

APPENDIX A

METHODS AND MATERIALS

Geographers may attempt to answer geographical questions using a variety of methods and materials. I attempted to answer the geographical research questions posed above through analysis of three traditional sources of material—maps and imagery, field observations, and library/museum/internet document research. Once the above steps were completed, I commenced writing each of the chapters. At least four “experts” reviewed and critiqued each draft chapter. After receiving reviews, I revised each chapter and worked with our Geography Technician to construct a website on which the book now resides. Considering all facets of the research, I spent approximately six weeks of full-time effort on each of the eight centers. One undergraduate student, four Resource Management graduate students, and our Geography Technician provided invaluable assistance during various stages of this project. Because I could only work full-time on the project during parts of summers, Christmas Breaks, and a sabbatical year, the project took over four years to complete. I discuss the details of each of the research steps below.

Map and Image Interpretation

The first step was to obtain and study maps of each of the areas. With each center, I typically began with a broad view that provided the spatial context for the research. As the research and writing proceeded, the view became more refined. A state highway map helped to put the site in a broad context. Once I understood generally where the relocation center was within the state, and its relationship to various better known state and county features, the regional relationships seen on U.S. Geological Survey (USGS) 1:250,000- and 1:100,000-scale maps for each of the areas were examined. These maps were excellent for helping me understand the regional topography, hydrography, land uses, and human population distribution. Finally, USGS 1:24,000-scale topographic maps provided the local detail necessary to look at the actual site of each center. The 1:24,000 or 1:20,000 orthophoto quadrangles available in the Natural Resource Conservation Service (NRCS) soil surveys for all of the centers, except Heart Mountain, were also very useful in analyzing each center. All maps and images were used primarily for interpretation purposes rather than any detailed mapping because of the scope of the project. However, I did use topographic maps to make basic measurements of elevation and relief over the various center areas.

Field Observations

After receiving grant funding for the project from the Washington Civil Liberties Education Program in Summer 2002, I visited Manzanar, Poston, and Gila River in December 2002, and Amache in April 2003. CWU Resource Management graduate student Paul Blanton and Geography undergraduate Zak Steigmeyer accompanied me to Minidoka, Heart Mountain,

Topaz, and Tule Lake in June 2003.

Field time is typically limited in geographical research, and this project was no different. I typically had only parts of three days to spend at each site. I first tried to get an overview of the center by driving or walking its boundaries and examining the various site maps in the field. I would also try to put the center in the context of its surroundings—i.e., topography, climate, hydrography, soils, biota, land use, and racial/ethnic makeup of the surroundings. Once acquainted with area and able to match my map view with the ground reality of each site, I proceeded to focus on various topics of interest including remains of agriculture, landscaping, buildings, etc. At all stages of field research, I wrote field notes, made field sketches, and took photographs. At each site, I also tried to talk with one or more knowledgeable individuals about the center and the surrounding area. Ideally, these were people who had been interned in the center or had lived in the area while the center was open. In one case, I visited with a former evacuee in her home in Salt Lake City. If meetings with former internees or long-time residents were not possible, I tried to visit with others knowledgeable about the area including teachers and museum personnel. Interestingly, it is often the local teachers who are most knowledgeable and most passionate about the relocation center sites. In some cases, I telephoned and emailed knowledgeable people after the field visits to clarify key points.

Library, Museum and Internet Document Research

Library, museum, and internet documents form the third leg of the research. My library research focused on the traditional “big three” of library sources—books/monographs, journal articles, and government documents. Most of my library research was accomplished in the Brooks Library at Central Washington University. Included among the Brooks Library holdings are the newspapers for each of the camps, a truly wonderful resource. Those items that were not held by the Brooks Library were ordered through the SUMMIT consortium of Pacific Northwest university and college libraries, and through interlibrary loan. Of particular note, I was able to borrow the War Relocation Authority microfilms from the University of Washington library system until the Brooks Library obtained its own copies of this valuable resource. At each step of the way, Brooks Library staff were very helpful in assisting with the research.

I scoured the document collections of museums in the vicinity of each center in an effort to locate obscure but useful references such as newspaper clippings and local reports. Local museum curators were most patient and helpful with my requests, and in one case, opened a museum on a Sunday morning for my students and I.

I used the internet (and especially GOOGLE) to search for and locate hard-to-find topics. While I remain skeptical of the quality of many undocumented internet sources, the internet was invaluable in searching for and ultimately locating key information that filled holes in my research.

In all facets of the library, museum, and internet research, I strove to use primary sources wherever possible as a way to minimize errors. These included the center newspapers, War Relocation Authority reports, journal articles, and government reports. I made a reasonable effort to track down primary sources through the Brooks Library, SUMMIT, Interlibrary loan, and the internet. However, my time and budget did not allow me to obtain every primary source (e.g., official letters and many War Relocation Authority reports). To do so would have required an expensive trip to the National Archives in Washington, D.C., and far more time devoted to each site. In those cases, I cited the source in which I read the original material to try to minimize the amount of citations in the text assuming that the reader can track down the original source through my citation.

Mapping and Graphing

Geographical research often involves the presentation of data in graphical and map form. This research is no different. Most data collected from a variety of sources was mapped using ARC-GIS or Corel DRAW software, and graphed using EXCEL or QUATTRO software. Two of my graduate students and our Geography Technician did most of this work.