions on the meaning and significance of various words. Instead of selecting certain words or sets of terminology as either "acceptable" or "correct," the National Park Service encourages reflection, education, and discussion about this aspect of American history.

A glossary of words and terms appears in this appendix. It includes terminology used by the government, the media, and various members of the public during World War II, as well as in subsequent and contemporary debates and discussions. The preparers acknowledge that certain words and terms have been used by various individuals, groups, and the government itself for diverse ideological purposes, such as denying the negative results of policy implementation, minimizing the impacts, or exaggerating its consequences.

Among the words included in the glossary are: evacuation, exclusion, detention, incarceration, internment, and relocation that have been used to describe the event of forcefully removing people from their homes and communities. The people themselves have been referred to with words such as evacuees, detainees, inmates, internees, nonaliens, and prisoners. Also, the people have been referred to as Japanese, Japanese Americans, Japanese legal resident aliens, Nikkei, and by their generation in the United States — Issei (first generation) and Nisei (second generation). Finally, the facilities used to implement the policy have been called assembly centers, camps, concentration camps, incarceration camps, internment camps, prisons, relocation centers, and War Relocation Centers. This document [the 2006 Minidoka Internment National Monument General Management Plan] uses some of these words, depending on the specific context and the sources used and cited. However, for the purposes of this general management plan and environmental impact statement, the National Park Service uses the following words most consistently: incarceration, internment, internee, Nikkei, camp, and Minidoka Relocation Center. We acknowledge that readers may not always agree with the use of certain words in specific contexts.

## **Glossary of words and terms related to the U.S. government’s wartime policy toward Japanese Americans and legal resident aliens of Japanese Ancestry**

**Alien land law** – laws enacted by various Western states that prevented Asian immigrants from purchasing, owning and, in some cases, leasing land.

**Assembly center** – a term used by the U.S. government to describe a temporary camp that incarcerated Japanese Americans and legal residents of Japanese ancestry during World War II. Assembly centers were generally situated on fairgrounds in cities along the West Coast and were surrounded by fences, watchtowers, and armed guards. In many of these assembly centers, internees were forced to live in cramped, unsanitary, and degrading conditions, where livestock stalls were hastily converted to house internees. These assembly centers were holding facilities until the more permanent War Relocation Centers were ready for the internees.

**Camp** – a place where people are temporarily lodged or sheltered. Camp is the term many Japanese Americans and legal residents of Japanese ancestry use(d) to describe the WRA assembly centers and relocation centers.

**Civil rights** – the freedoms and rights that a person has as a member of a given state or country.

**Concentration camp** – a place where prisoners of war, enemy aliens, and political prisoners are placed under armed guards. On occasion, officials of the U.S. government used the term “concentration camp” to describe the places where Nikkei were incarcerated during World War II.

**Constitutional rights** – the freedoms and rights guaranteed each American citizen by the Constitution of the United States.

**Japanese** – of pertaining to Japan, an inhabitant or citizen of Japan.

**Japanese legal resident aliens**- Japanese citizens living legally in the United States. Japanese legal resident aliens did not have the right to become naturalized U.S. citizens until the passage of the McCarren-Walter Act in 1952.

**Japanese Americans** – American citizens of Japanese ancestry. Two thirds of those incarcerated during World War II were Japanese Americans. Sometimes Issei are referred to as Japanese Americans, since they were legally forbidden from becoming naturalized U.S. citizens but called the U.S. their home before, during, and after World War II.

**Kibei** – a Nisei who spent a portion of his or her pre-World War II childhood in Japan.

**Nikkei** – people of Japanese ancestry, including first generation immigrants (Issei), their immediate descendants (Nisei), and all later generations. In the context of the World War II, Nikkei generally refers to Japanese American citizens and legal resident aliens of Japanese ancestry during that time.

**Nisei** –the first generation of people who were born in the United States. Direct translation is “second generation.”

**Nonaliens** – The U.S. government sometimes referred to Nisei and Japanese Americans as non-aliens, as a way of evading the fact that they were U.S. citizens.

**Prisoners** – a person held in custody, captivity, or a condition of forcible restraint, especially while on trial or serving a prison sentence. One deprived of freedom of action or expression.

**Racism** - The belief that race accounts for differences in human character or ability and that a particular race is superior to others. Discrimination or prejudice based on race.

**Prison** –a place or condition of confinement or forcible restraint.

**Relocation** – the act or state of being established in a new place. This was the term preferred by the U.S. government referring to the act or state of forcibly removing Japanese Americans and legal residents of Japanese ancestry from the West Coast and incarcerating them in WRA Centers. In scholarly historical analyses, the term “relocation” and its derivative “relocation center” are considered euphemisms for the government’s treatment of Nikkei during World War II.

**Relocation Center** – the term used by the U.S. government to define the places administered by the War Relocation Authority where Japanese Americans and legal residents of Japanese ancestry were forcibly confined during World War II.

**Redress**– to remedy, rectify, or to amend for a wrong done. Redress was used to describe the process and remedy for the internment and incarceration of Nikkei during World War II.

**Reparations** – the act or process of repairing, making amends, or compensation. Beginning in 1990, former internees received reparations as compensation for their incarceration during World War II.

**Resettlement** – a term used by the War Relocation Authority to refer to the migration of Japanese Americans and legal resident aliens of Japanese ancestry from the War Relocation Centers to areas outside the Exclusion Zone.

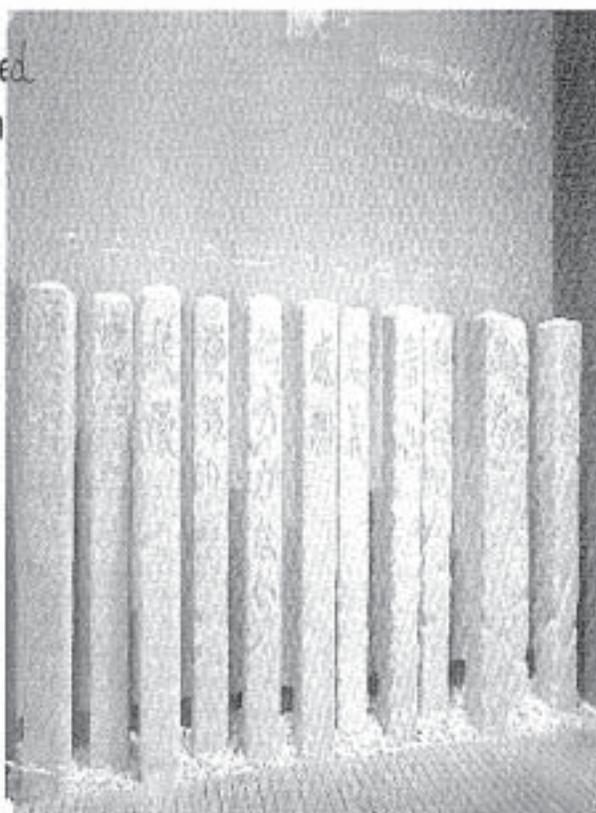
**War Relocation Authority (WRA)** – the U.S. government agency charged with administering the War Relocation Centers and their internees.

## Appendix E:

# VALUES CREATE A PEOPLE AND HELP THEM SURVIVE AND THRIVE

[Japanese Cultural Center of Hawaii, Honolulu, HI]

- KOKO- filial piety
  - ON- debt of gratitude with ascribed obligation&duty to repay-Koden
  - GAMAN- quiet endurance
  - GAMBARI- perseverance
  - SHIKATA GA NAI- acceptance with resignation
  - KANSHA- gratitude
  - CHIGI- loyalty
  - SEKININ- responsibility
  - HAJI/HOKORI- shame/pride
  - MEIYO- honor
  - GIRI- sense of duty
  - GISEI- sacrifice
  - ENRYO – undue hesitancy
- 
- WA- harmony
  - Ninjo – humane sensibility



## Appendix F: References

### Park Specific

Park Legislation January 17, 2001 Presidential Proclamation; May 8, 2008 Public Law 100-229

2006 Minidoka Internment National Monument General Management Plan

2005 Historic Resource Study for Minidoka Internment National Monument

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Director's Orders No. 6: Interpretation and Education

Director's Order No. 28: Cultural Resource Management Guideline

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Creating Great Visitor Experiences, A Guide for Museums, Parks, Zoos, Gardens, and Libraries, by Stephanie Weaver; Left Coast Press, Inc. Walnut Creek, California, 2007.

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## **Appendix G: Park Planning Team**

### **Minidoka National Historic Site Staff**

Carol Ash, Chief of Interpretation and Education

JoAnn Blalack, Chief of Integrated Resources Management

Phil Gensler, Paleontologist/Curator

Jennifer Hamilton, Interpretive Ranger

Annette Rousseau, Education Specialist

Wendy Janssen, Superintendent

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Lynne Nakata, Interpretive Specialist, Pacific West Region

Carol Petravage, Curator/Historic Furnishings Specialist, Harpers Ferry Center

Ted Stout, Chief of Interpretation, Craters of the Moon National Monument

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### **Partners**

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Frances Egbert, I-FARM Tour Guide, Jerome County Historical Society

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Fred Grimm, Board Member, Bainbridge Island Japanese American Exclusion Memorial Association

Cynthia Harrison, Chair-Education Committee and Board Member, Bainbridge Island Japanese American Exclusion Memorial Association

Hank Helm, Director, Bainbridge Island Historical Society Museum

Libby Hudson, Planner, City of Bainbridge Island

Tom Ikeda, Executive Director, DENSHO: The Japanese American Legacy Project

Dr. Tetsu Kashima, Professor, University of Washington

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Ed Kushner, Board Member Bainbridge Island Japanese American Exclusion Memorial Association

Sallie Maron, President, Bainbridge Island Japanese American Exclusion Memorial Association

Mike Matthews, Regional Director, U. S. Senator James Risch

Hisa Matsudaria, Board Member and Interpretive Committee Member, Bainbridge Island Japanese American Exclusion Memorial Association; and former Minidoka internee

Mako Nakagawa, Retired Teacher and Former Minidoka Internee

Kay Nakao, Board Member and Interpretive Committee Member Bainbridge Island Japanese American Exclusion Memorial Association; and former Minidoka internee

Dr. Robert Sims, Professor Emeritus, Boise State University and Member and former Board Member of the Friends of Minidoka

Beth Takekawa, Executive Director, Wing Luke Asian Museum; Seattle, Washington

Val Tollefson, Board Member Bainbridge Island Japanese American Exclusion Memorial Association

Dr. Russ Tremayne, Professor of History, College of South Idaho; Board Member, Friends of Minidoka, and Minidoka Civil Liberties Symposium partner

Keith Yamaguchi, Friends of Minidoka - Member and former Board Member; Chair-Minidoka Pilgrimage Committee; and former Minidoka internee

Karen Yoshitomi, Pacific Northwest Regional Director, Japanese American Citizens League

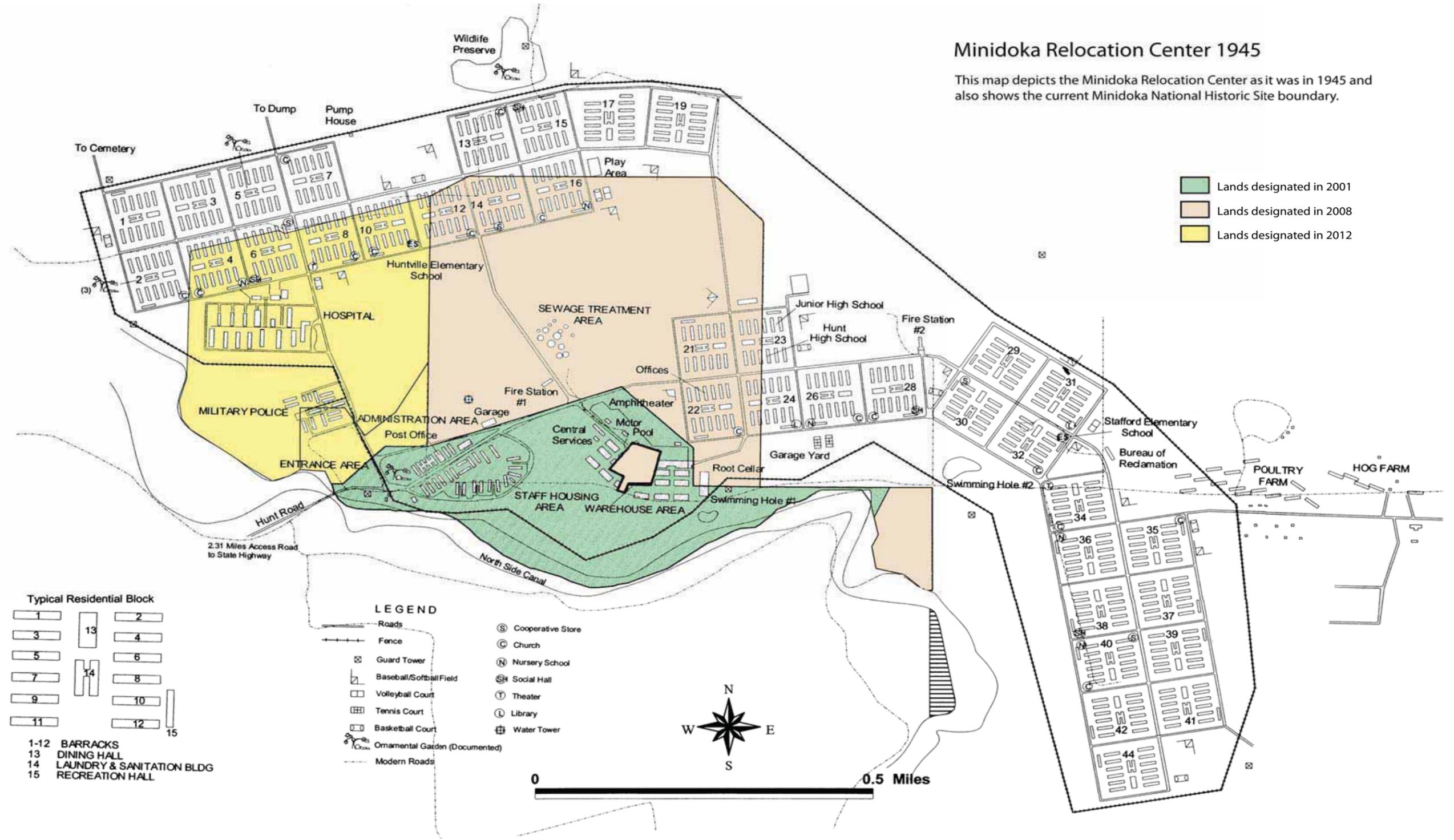
Hanako Wakatsuki, chair, Friends of Minidoka; and Interpretive Specialist, Idaho State Historical Society

Dale Watanabe, former chair, Friends of Minidoka, and has ties to Minidoka through family members

Mary Woodward, Board Member and Interpretive Committee Member Bainbridge Island Japanese American Exclusion Memorial Association; and Friends of Minidoka Member

**Plan designed by Pond & Company for Harpers Ferry Center**

# Appendix H: Minidoka National Historic Site, Idaho Unit Map





Minidoka National Historic Site  
National Park Service  
U.S. Department of the Interior



## Minidoka National Historic Site

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[www.nps.gov/miin](http://www.nps.gov/miin)