



Gene Uratsu in front of the Fourth Army Intelligence School, December 1941

Historic Furnishings Report

Fourth Army Intelligence School

Golden Gate National Recreation Area

U. S. Department of the Interior/National Park Service

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HISTORIC FURNISHINGS REPORT

Fourth Army Intelligence School

Golden Gate National Recreation Area
San Francisco, California

by

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ADMINISTRATIVE INFORMATION

The Fourth Army Intelligence School was a secret language school established by the U. S. Army in November 1941 to train Japanese-American linguists for the potential war in the Pacific. The school was founded in the San Francisco Bay area in a former airplane hangar that had once served as the U. S. Air Mail Service's first airmail hangar on the West Coast. The hangar, located next to historic Crissy Field at the Presidio of San Francisco, is currently known as Building 640, but at the time was called Building 907.¹

Crissy Field, the hangar housing the Fourth Army Intelligence School, and many of the structures in the area are contributing structures to the National Historic Landmark District of the Presidio of San Francisco. The National Park Service assumed control of the Presidio of San Francisco from the U. S. Army in October 1994, although the boundaries of Golden Gate National Recreation Area have encompassed the Presidio since 1972. In July 1998 administration of the area containing Building 640 was transferred to the Presidio Trust, a federally chartered partnership institution which has full operational control of the area of the Presidio containing the building. The National Park Service and the National Japanese American Historical Society have a Memorandum of Agreement to interpret the building to the period of November 1941 through May 1942, when the first class of what became the Military Intelligence Service Language School lived and studied in Building 640.

In support of that interpretive agreement, this historic furnishings report was prepared to address the historic use, occupancy and furnishing of the Fourth Army Intelligence School during the 1941-42 period and to provide recommendations for furnishing portions of the building to the significant period. At the time this report was written, the Presidio Trust continued to use the building as a warehouse. Although the Trust and the National Japanese American Historical Society have declared their interest in working together to determine a mutually satisfactory use of the building, specific proposals for its rehabilitation and occupancy have not proceeded beyond the preliminary conceptual phase. It is hoped that this report will help to inform the future development of such proposals, but for now the future tenant and use of the interior spaces are not known for certain.

The recommended furnishings section suggests an alternative to a comprehensive furnishings plan for the entire interior of the building and recommends a "vignette" approach, or partially furnishing key areas such as a classroom and a portion of the barracks. Other interpretive media such as interior wayside exhibits and traditional

¹ The building will be most often referred to in this report as the Fourth Army Intelligence School, or the Intelligence School, as it was during the 1941-42 interpretive period. The title "Military Intelligence Service Language School" was given to the school after it was relocated to Minnesota in June 1942. The number of the building was changed from 907 to 640 in the 1940s.

exhibitory can complement these furnished areas. Content for these media alternatives is suggested in the "Related Media" section of this report.

Current interpretive programming at the site includes quarterly tours given by the National Park Service and Fourth Army Intelligence School veterans, and an annual commemorative ceremony held in cooperation with the National Japanese American Intelligence School. An interpretive wayside panel, located outside the Fourth Army Intelligence School building, was unveiled at the 1998 commemorative ceremony. The panel was a joint project funded by the Military Intelligence Service Association of Northern California, the National Japanese American Historical Society, and the National Park Service.

The U. S. Air Mail Service constructed Building 640 in 1921. In 1928 it was converted to a barracks and later functioned as the post gymnasium. The building was slightly modified again in 1941 to accommodate the first class of the Army intelligence school training Japanese linguists. By 1946 the Army used the former hangar as a library depot. During the following years the building was modified several times and served as a warehouse, a light aircraft maintenance shop, and a motor pool maintenance shop. It housed a vehicle maintenance facility in the 1980s, and after the National Park Service took over the post in the 1990s it again became a warehouse. The Presidio Trust continues to maintain it as a warehouse, although the National Japanese American Historical Society has proposed converting the building into its headquarters, complete with office and exhibit space.

Documentation of the interior of Building 640 during the 1941-42, or "first class," period is relatively good. There are several photographs of students in the classroom area, and one image published in the *Military Intelligence Service Language School Album* shows instructors in what was probably an administration or office area. Most important, however, are the reminiscences of instructors and students still living. Several of these veterans participated in oral history interviews in the 1980s and early 1990s and five former students have been interviewed as part of the historic furnishings project. Others have answered a questionnaire designed to gather information on the interior of the building and on their experiences at the Presidio. The veterans' memories of the time they spent living and working in Building 640 are remarkable in their clarity and detail, and the interviews and questionnaires provide the most important evidence for the furnishings recommendations.

Written sources include the history of the first class published in the *Military Intelligence Service Language School Album*, and accounts written for various publications by first class veterans themselves. Documentation held at the National Archives and Records Administration includes various accounts of the history of the MIS language school and descriptions of the course of study, as well as correspondence regarding staff, student loyalty, and the school's move to Minnesota in 1942. It is important to remember that the Fourth Army Intelligence School was established in secret, so official documentation about the undertaking is scarce. A full account of the establishment of the school is

provided in Dr. James C. McNaughton's official history of Nisei and the Military Intelligence Service, currently in draft form.

Interpretive Objectives

The Final General Management Plan Amendment for Golden Gate National Recreation Area outlines a broad interpretive framework for the Presidio, which includes establishing the Presidio as "the Setting for multicultural and environmental events, ceremonies, and celebrations of the arts, history and culture." The plan also states that "interpretation at the Presidio provides an excellent opportunity to examine the lessons of cultural and racial prejudices and the potential rewards of global interdependence."²

The 1999 draft Long Range Interpretive Plan for the Presidio identifies several interpretive themes relative to the Fourth Army Intelligence School building. It proposes that visitors will:

- understand key elements in the history and development of the post, and appreciate its significance in the context of local, national and global events
- glimpse aspects of military life and ways—its history, development, traditions, cultural diversity, impacts on the outside world, etc.
- learn about the role of individual military programs and operations (such as the Military Intelligence Service Language School, Japanese relocation and internment, the cavalry, etc.) and how these programs fit into the larger context.

In support of these goals, the Memorandum of Agreement between the National Park Service and the National Japanese American Historical Society (NJAHS) states that the organizations will "mutually explore ways in which use of the interior of the Intelligence School can be made for permanent exhibit panels, occasional public programs, and for reconstruction of a portion of the World War II language school in a corner of the building."³

The vignette approach to furnishing the Intelligence School—furnishing only those areas for which the best evidence exists—uses the strong evidence presented by the photographs of the interior to its fullest. At the same time, first-person accounts supplement the visual evidence and clarify questions raised in interpreting the

² *Final General Management Plan Amendment: Golden Gate National Recreation Area, Presidio of San Francisco, San Francisco, California* (San Francisco: U. S. Department of the Interior, National Park Service, 1994), p. viii and p. 129.

³ *Draft Long Range Interpretive Plan* (Division of Interpretation and Education, Golden Gate National Recreation Area: 1999), p. 77 and Memorandum of Agreement between National Park Service, Golden Gate NRA and National Japanese American Historical Society, 1997.

photographs. Written documentation supplies context and gives some sense of how the organization functioned overall.

The interpretive period is limited to the six months between November 1941 and May 1942, and once the school was operational it is assumed there was minimal change in the furnishings. It is recommended, then, that the classroom and barracks be furnished according to the several existing photographs, personal recollection, and common Army practice at the time.

Furnished living and study spaces can convey to the visitor the Spartan conditions in which students, instructors and staff worked at the start of the Fourth Army Intelligence School. Class materials such as texts, maps and dictionaries will illustrate methods used in study and can underline the seriousness of purpose and the sacrifice made by the men developing and participating in this secret program. Furnished barracks spaces can generate discussion about living and working conditions both in the Army at large from which these men were recruited, and in the internment camps to which their families were sent. The duty and commitment these soldiers offered unquestioningly to their government, in juxtaposition with the treatment of their families by that same government, is an irony probably not best conveyed through historic furnishings. First-person interpretation, however, can use the furnishings exhibit to initiate discussion of the concepts of patriotism, racism and citizenship, and can increase visitor awareness of issues critical to understanding the domestic response to the U. S. entry into World War II.

Operating Plan

A plan for accessing the building and the furnishings exhibits cannot be developed at this time, since the tenant and use of the space has not yet been determined. In general terms, the classroom should be exhibited on the north side of the building and the barracks area on the south. The southeast corner is the preferred location for the barracks furnishings exhibit, since oral history interviews document student bunks in this area.

The visitor circulation pattern to be developed for historic furnishings exhibits must also include visitor flow through any traditional exhibits installed in the building, and should take into account proposed interior wayside exhibits interpreting furnishings exhibits. Once visitor access and circulation pattern is established, barrier needs for the exhibits can be determined.

A mock classroom containing reproduction barracks tables and chairs could be constructed near the furnishings exhibit. The classroom could be stocked with selected reproduction Japanese-English texts, maps, a blackboard and other reproduction late 1930s-early 1940s period school supplies. It is recommended that this interpretive area be separate from the furnishings exhibit so that period and original objects, such as the theater seats, can be used in the exhibits. Golden Gate NRA Division of Interpretation

and Education staff with support of the NJAHS will be responsible for developing the classroom.

Prior to implementation of the historic furnishings plan, hours and seasons of operation of the building must be established. In addition, the method of visitor access, whether self-guided, guided, or fixed-point of interpretation, must be determined. As mentioned above, a visitor circulation pattern must also be developed. These decisions will determine staffing needs for interpretation and maintenance. Note that all decisions affecting operation and interpretation of the Fourth Army Intelligence School will be made in conjunction with the NJAHS, Golden Gate NRA's partner in interpreting Building 640 and the Fourth Army Intelligence School.

Prior Planning Documents

The following planning documents affect the use and management of Building 640, Presidio of San Francisco, San Francisco, California:

Long Range Interpretive Plan, draft (1999).

Memorandum of Agreement between National Park Service, Golden Gate NRA, and National Japanese American Historical Society (1997).

The Last Word in Airfields: A Special History Study of Crissy Field, Presidio of San Francisco, California (1994).

Final General Management Plan Amendment: Golden Gate National Recreation Area, Presidio of San Francisco, San Francisco, California (1994).

HISTORICAL INFORMATION

History of the Structure

Construction of the 80' x 100' structure that became Building 640 began in December 1921. The Post Office Department's Air Mail Service built the corrugated iron airplane hangar. The U. S. Army granted the Air Mail Service water, electricity and telephone services, as well as a revocable license for use of the land.⁴ The Air Mail Service stopped using the hangar in May 1926, and in August 1928 the building was converted into barracks for the Student Reserve Officers Training Corps. Windows were placed in the north wall, ceilings and wooden tongue and groove floors were installed throughout, and the roof and walls were repaired.

Several years later the building was designated as a barracks and post gymnasium, and by 1932 the former hangar served the lower post as a gymnasium only (see figure 28). Originally, the building had no heat, water or sewer connections, but in 1928 a 20' x 40' stucco lavatory and shower area was annexed to the hangar. It contained seven showers, 10 toilets, 10 sinks and all utility connections (see figures 29 and 30). Recently, the interior of the lavatory was extensively remodeled.

Modifications such as the addition of two doors on the east side of building and double-hung windows on the north side were also made before the Fourth Army Intelligence School was established (see figure 27). Two weeks before the first class of Japanese-American linguists began their language school training on November 1, 1941, partitions were constructed inside the hangar to carve out classrooms, offices and barracks space, and a week later additional lights and reflectors were installed.

It was not until after Christmas 1941, when the students had been studying for almost three months, that a gas heater was installed in the building. A circa 1939 form documenting Presidio buildings states that this building was unheated. This indicates that stoves must have been brought in specifically for the use of the 60 first class students who were housed in the building from late October onward.⁵

⁴ *Air Service News Letter*, December 3 and December 12, 1921 in Stephen A. Haller, *The Last Word in Airfields: A Special History Study of Crissy Field, Presidio of San Francisco, California*, San Francisco: National Park Service, 1994, pp. 40-41.

⁵ Quartermaster Corps Form 117, Building Book Records, Presidio Buildings #500-699, GOGA 1766.0025, Golden Gate National Recreation Area (GOGA) Archives and Records Center, entries for Building 907 (changed between 1942 and 1946 to Building 640), Building 908 (Building 641), and "Presidio Physical History Report, Building Inventory," 1992, on file at GOGA.

By 1951, some of the partitions were removed, concrete flooring was reinstalled, overhead heaters were installed and some of the windows were relocated. At this time a stairway was built, but it is not clear whether this is the stairway in the building today. In the 1960s, the building was used for motor pool maintenance work.

By 1984, the Fourth Army Intelligence School building was designated an administration/storage area; at least three vehicle lifts were in the building at this time, along with a tail pipe exhaust system which was renovated the same year. The next year the building was redesignated a motor vehicle shop, which seems consistent with the installation of the vehicle lifts. Additional wooden partitions were removed at this time, although it is not known if these were the partitions constructed in 1941. It is probable that wooden partitions were constructed and removed as needed in the period after the language school moved from the Presidio.⁶ When the army transferred the Presidio to the National Park Service in 1994, Building 640 continued to serve as a maintenance area, and in the building's subsequent transfer to the control of the Presidio Trust in July 1998 it has retained this function.

Historical Occupancy

The conception and success of the idea of a Japanese language school in the months just prior to World War II is credited to a small handful of Army officers. As open conflict with Japan became more likely, Army intelligence officers were well aware that Japanese language capabilities in all branches of the armed forces were insufficient to support a war effort. There were few sources of trained Japanese linguists available; the most significant were officers who had served as military or language attachés in Japan, and a handful of civilian missionaries and business people.

In June 1941 Major Carlisle C. Dusenbury, of the Intelligence Division (or G-2) General Staff in Washington and a former military attaché to Tokyo, suggested that the Army train Japanese-American soldiers as linguists. Recently mobilized or conscripted into the Army, most of these soldiers were "Nisei," or American-born children of immigrant parents, and almost all were from the West Coast or Hawaii. Dusenbury developed a training plan with Lt. Col. Wallace Moore, another G-2 staff officer, who had grown up in Japan. Their superior, Col. Rufus Bratton, was also a former military attaché to Tokyo and chief of the Far Eastern Branch of the Intelligence Division. He approved the plan, and with the approval of his superior, Brigadier General Sherman Miles, Chief of the Intelligence Division, the school was established at the Presidio of San Francisco, a location close to the majority of the Japanese-American population.

The school had the support of the Army's Training and Operations Division (G-3), but remained under the control of the Intelligence Division. The Intelligence Division was

⁶ Building Number Series, Building 640, and ADPWEMR-3, Box 2, GOGA Archives and Records Center.

not able to fund or staff the school, so the Fourth Army, headquartered at the Presidio, was called upon in the autumn of 1941 to implement the plan.⁷

After the December attack on Pearl Harbor, political racial and economic tensions precipitated the issuance of Executive Order 9066 evacuating Japanese Americans from the West Coast. Within the next six months, Lt. General John DeWitt, commander of the Fourth Army, orchestrated the removal of all Japanese-American citizens and resident aliens from their homes on the West Coast to isolated concentration camps in the country's interior. Ironically, DeWitt's unit—by now the Western Defense Command—continued to support the Japanese language school. At one point before the evacuation, DeWitt, in what was clearly meant as a gesture of support, visited the Japanese-American students at their makeshift school.⁸ DeWitt could have easily walked the short distance down the hill from his office to the Fourth Army Intelligence School at Crissy Field.

Administrators

Lieutenant Colonel John Weckerling. John Weckerling was the first commander of the language school. He began his Army career during World War I, and first went to Japan in 1928 as an Army language attaché. In 1935 he returned to Tokyo as assistant military attaché. He was serving in Panama when the language school was organized, and was recalled in September 1941 “to organize and direct the school and to procure both faculty and student personnel.”⁹

Weckerling assisted Captain Kai Rasmussen (see below) in interviewing some 1,300 Nisei soldiers on the West Coast. To their disappointment, the officers found that less than ten percent of the soldiers knew enough Japanese to be considered for the language school, and many of those would need considerable training to make them competent linguists. Weckerling and Rasmussen also visited West Coast universities searching for instructors, but were similarly disappointed.

From the start, the Army had overestimated the language skills of the Nisei on the West Coast. Although the language school had originally been envisioned as a short brush-up

⁷ James C. McNaughton, “Training Linguists for the Pacific War, 1941-1942,” *U. S. Army and World War II: Selected Papers from the Army's Commemorative Conferences* (Washington, DC: U. S. Army Center of Military History, 1998), 129-45, and Brigadier General Weckerling, “Nisei Language Experts: Japanese Americans Play Vital Role in U. S. Intelligence Service in WWII,” 1946, published in *John Aiso and the M.I.S.: Japanese-American Soldiers in the Military Intelligence Service, World War II*, Tad Ichinokuchi, editor, The Military Intelligence Service Club of Southern California, Los Angeles, 1988, pp. 187-89.

⁸ Interview with John Aiso, January 10, 1986, and interview with Uratsu, Sakamoto, Yamamoto and Kadani, November 3, 1998.

⁹ McNaughton, “Training Linguists for the Pacific War, 1941-1942,” in *U. S. Army and World War II: Selected Papers...*, and Weckerling, “Nisei Language Experts,” in *John Aiso and the M.I.S.*, p. 188.

course for Nisei assumed to be fluent in Japanese, it was soon decided that a more formal and extensive course of study would need to be devised to train linguists to translate equally well from English to Japanese and from Japanese to English, as well as to master the organization and terminology of the Japanese military.¹⁰

During the initial set-up of the school and early in its operation, Weckerling oversaw operations from the Fourth Army Headquarters building at the Presidio.¹¹ From July 1941 to February 1942, Weckerling was Assistant Chief of Staff, Intelligence Division, for the Western Defense Command and Fourth Army, and commandant of the school. Lt. Col. Joseph K. Dickey served as deputy commandant. According to a 1994 interview with Shigeya Kihara, one of the original language school instructors, Dickey was the school's executive officer by the time classes started on November 1, with an office located in Building 640. Weckerling visited the school frequently, "practically every day, sometimes twice a day," and ensured texts and supplies were available for the school. He also approved, disapproved, or modified plans for the course of instruction submitted by the chief language school instructor, John Aiso.¹²

In the spring of 1943 Weckerling was scheduled to command the 442nd Regimental Combat Team, but was retained in the Intelligence Division because of his expertise. By 1946 he served as deputy assistant chief of staff, Intelligence Division, at the War Department.¹³

Captain Kai E. Rasmussen. Kai Eduard Rasmussen was also a former language attaché who had served in Tokyo before the war. Born near Copenhagen in 1902, Rasmussen immigrated to the United States in 1922. He joined the Army and in 1924 won an appointment to the United States Military Academy at West Point, where he graduated in 1929. He served in New York, the Philippines and Virginia before becoming a language student and assistant military attaché to the U. S. Embassy in Tokyo from 1936 to 1940.

¹⁰ McNaughton, "Training Linguists for the Pacific War, 1941-1942," in *U. S. Army and World War II: Selected Papers...*, and Weckerling, "Nisei Language Experts," in *John Aiso and the M.I.S.*, p. 191.

¹¹ The Fourth Army Headquarters was located less than a mile from the Fourth Army Intelligence School, and is now building PE-35 at the Presidio.

¹² McNaughton, "Training Linguists for the Pacific War, 1941-1942"; and interview with Shigeya Kihara, January 21, 1994, tape and transcription in GOGA Archives and Records Center. See also "History and Description of the Military Intelligence Service Language School", by Col. Kai E. Rasmussen, Commandant, National Archives and Records Administration, Record Group 319 [hereafter cited as NA, RG], Records of the Office of the Assistant Chief of Staff, G-2, Historical Studies and Related Records of G-2 Components, Military Intelligence Service Language School, Box 24.. There are three versions of the history and description of the MISLS, all slightly different. The version cited here was written by Kai Rasmussen in 1943; in February 1946 Tadao Yamada submitted a "Training History", and a circa 1945-46 version titled "The Training History of the Military Intelligence Service Language School" is also located in the records of the Military Intelligence Service Language School.

¹³ Weckerling, "Nisei Language Experts," in *John Aiso and the M.I.S.*, p. 186.

Rasmussen went to San Francisco in 1940 as a coast artillery officer at Fort Winfield Scott.

In the summer of 1941, Captain Rasmussen was detailed to conduct interviews with potential Nisei language students in Army camps on the West Coast. He wrote later that he had “set up my sights too high” and, disappointed in the overall linguistic ability of the Nisei soldiers, selected students for placement in a training program more intensive than was originally envisioned.¹⁴ He developed the initial curriculum for the new school, volunteering his own texts and language study materials for mimeograph copying and distribution. In the ensuing panic after the attack on Pearl Harbor, however, Rasmussen was reassigned to a coastal artillery unit. In the spring of 1942 he returned to the school as commandant, in time to oversee the relocation of the school to Camp Savage, Minnesota.¹⁵

Rasmussen continued as commandant at Camp Savage and Fort Snelling in Minnesota and transferred with the Military Intelligence Service Language School to the Presidio of Monterey in 1946. He next served for three years as military attaché to the U. S. Embassy in Norway, and in 1950 returned to Tokyo as the Chief of Order of Battle and Intelligence Division, Far East Command. In 1953 he returned to the United States to a position at the Pentagon, and retired from the Army in 1955. Rasmussen then served as the director of the Special Operations Research Office at American University in Washington, D.C., retiring from this civilian position in 1963. He died in Washington, D.C. in 1988.¹⁶

Other staff

Major **Joseph K. Dickey** was the deputy commandant of the Fourth Army Intelligence School from November or December 1941 until the spring of 1942. Arthur Kaneko, a former first class student, recalls that either Dickey or Rasmussen was always at the school and that the officer who was not at the school was out in the field recruiting for the next class.¹⁷

¹⁴ “In Memoriam: Kai E. Rasmussen, 1902-1988,” Washington, DC, 1988.

¹⁵ Joseph D. Harrington, *Yankee Samurai: The Secret Role of Nisei in America's Pacific Victory*, (Detroit: Pettigrew Enterprises, Inc., 1979), p. 30 and “History and Description of the Military Intelligence Service Language School,” NA, RG 319, Records of the Office of the Assistant Chief of Staff, G-2, Historical Studies and Related Records of G-2 Components, Military Intelligence Service Language School, Box 24.

¹⁶ “In Memoriam: Kai E. Rasmussen.”

¹⁷ Interview with Arthur Kaneko, October 14, 1998.

According to the circa 1945 training history for the school, the administrative staff originally included the commandant, an adjutant, a first sergeant, a supply sergeant and a clerk. It is not known who the first sergeant was in 1941. Former instructor Shigeya Kihara names Sergeant Peterson and Warrant Officer Schneider as the only administrative staff in his 1994 interview and other noncommissioned officers listed on the rolls appear to have been attached to the school as students, either with the first class or as later entrants.

Lawrence P. Dowd served as adjutant, the staff officer assisting the commandant, beginning in late December 1941. He had lived in Japan for three years in the early 1930s, and he studied the language during his time there. In 1938 he received his Master of Arts in Oriental Studies from the University of Hawaii. In January 1942 he began studying at the school and was considered “one of the best at the school in the Japanese-to-English translation work.” His speaking was not as proficient as his reading, however.¹⁸

In April 1942 Dowd received a recommendation for promotion to first lieutenant, citing his “great value to the school” as adjutant. Dowd stayed with the school in Camp Savage and Fort Snelling, and while at Fort Snelling he was promoted to major. He was discharged in November 1945 and according to the *MISLS Album*, returned to his former teaching position at the University of Washington.¹⁹

Sergeant **Vernal Peterson**, the Fourth Army Intelligence School supply sergeant, was assigned to the language school before the students arrived in the autumn of 1941 and was “in general charge of all school supply and clerical staff.” In April 1942, Rasmussen recommended he be commissioned, stating that he “exhibited to an unprecedented extent qualities and qualifications requisite to the office of a commissioned officer.” It seems as if Sgt. Peterson went with the school to Camp Savage, but it is unclear whether he stayed with the school. Apparently he was not a language student himself, and he does not appear in the Camp Savage staff and faculty photograph published in the *MISLS Album*. In 1942 he was a candidate for the AGO (Adjutant General’s Office) school, so perhaps his career took him in another direction.²⁰

¹⁸ Juliet Dowd to Mary Grassick, December 28, 1998, in GOGA files; “The Training History of the Military Intelligence Service Language School,” c. 1945, NA, RG 319, Records of the Office of the Assistant Chief of Staff, G-2, Historical Studies and Related Records of G-2 Components, MISLS, Box 24, and Kai E. Rasmussen to M.I.S., G-2, War Department, May 28, 1942, NA, RG 319, Army Intelligence Project Decimal File, 1941-45, Box 1196.

¹⁹ Kai E. Rasmussen to Chief, M.I.S. (draft?), April 24, 1942, NA, RG 319, Army Intelligence Project Decimal File, 1941-45, Box 1195 and *MISLS Album*, pp. 66 and 89.

²⁰ Kai E. Rasmussen to Chief, M.I.S. (draft?), April 24, 1942, NA, RG 319, Army Intelligence Project Decimal File, 1941-45, Box 1195; Special Order 1, Headquarters Military Intelligence Service Japanese Intelligence School, May 25, 1942, NA, RG 319, Army Intelligence Project Decimal File, 1941-45, Box 1193, and *MISLS Album*, pp. 42-43.

Warrant Officer Junior Grade **Harry Schneider** was confidential clerk at the Presidio language school and was assigned to the school in the summer of 1941. Although not a student, he picked up some Japanese while working at the school, and two years after the school opened, his language skills were considered “of special value in treating ... large numbers of applicants whose English is insufficient for normal correspondence.”²¹ Schneider described his job as “handling Secret and Confidential documents, orders and disposition of all graduates.”²²

Schneider transferred to Camp Savage in the spring of 1942 and in October 1943 was still with the language school, having become the chief confidential clerk. At that time he served as Assistant Personnel Director, with responsibilities for the “very complex matter of securing suitable candidates for admission to the School.” Rasmussen recommended Schneider be commissioned at this time, citing the “crying need” for a commissioned assistant personnel director. By 1946, Schneider was no longer on the staff of the Military Intelligence Service Language School.²³

²¹ Kai E. Rasmussen, Memorandum for Major Edwards, October 1, 1943, NA, RG 319, Army Intelligence Project Decimal File, Box 1189.

²² Harry Schneider, W.O.J.G., Memorandum for the Commandant, MIS Language School, Camp Savage, Minnesota, September 29, 1943, NA, RG 319, Army Intelligence Project Decimal File, Box 1189.

²³ Kai E. Rasmussen, Memorandum for Major Edwards, October 1, 1943, NA, RG 319, Army Intelligence Project Decimal File, Box 1189 and *MISLS Album*, p. 136.

Instructors

Rasmussen and Weckerling originally recruited four instructors to teach at the Presidio school. By the time the first class finished their course in May 1942, there were a total of eight instructors. As the circa 1945 “Training History” points out: “With one exception, none of the instructors had previous experience in teaching and consequently had to learn by trial and error. On the other hand, they were not handicapped by preconceived habits of leisurely peacetime teaching and did not tolerate student inefficiency on the plea that Japanese was ‘a very difficult language.’”²⁴ Course objectives were not spelled out and the officers in charge “declared that they did not know the specific mission of the graduates, although it was vaguely connected with usage of Japanese in connection with American military operations in the Pacific.”²⁵

On October 15, 1941, Weckerling brought the first four instructors hired—John Aiso, Arthur Kaneko, Shigeya Kihara and Akira Oshida—together at the Presidio for the first time. They met in the basement of the headquarters of the Fourth Army and were confronted by a handful of Japanese textbooks stacked on an orange crate. After introductions were made, the instructors and Weckerling packed up the materials and set off for Building 640 at Crissy Field. Construction of partitions was underway in the former airplane hangar and furnishings in the building were sparse.

More than fifty years later, Shigeya Kihara’s memory of the challenge set before them that day remained vivid:

... Weckerling said, “This is your new school.” He said, “In two weeks’ time ... sixty students will report for Japanese language intelligence training.” And he said, “Be prepared with sufficient textbooks, teaching materials, course of instruction, a curriculum, everything, to start your training.” And this is the first time in two hundred years in American military history that a foreign language instruction course was to be established in any language ... I have never seen or heard of any letter from the Pentagon or anything written by Colonel Weckerling or Captain Rasmussen describing what the objectives of the course would be, what the courses should consist of ... I’ve never seen anything. And then he turned on his heel and left. Got in his car and went back to his office. And neither John Aiso or Aki Oshida or Private Kaneko nor I had had any kind of training as teachers, had never taught Japanese as a language to anybody. We just stood there and looked at each other for a couple of minutes²⁶

The four instructors did indeed prepare a course of study for the 60 students who arrived on November 1, and began teaching general Japanese. As the 1946 “Training History”

²⁴ “The Training History of the Military Intelligence Service Language School”, no author, no date (c. 1945), NA, RG 319, Records of the Office of the Assistant Chief of Staff, G-2, Historical Studies and Related Records of G-2 Components, MISLS, Box 24.

²⁵ “Training History,” Tadao Yamada, 1946, NA, RG 319, Records of the Office of the Assistant Chief of Staff, G-2, Historical Studies and Related Records of G-2 Components, MISLS, Box 24.

²⁶ Interview with Shigeya Kihara, January 21, 1994.

noted: "Experience showed that, except for about the top twenty students, the process was one of learning anew rather than merely refreshing up on knowledge previously acquired but presently dormant."²⁷

In the beginning, each instructor was assigned to one class. John Aiso was the head instructor and he and Akira Oshida taught the most advanced level. Arthur Kaneko declined to become an instructor, and Tetsuo Imagawa was hired to replace him. He became the instructor for the second level, while Shigeya Kihara was in charge of the third level. According to the 1946 "Training History" the first level, or "A" class, was for students with a strong language background. The A class was then subdivided into A-1 and A-2 sections. The "B" class, or second level class, covered the same material as the A class, but at a slower pace. The B class was also divided into two sections. Although the initial organization of the class sections is somewhat unclear, it is likely that the second section of the B class corresponds with the third level taught by Shigeya Kihara.²⁸

After the attack on Pearl Harbor, course work intensified and new instructors were hired to teach specialized subjects. Tadao Yamada was hired to teach geography, and Toshio Tsukahira was qualified in Japanese history. Tsutomu Paul Tekawa and Tom Tanimoto also joined the faculty; they were former reporters for a Japanese newspaper in San Francisco. William Fujita was hired and then relieved of his position because of "insufficient Japanese." Satoshi "Bud" Nagase was also hired to develop and teach a course on intercepting messages, but was later dismissed for "administrative reasons." At this point instructors were rotated among the classes, each teaching his specialty. This method gave students the opportunity to hear a variety of voices speaking the language. The school also used military personnel who had worked with troops in Japan as guest lecturers.²⁹

The 1946 "Training History" emphasizes that none of the Presidio instructors had any training in the field of teaching. The language itself was not a problem, but teaching Japanese using the English language was something none of them had experienced. They learned through trial and error and by simply starting to teach. Many of them had no background in Japanese grammar, and some of the specialized subjects required to

²⁷ "Training History," Tadao Yamada, 1946, NA, RG 319, Records of the Office of the Assistant Chief of Staff, G-2, Historical Studies and Related Records of G-2 Components, MISLS, Box 24.

²⁸ Interview with Shigeya Kihara, January 21, 1994, and "Training History," Tadao Yamada, 1946, RG 319, Records of the Office of the Assistant Chief of Staff, G-2, Historical Studies and Related Records of G-2 Components, MISLS, Box 24.

²⁹ Interview with Shigeya Kihara, January 21, 1994; "Training History," Tadao Yamada, 1946, NA, RG 319, Records of the Office of the Assistant Chief of Staff, G-2, Historical Studies and Related Records of G-2 Components, MISLS, Box 24; Interview with Tom Sakamoto, Gary Kadani, Steve Sakamoto and Gene Uratsu, Building 640, Presidio of San Francisco, November 3, 1998, and "MISLS Presidio of San Francisco, Camp Savage and Fort Snelling" by Shigeya Kihara, in *Unsung Heroes: Military Intelligence Service Past Present Future* (Seattle: MIS Northwest Association, 1996), p. 63.

prepare military translators for field work were not taught in Japanese schools. Shigeya Kihara described it as “a day-to-day struggle of keeping one step ahead of our students.” Lack of necessary reference material also made the instructors’ jobs more difficult; they had access only to what had been salvaged from private collections and from Japanese bookstores preparing to close prior to being evacuated.³⁰

Six months later, however, the seven instructors under the leadership of John Aiso graduated 42 Japanese linguists well equipped to meet the challenges presented to them in the field. These challenges were severe—first class students translated documents and radio messages under combat conditions from tropical jungles to Alaska, interrogated Japanese prisoners of war, prepared propaganda materials, and flushed soldiers and civilians from caves in the South Pacific.³¹ Ten of the top members of the class were recruited to join the faculty at the school’s new location at Camp Savage, Minnesota, and all of the instructors transferred themselves and their families to Minnesota.

John Aiso. John Fujio Aiso was born in 1909 in Burbank, California. He attended Brown University, and received a degree from Harvard Law School. He had some additional legal training at Chuo University in Tokyo, and was employed in Manchuria as chief legal officer for the British Tobacco Company in the 1930s. He became ill with hepatitis while working in Manchuria, and in the spring of 1939 his mother and one of his younger brothers traveled to China to bring him back home.³²

Aiso was drafted in April 1941 and stationed at Camp Haan, near Riverside, California, where his health improved. He worked in the motor pool, did some legal work representing enlisted men in trouble, and was promoted to assistant company clerk. In the summer of 1941 Kai Rasmussen approached Aiso and asked if he could interview Aiso about his expertise in Japanese. Rasmussen had him read and translate from two military manuals, and explained that the Army was recruiting for a Japanese language school in San Francisco.³³

³⁰ “Training History,” Tadao Yamada, 1946, and “History and description of the Military Intelligence Service Language School,” Kai E. Rasmussen, 1943, NA, RG 319, Records of the Office of the Assistant Chief of Staff, G-2, Historical Studies and Related Records of G-2 Components, MISLS, Box 24, and interview with Shigeya Kihara, January 21, 1994.

³¹ “The Military Intelligence Service Story,” by Mitzi Matsui, in *Unsung Heroes*, p. xiii.

³² Interview with Shigeya Kihara, January 21, 1994 and Evacuee Case Files for Taki Aiso, #1053, NA, RG 210.

³³ Interview with Judge John F. Aiso, January 10, 1986, (c. 1986, National Japanese American Historical Society) and Kiyoshi Yano, “Participating in the Main Stream of American Life Amidst Drawback of Racial Prejudice and Discrimination: John F. Aiso, A Leader of the Nisei,” in *John Aiso and the M.I.S.*, pp. 14-15.

Aiso heard nothing more about the school, went on Fourth Army maneuvers to Washington State, and returned to take a 10-day furlough. During this time, word came out that draftees over the age of 28 would be released, so while Aiso was on furlough he became engaged and made arrangements to resume practicing law. Upon his return he was offered a place in the new language school. Aiso declined, saying that he preferred a discharge: "I told him ... 'I want to get out.'" He was told to think it over, and realized it was "go or else." The same day he was transferred to the Presidio of San Francisco.³⁴

At the Presidio Aiso met Weckerling, and the idea of the Japanese language intelligence school was explained to him. Weckerling convinced Aiso to accept this unusual mission by telling him: "John, your country is in need of you!" Aiso had never heard America referred to as "his" country, and he was moved to reply with an enthusiastic "OK, sir." He was first slated to be a student at the school, then an assistant instructor, and eventually he was appointed head instructor—all before the school opened on November 1, 1941.

As head instructor of the school, Aiso could not remain an enlisted man and oversee the studies of officer students. As a result, he was transferred to the Enlisted Reserve Corps and hired as a civilian by the War Department. If he quit his job, however, he would return to enlisted status.³⁵

Aiso's engagement to Sumi Akiyama was not affected by his appointment to the school and the wedding was set for December 14, Aiso's birthday. Aiso heard of the attack on Pearl Harbor while returning to the Presidio from telegraphing his fiancée in the city. On the trolley car, a fellow passenger responded to the news by screaming hysterically, "Kill him! He's a Jap!" After Pearl Harbor he considered calling off the wedding, but was encouraged to go ahead by the school's commandant, then-Captain Joseph Dickey. Telling Aiso that "a man has to get married sometime," Dickey sent him to Los Angeles to interview new instructor prospects. Dickey suggested: "If you decide to get married on the side, that's your business, none of mine."³⁶

In addition to the challenges posed by setting up a secret language school, "uncharted and without precedent," Aiso also had to manage the students, some of them uncertain and fearful after the December 7 attack on Pearl Harbor. After the sidearms and rifles of the Nisei students were confiscated the afternoon of the attack, one student approached Aiso with the fear that Japanese-American students would be "lined up and shot." He wanted

³⁴ Interview with Aiso, January 10, 1986 and Yano, "Participating in the Main Stream of American Life..." in *John Aiso and the M.I.S.*, p. 15.

³⁵ Yano, "Participating in the Main Stream of American Life..." in *John Aiso and the M.I.S.*, p. 16.

³⁶ Interview with Aiso, January 10, 1986. McNaughton, "Training Linguists for the Pacific War, 1941-1942," in *U. S. Army and World War II: Selected Papers...*, 129-40, and Harrington, *Yankee Samurai*, p. 29.

the students to flee while they were able. In a well-known response, Aiso replied that the soldier could destroy the future of Japanese Americans with such an action, and replied “I am staying here, and you are going to stay, also.” His display of leadership calmed his students and no doubt the other instructors as well.³⁷

As a result of the evacuation of all Japanese Americans from the West Coast in early 1942, the Fourth Army Intelligence School moved from the Presidio of San Francisco to Camp Savage, Minnesota. Aiso moved with it, taking his wife and all of the instructors from the Presidio School. He was the director of Academic Training at Savage and later at Fort Snelling, Minnesota, where the school transferred in 1944. At this point he was commissioned a major in the U. S. Army.

In 1945 Aiso left Fort Snelling and in early 1946 went to Tokyo as a legal assistant at General MacArthur’s headquarters there. He returned to the United States to practice law as a civilian in 1947, after being promoted to lieutenant colonel. Appointed to the judiciary in 1953, Aiso retired from the California Court of Appeals in 1972. He was the first Japanese-American judge in the United States.

Aiso later joined a prestigious Los Angeles law firm where he worked as Special Counsel until his second retirement in 1983. He died in Los Angeles in December 1987.³⁸

Shigeya Kihara. Shigeya Kihara was born near Dixon, California, in 1914. The family later moved to Oakland, where he attended elementary school. Kihara attended college during the Depression, quitting at times to support his family. He received a bachelor’s degree in political science from the University of California in 1938 and his M.A. in International Relations in 1939. Kihara traveled to Japan in 1940 in search of a job that would use his Japanese and English language skills. He soon realized, however, that relations between the U. S. and Japan were deteriorating. He decided to return to America before he was forced to remain in Japan, possibly as an Army conscript.

Returning home in August 1941, he was soon contacted by a former professor from the University of California, who told him that the Army was seeking Japanese language instructors. At first he declined to interview for the position, citing his lack of training in Japanese high school or university, but his old instructor, Professor Florence Walne, convinced him to at least set up an interview. She had written a glowing letter of reference for him, and Weckerling hired him on the basis of the letter without testing his language skills in conversation.

³⁷ “Training History,” 1946, NA, RG 319, Records of Office of Assistant Chief of Staff, G-2, Historical Studies and Related Records of G-2 Components, MISLS, Box 24, and interview with Aiso, January 10, 1986.

³⁸ “Participating in the Main Stream of American Life...” in *John Aiso and the M.I.S.*, pp. 24-25.

Kihara reported to the Fourth Army headquarters building in the middle of October 1941, met his colleagues in the new school, and began with the others to develop the curriculum for the school that was to begin in two weeks. As noted above, he was the instructor for the most basic class, because among the instructors his Japanese was the weakest.

After the evacuation order was passed in February 1942, Kihara and his family sold their grocery business in Oakland at a great loss and in March all except his wife were sent to the Tanforan Assembly Center. Instructors and their wives were not relocated, but were restricted in their travel at this point. Kihara recalls: "And one time and one time only Colonel Weckerling got orders cut for my wife and myself to visit our families at Tanforan." Eventually, the Fourth Army Intelligence School students, instructors and their wives were among the few Japanese Americans not interred on the West Coast.³⁹

In May 1942 the school transferred to Camp Savage, Minnesota; during the car trip to Minnesota the Japanese-American instructors were escorted by Caucasian officer students who had joined the Presidio program after Pearl Harbor and were transferring to Camp Savage to complete their training. Kihara remained with the school when it transferred to Fort Snelling in 1944 and after the war when it moved to the Presidio of Monterey. He transferred to Headquarters Army Language School in 1958, but returned to the Defense Language Institute in 1963 to become the Director of Research and Development. He retired in 1974, and has since been active in researching, recording and publicizing the history of the Military Intelligence Service through books and articles, museum exhibits and film.⁴⁰

Akira Oshida. Akira Oshida graduated from Meiji University in Tokyo, and like the other instructors had no experience teaching Japanese. He was one of the first four instructors of the Fourth Army Intelligence School, taking his instructions from Weckerling at the Fourth Army headquarters building in October 1941.

Oshida's command of both English and Japanese was good, and he was put in charge of the most advanced section of students at the Presidio. His handwriting was clear, so he was also responsible for cutting the stencils required to copy teaching materials on the mimeograph machine.⁴¹

Oshida lived in Berkeley while he was teaching at the Presidio, and transferred to Camp Savage with the rest of the instructors in May 1942.⁴² He went on to become the Chief of

³⁹ Interview with Shigeya Kihara, January 21, 1994.

⁴⁰ "MISLS Presidio of San Francisco..." by Shigeya Kihara in *Unsung Heroes*, p. 65.

⁴¹ Interview with Shigeya Kihara, January 21, 1994.

⁴² Colonel John Weckerling to Chief, Military Intelligence Service, Asst. Chief of Staff G-2, May 4, 1942, NA, RG 319, Army Intelligence Project Decimal File, 1941-45, Box 1195.

the Research and Liaison Section at Fort Snelling, with responsibility for the library and the museum of captured Japanese weapons. He also served on the planning committee for the 1946 MISLS Album.⁴³

Tetsuo Imagawa. Tetsuo Imagawa was hired to replace Private Arthur Kaneko, who declined the offer of a position as instructor and became a member of the first class instead. Imagawa received a degree in economics from the University of California, but was working as a salesman for a liquor company when he was hired as a Japanese language instructor for the army.

Imagawa lived in San Francisco while he taught, and transferred with the school to Camp Savage, Minnesota. He remained with the school as a Division Chair at least through 1946.⁴⁴

Thomas N. Tanimoto. Tom Tanimoto was hired as an instructor sometime after December 7, 1941. He was a newspaper reporter for *Nichibei Jiji*, a Japanese paper in San Francisco, and had been educated in the U. S. and Japan.⁴⁵

Tanimoto continued to live in Japantown while he worked at the Presidio and also moved with the school to Camp Savage and Fort Snelling, where he became a Division Chairman.⁴⁶

Tsutomu Paul Tekawa. Paul Tekawa was also a former newspaper reporter for *Nichibei Jiji*. He lived on Post Street in San Francisco while he worked at the Presidio, and transferred to Minnesota with the rest of the instructors. He became the Director of Academic Training at Fort Snelling after John Aiso left in October 1945.⁴⁷

⁴³ *MISLS Album*, pp. 75 and 85.

⁴⁴ Colonel John Weckerling to Chief, Military Intelligence Service, May 4, 1942, NA, RG 319, Army Intelligence Project Decimal File, 1941-45, Box 1195, and *MISLS Album*, p. 136.

⁴⁵ Interview with Shigeya Kihara, January 21, 1994 and "MISLS Presidio of San Francisco, Camp Savage and Fort Snelling" in *Unsung Heroes*, p. 63.

⁴⁶ Colonel John Weckerling to Chief, Military Intelligence Service, May 4, 1942, NA, RG 319, Army Intelligence Project Decimal File, 1941-45, Box 1195, and *MISLS Album*, p. 136.

⁴⁷ Interview with Shigeya Kihara, January 21, 1994, Colonel John Weckerling to Chief, Military Intelligence Service, May 4, 1942, NA, RG 319, Army Intelligence Project Decimal File, 1941-45, Box 1195, and *John Aiso and the M.I.S.*, p. 23.

Tadao Yamada. After the war began, Tadao Yamada was hired to develop and teach a Japanese geography course at the Presidio school. He was from the Guadalupe, California, area near the coast, and lived in San Francisco at the same address as John Aiso and Toshio Tsukahira while he was teaching.

Yamada joined the service at some point, and by 1946 had the rank of Warrant Officer Junior Grade. He served as a Division Chairman at the school at Fort Snelling.⁴⁸

Toshio Tsukahira. Toshio Tsukahira joined the faculty at the Presidio school in February 1942. He had graduated from the University of California at Los Angeles with an advanced degree in Japanese history and had also studied at a Japanese university. He lived in San Francisco while teaching at the Presidio, and transferred to Camp Savage with the rest of the instructors in May 1942.⁴⁹

Students

The original Fourth Army Intelligence School class began on November 1, 1941, with 58 Japanese-American and two Caucasian students. Of these recruits, only 42 graduated six months later (see Appendix A). There have been discrepancies in various reports over the years in the number of students understood to have graduated with the first class. The most commonly heard claim is that 45 of the initial 60 graduated. The *MISLS Album* lists 42 graduates (actually 43, but Paul Kuyama is included twice), including 40 Japanese Americans and two Caucasians (see Appendix A). Gene Uratsu's composite photograph of the Japanese-American members of the first class includes 38 portraits, which, according to Mr. Uratsu, represents all of the members except the two Kubo brothers, who are missing (see figure 47). A May 1942 memo from Weckerling to the Chief of the Military Intelligence Service in Washington lists 14 Japanese-American enlisted personnel assigned to Headquarters Company, Fourth Army, and notes 25 additional enlisted men under orders to report to the school but not listed in the report. This would indicate a total of only 39 enlisted students, assuming the 25 enlisted men were all Japanese American. Even the 1946 "Training History" skirts the final number by stating that of the initial 60, "approximately forty completed the scheduled six months' course." Some of the confusion can probably be attributed to the fact that after the bombing of Pearl Harbor in December, new students—both enlisted and commissioned—were assigned to the school. At least two of these students, the Caucasian graduates John Burden and David Swift, graduated in May with the first class. Others were relieved, or

⁴⁸ Interview with Shigeya Kihara, January 21, 1994, Colonel John Weckerling to Chief, Military Intelligence Service, May 4, 1942, NA, RG 319, Army Intelligence Project Decimal File, 1941-45, Box 1195, and *MISLS Album*, p. 136.

⁴⁹ Toshio G. Tsukahira to Mary Grassick, September 8, 1998; Interview with Shigeya Kihara, January 21, 1994, and *MISLS Album*, pp. 46-47.

were retained to continue their studies at Camp Savage, where they would eventually graduate.⁵⁰

Students were recruited from among the Japanese-American draftees already in Army camps on the West Coast. As noted above, Japanese Americans were credited with far more knowledge of the Japanese language than they actually possessed. Weckerling and Rasmussen personally interviewed 1,300 possible students and realized a class of only 60. Most often, the interviews consisted of potential students being asked to read and translate from materials provided by the interviewers. Arthur Kaneko, interviewed in the spring of 1941, said that he read and translated a newspaper, a reader and a tactical manual from the Japanese military academy.⁵¹ Former student Steve Yamamoto was asked to read a textbook and questioned in English about his speaking ability.⁵²

Prospective students were made many promises by the recruiters, not the least of which was that they would be promoted. Tom Sakamoto, another member of the first class, was promised a commission after he completed a one-year course.⁵³ Arthur Kaneko was promised a commission upon graduation by Colonel Dickey and a noncommissioned officer's rank by Kai Rasmussen. As Kaneko put it: "I was a private when I was drafted and I went to Fort Warden in Washington (and) I was a buck private and when I went to school I was a buck private. When I graduated, I was still a buck private!" Kaneko was promoted to technical sergeant only when he took up his position as instructor at Camp Savage, Minnesota, and his superiors realized that he could not teach noncommissioned officers as an enlisted man.⁵⁴ By the time the school was moved to Camp Savage, Minnesota, however, the school's policy toward promotion seemed to be set. Kai Rasmussen, commandant, wrote that while enlisted graduates of the program had a greater chance of promotion to noncommissioned officers, "[n]one of these men will be commissioned into the Service as officers."⁵⁵

⁵⁰ *MISLS Album*, p. 125: Col. John Weckerling to Chief, Military Intelligence Service, Assistant Chief of Staff G-2 War Department, May 4, 1942, NARA, RG 319, Army Intelligence Project Decimal File, Project Decimal File, 1941-45, Box 1195, and "Training History," Tadao Yamada, 1946, NA RG 319, Records of the Office of the Assistant Chief of Staff, G-2, Historical Studies and Related Records of G-2 Components, MISLS, Box 24.

⁵¹ Interview with Arthur Kaneko, October 14, 1998.

⁵² Interview with Uratsu, Sakamoto, Yamamoto and Kadani, November 3, 1998.

⁵³ *Ibid.*

⁵⁴ Interview with Arthur Kaneko, October 14, 1998.

⁵⁵ Kai Rasmussen to E.M. Rowalt, Acting Regional Director, WRA, October 3, 1942, NA, in GOGA Archives.

Classes at the Presidio were divided into two sections, both of which included two levels. Former first class student Gary Kadani pointed out a difference between level A-1 and A-2: “The hardest thing to do was to learn the Chinese characters. ... No, the A-1 class didn’t have to study it, they knew the Japanese language. But I was in A-2 and we had to memorize it. The instructor would tell us so many characters and we must memorize that night ...”⁵⁶ The course was extremely rigorous, with very difficult subject matter taught over a short period of time.

In a 1946 article Col. John Weckerling tried to explain the complexities of written and spoken Japanese. There are two Japanese syllabaries, or alphabets, in the written style, with 50 ideographs each. Japanese incorporates almost the entire Chinese language and there are thousands of Chinese ideographs, each of which has both a Japanese and Chinese reading. A third syllabary, used by educated readers, includes two or three versions of each character. The spoken language incorporates distinctions as to rank and class, while the written language can be formal or informal. Weckerling himself was of the opinion that “[t]he complexities of the Japanese language are almost beyond occidental comprehension.”⁵⁷

The daily class schedule ran from 8:00 a.m. to 11:30 a.m. and after a break for lunch resumed from 1:00 p.m. until 4:30 p.m. Monday, Tuesday, Thursday and Friday the class had supervised study from 7:00 p.m. until 9:00 p.m. Saturday morning the soldiers had inspection, and then review and exams from 9:00 a.m. until 12:00 p.m. Wednesday afternoons and evenings were dedicated to recreation and Saturday afternoons and evenings and Sundays were unscheduled. Both A and B sections covered the same material, but the A-level classes covered the work much more rapidly, and started study of specialized subjects earlier. B-level sections spent more time on basic language studies.

The 1946 “Training History” lists the following basic courses undertaken by students at the Presidio:

- reading and Japanese-to-English translation
- *kanji* and dictation (*kanji* are Chinese characters)
- oral Japanese expression (conversation)
- English-to-Japanese translation
- civil and military interpretation
- colloquial Japanese grammar.

The technical or advanced courses included

⁵⁶ Interview with Uratsu, Sakamoto, Yamamoto and Kadani, November 3, 1998.

⁵⁷ “Nisei Language Experts”, in *John Aiso and the M.I.S.*, pp. 187-88.

- reading and translation from the official Japanese Army manual, *Sakusen Yomurei*
- reading and translation from *Oyo Senjutsu*, the Japanese Army applied tactics
- translation of newspaper articles
- geography of Japan
- *sosho* reading (sosho is also known as “grass writing,” or Japanese cursive)
- Japanese military terms
- American military terms
- interrogation techniques
- map reading.⁵⁸

In a 1994 interview, former first class instructor Shigeya Kihara described the course contents and the schedule at the start of the school. For two hours at the beginning of the day students read in readers and practiced writing and translating. The third hour was given to studying *kanji*. A-level students learned 50 or 60 characters a day, and tests were given daily. Lunch lasted two hours and instructors did office work and course preparation during this time. After lunch the students worked on English-to-Japanese translation for an hour, and then on Japanese conversation. Two afternoons each week students focused on Japanese grammar and then at the end of the day they read from the readers again. Finally, the instructors prepped the students for the following day’s course work, which the students would prepare for during a compulsory two-hour study period each evening. On Saturday mornings students had barracks inspection and were tested on the curriculum.⁵⁹

Inspection of their living area was one way the language school students were reminded that they were still in the military. Because the course work was so strenuous, students had to concentrate all their efforts on language studies or rapidly fall behind in their course. According to Thomas Sakamoto, “the priority was of course going to school every day.” The students were highly motivated and most spent more time studying than they were required, just to keep up with the coursework. Many students tell stories of rushing to the latrines to study. “Getting a seat in the latrine was one of the most important things to do when you came back from supper because that was the only place that they [did] not turn the lights off...”⁶⁰ With the lights left on round the clock, students could study as late as they wanted in the latrine.

Students fulfilled fitness requirements by exercising on Wednesday afternoons and walking back and forth to the Cooks’ and Bakers’ School (today Building #PE-220),

⁵⁸ “Training History,” 1946, NA, RG 319, Records of the Office of the Asst. Chief of Staff G-2, Historical Studies ... MISLS, Box 24.

⁵⁹ Interview with Shigeya Kihara, January 21, 1994.

⁶⁰ Interview with Uratsu, Sakamoto, Yamamoto and Kadani, November 3, 1998.

where they had their meals. Arthur Kaneko remembers running to the school, which was near the Fourth Army Headquarters building a half a mile or more away. “ We had to walk there or usually run there, jogging there ... we [had] to get there early and come back for the class to start ... that was enough exercise!” The food was good and plentiful, though, and there were no complaints about the arrangement: “they were very good meals ... everything you wanted, no limit.”⁶¹

When students started at the school in November, recreational opportunities were limited only by what the city of San Francisco had to offer. On weekends before the war, students wore civilian clothes and went to Chinatown or Japantown or wherever they liked. Arthur Kaneko pointed out that while the food was good and plentiful at the Cooks’ and Bakers’ School, students missed Japanese food like rice, shoyu sauce and stir-fried foods and so went out to eat on the weekends. Class members also played tennis and golf. After the war began, however, students recall that they wore uniforms when they left the Presidio and in general went out less frequently.⁶²

Former students do not remember cleaning their barracks or their classrooms at the Fourth Army Intelligence School, but do recall preparing for Saturday morning inspections: “ ... some guys were polishing their shoes and that kind of thing.... Like any infantry army unit you always had an inspection that included footlocker checks and that type of thing.”⁶³ While the acting commandant of the school, Captain Dickey, would probably have conducted the weekly inspections, Rasmussen and Weckerling, as noted above, often visited the school too. In addition, Lt. General John DeWitt visited the classroom at least once. John Aiso remembered the visit, as well as the date: “... it was [the] Friday before Pearl Harbor that he visited the class I was teaching. He pats me on the back and calls me by my first name. ‘John, you are doing a good job. If there is anything I can do to help, just let me know.’”⁶⁴ This account illustrates very clearly that DeWitt was fully aware of the Japanese linguists being trained under his command on the grounds of the Presidio. His apparent support is perplexing in view of his drive to implement racist public policies that within months deported and incarcerated all people of Japanese descent on the West Coast. Gary Kadani voiced the students’ puzzlement more than fifty years later: “He didn’t say anything actually when he came. ... He just came in and looked in.... We wondered what he came for. He didn’t say anything nice. ... but he didn’t say anything bad.”⁶⁵

⁶¹ Interview with Arthur Kaneko, October 14, 1998.

⁶² Interview with Arthur Kaneko, October 14, 1998 and Interview with Uratsu, Sakamoto, Yamamoto and Kadani, November 3, 1998.

⁶³ Interview with Uratsu, Sakamoto, Yamamoto, and Kadani, November 3, 1998.

⁶⁴ Interview with John Aiso, January 10, 1986.

⁶⁵ Interview with Uratsu, Sakamoto, Yamamoto, and Kadani, November 3, 1998.

The December 7 attack on Pearl Harbor had an immediate effect on the students at the Fourth Army Intelligence School. Shigeya Kihara summed it up:

The school that had been established to meet a possible contingency was now a vital factor in the operation of the war. ... students that had been studying for five weeks in the hopes that war would *not* break out now were faced with the reality that upon graduation they would be sent out to fight in fronts, to perform intelligence and we realized that our work was of vital importance to the United States. And we got down to work.⁶⁶

New instructors were hired and new courses such as interrogation and geography were developed. Additional students joined the school at this time, too. From December 7 through the spring of 1942, 18 officers “drifted in at odd times.” These were reserve or National Guard officers called to active duty who had listed the Japanese language as a skill on their records. Half of these officers had greatly exaggerated their qualifications and were relieved. Later, two Chinese-American officers joined, as well as a Nisei officer and additional Caucasian enlisted men.⁶⁷

Although there were two Caucasians who began studying with the first class on November 1, 1941, these men were not the first two Caucasians to graduate from the school. According to the few MIS records available about the Presidio school, Private Victor Belousoff, a Russian who had picked up Japanese while living in Manchuria, started with the original class, as did Staff Sergeant George Spence, who had received some training in Japanese at the University of Washington. Both transferred to Camp Savage, although it was recommended that Spence discontinue his language studies, receive a commission, and be assigned to the school overhead.⁶⁸

Captain David W. Swift, who joined the school in December 1941, had learned Japanese in Japan. He was promoted to major and sent into the field immediately after graduating with the first class, in charge of eight Nisei first class graduates.⁶⁹ First Lieutenant John A. Burden, a physician from Hawaii, joined after Pearl Harbor and was assigned to the 37th Division. He departed for the Fiji Islands in late spring 1942.⁷⁰

⁶⁶ Interview with Shigeya Kihara, January 21, 1994.

⁶⁷ “Training History,” 1946, NA, RG 319, Records of the Office of the Asst. Chief of Staff G-2, Historical Studies ... MISLS, Box 24.

⁶⁸ Kai Rasmussen to M.I.S., G-2, War Department, May 28, 1942, NA, RG 319, Army Intelligence Project Decimal File, 1941-45, Box 1196.

⁶⁹ David W. Swift, Jr., editor, *Ninety Li a Day: Memoirs of David Wallace Swift, Sr.* (Taiwan: The Orient Cultural Service, The Chinese Association for Folklore, 1975), pp. 270-73.

⁷⁰ *Yankee Samurai*, p. 31, and Thomas T. Sakamoto to Mary Grassick, September 23, 1998, and attachments, Golden Gate NRA.

The loyalty of the students attending the language school was closely monitored. According to the "Training History" produced by the school circa 1945, every student at the Fourth Army Intelligence School was "investigated to insure his loyalty to the United States." These investigations apparently denied the school many qualified and loyal student recruits. The report goes on to say: "It is an established fact that numerous men and officers who were declared untrustworthy in the early days of the war later proved to be excellent soldiers and were decorated for service in combat."⁷¹

Even as students were graduating from the Presidio school, the Military Intelligence Division of the War Department was forwarding reports from the files of the Operations Branch, Counterintelligence Group, on the character and loyalty of students about to be sent out on assignment.⁷² These reports contained derogatory information about the trustworthiness of eight of the students, based largely on their previous schooling in Japan, their practice of Buddhism, or membership of the students' relatives in the Japanese army. The Military Intelligence Division tried to delay the departure of the students, but were assured by the Western Defense Command G-2 that "these men had been under surveillance for six months" and the Western Defense Command was satisfied as to their loyalty. The Counterintelligence Group then closed the students' cases.⁷³

By the time the school was established at Camp Savage, the school's commandant, Kai Rasmussen, was given the authority to determine student loyalty. Investigations were still undertaken by outside agencies, but the commandant acted as "the final clearing agency." Rasmussen's selections for the school went unchallenged, and no graduate was ever proven disloyal. It is interesting to note, however, that by May 1942, when the school was transferred to Minnesota and the name changed from the Fourth Army Intelligence School to the Military Intelligence Service Language School (MISLS), one of the stated missions of the school was to train selected Caucasian officers and enlisted men to monitor Nisei linguists in the field "because the loyalty of the Nisei was not yet fully established."⁷⁴

⁷¹ "The Training History of the Military Intelligence Service Language School," c. 1945, NA, RG 319, Records of the Office of the Assistant Chief of Staff, G-2, Historical Studies..., MIS Language School, Box 24.

⁷² These investigations were initiated by Weckerling, as Assistant Chief of Staff, G-2, Western Defense Command. See "Annex No. 4, Intelligence Section, MISLS Training History," an attachment to the c. 1945 "The Training History of the Military Intelligence Service Language School," NA, RG 319, Records of the Officer of the Assistant Chief of Staff, G-2, Historical Studies..., MISLS, Box 24.

⁷³ N.S. Beckett, Lt. Colonel, General Staff, Military Intelligence Division to Personnel Section, Military Intelligence Service, May 2, 1942 and attachments, NA, RG 319, Army Intelligence Project Decimal File, Box 1194.

⁷⁴ "The Training History of the Military Intelligence Service Language School," c. 1945, NA, RG 319, Records of the Officer of the Assistant Chief of Staff, G-2, Historical Studies..., MISLS, Box 24. The report also noted that over time the supervision proved unnecessary, but the Caucasians were essential to provide clear and idiomatic translations.

Questions about their loyalty took a toll on both the students and their families. Former student Gene Uratsu remembers the FBI checking into his background by talking to neighbors, former teachers, church groups and his mother's friends. On one visit home his mother asked him what he had done, since the neighbors were being questioned about him. There was also the fear that the questioning could taint the whole family. Uratsu's mother was upset because her friends were "very suspicious." Students were not informed that they would be undergoing any type of security clearance or investigation, so they could not warn their families that this questioning was imminent.

The outbreak of war with Japan and the strong anti-Japanese feeling on the West Coast made the loyalty checks all the more threatening. Another former student, Thomas Sakamoto, did not know until recently that he was under any kind of surveillance while he was attending the secret language school. In preparation for an oral interview in November 1998, Sakamoto contacted his siblings and learned that the FBI had searched his family home in San Jose in 1941 and visited his younger brother and sister in their schools, questioning them about whether they had Japanese and American flags in their home.⁷⁵

The first class of the Fourth Army Intelligence School graduated on May 1, 1942. The school and its personnel were moved to Camp Savage, Minnesota, later in the month. The move was in response to President Franklin Roosevelt's Executive Order 9066 which relocated all people of Japanese descent, American citizens and aliens alike, to isolated internment camps in the country's interior. The school could no longer remain on the West Coast, and the students, instructors and their wives were probably the last Japanese Americans in the San Francisco area by the time they moved east. Camp Savage provided expanded and upgraded facilities for the school, and the Minnesota governor offered a warm welcome to the Nisei students, instructors and their wives.

Graduates of the first class were sent to Alaska, Australia, New Caledonia, Tahiti and Fiji. Ten of the best students were retained to become instructors at the Camp Savage school.⁷⁶ The graduates proved so valuable in the field that soon there were more requests for linguists than could be filled. The school eventually outgrew the Camp Savage facility and moved to nearby Fort Snelling, Minnesota, in 1944. By 1946 the school had graduated 6,000 linguists who served all over the Pacific. John Weckerling summed up the feeling of American military commanders toward the Nisei linguists:

⁷⁵ Uratsu, Sakamoto, Yamamoto and Kadani interview, November 3, 1998.

⁷⁶ N.S. Beckett, Lt. Colonel, General Staff, Military Intelligence Division to Personnel Section, Military Intelligence Service, May 2, 1942 and attachments, NA, RG 319, Army Intelligence Project Decimal File, Box 1194, and "MISLS Presidio of San Francisco, Camp Savage and Fort Snelling," in *Unsung Heroes*, p. 63.

The American-born Japanese language specialists – translators, interrogators, radio monitors, and trained order of battle experts – were one of the chief means of obtaining intelligence of the enemy and his plans. The Presidio, Camp Savage and Fort Snelling became the eyes and ears of not only the American combat forces, but also that of the other allied armies fighting Japan. ... To mention all units with which they served would be to list every major unit that has engaged in combat in the Pacific. The language specialists, working selflessly and in complete anonymity, translated enemy orders, documents, etc., which often contained his tactical decisions and disposition. This information greatly assisted our commanders in the field in making decisions, conducting effective operations and avoiding surprise.⁷⁷

The former students and instructors themselves, while fully aware of their practical contributions to the war, viewed their successes differently. Thomas Sakamoto volunteered:

My personal opinion is we really contributed in saving American lives ... and then also deep down in our hearts we wanted to show the American public despite the adversity we face at home, and despite the fact that we won't be given a commission and despite the fact that we were ostracized, we were loyal to this country."

The thought of fighting against an army that shared their ethnic heritage, combined with the knowledge of the shameful treatment of their own families by the United States must have caused conflict on many levels for Nisei students and instructors. In Steve Yamamoto's opinion: "the effort we put behind our work was monumental." He explained: "... here we were fighting our own kind, as far as the Japanese [were] concerned. And on the other hand we were fighting prejudice ... it was interesting, we were out in front interrogating prisoners [and] you visualize your parents ... in a Relocation Center back here." Ironically, the drive and determination that made the first Presidio language school experiment such a success was fostered in the students by their first-generation parents. Thomas Sakamoto said of the Issei (first generation) parents: "They came and they had to work. But what they retained was a tradition of pride ... So whatever adversity we faced we were always taught that we should do our best."

Gene Uratsu recently summarized his thoughts on the situation he found himself in after graduation:

We were under suspicion. We were not trusted. Our folks were thrown into a Relocation Camp. Actually we didn't know what was going to happen to us. ... We never bargained. We went overseas into the combat zone. We did our job. ... We did contribute greatly to the success of our operations and saved many, many lives. According to General Willoughby [MacArthur's G-2, or Intelligence Division chief] we saved a million lives and shortened the war by two years. ... I think we should be proud and happy about it.⁷⁸

⁷⁷ "Nisei Language Experts," in *John Aiso and the M.I.S.*, p. 193.

⁷⁸ Uratsu, Sakamoto, Yamamoto and Kadani interview, November 3, 1998.

EVIDENCE OF ROOM USE AND FURNISHINGS

Classrooms

In mid-October 1941, partitions were constructed inside a former airplane hangar on Crissy Field to form classrooms for the secret Fourth Army Intelligence School. One week later additional lights and reflectors were added to the building to provide extra lighting for the 60 enlisted men who would live and study in the building. Former instructor Shigeya Kihara describes the scene:

... There were a couple of carpenters banging around, creating classrooms along the north side of the airplane hangar, creating an office for the commander of the school ... Then one, two, three classrooms. Then toward the rear of the building they were creating a sort of a living space for the anticipated sixty students⁷⁹

Partitions were relatively sturdy, but it is unlikely that they reached the ceiling. Former students surmised that partitions didn't go from floor to ceiling so as not to waste materials. It is also possible that they allowed for ventilation and for heat circulation. In discussions about the efficiency of the partitions, one former student did not recall being disturbed by other classes, while another stated: "We heard enough."⁸⁰

The building was divided down the middle lengthwise with offices and classrooms on the Crissy Field side facing north, and sleeping quarters on the south side. The classrooms were purely functional with raw plywood dividers and the most basic furnishings. A former student noted: "Everything was temporary and we had the feeling of a temporary situation and this was where we studied."⁸¹

Originally the rooms were essentially empty. "There wasn't a table, there wasn't a desk but there were two empty United States Army cots, sleeping cots, with nothing on them, just bare springs. And that was it."⁸² Immediately after the instructors arrived, chief instructor John Aiso took charge and directed the school's new administrative staff, Sergeant Vernal Peterson and Warrant Officer Harry Schneider, to "scrounge for desks and chairs." The school also used old Army dining tables for the classrooms. One account states that the dining tables had attached benches, but the only photographs of worktables show plain wooden tables used with barracks-style chairs. Old theater seats

⁷⁹ Interview with Shigeya Kihara, January 21, 1994.

⁸⁰ Interview with Uratsu, Sakamoto, Yamamoto and Kadani, November 3, 1998.

⁸¹ Ibid.

⁸² Interview with Shigeya Kihara, January 21, 1994.

also served as seating in the classrooms, although they must have been awkward for studying.⁸³ (See figures 1, 2 and 3.)

The classroom shown in the only photographs of the interior of the Fourth Army Intelligence School has a blackboard against one wall and a large map of Japan mounted on another. Next to the map hangs a list of cities in Japan. A shelf mounted on the opposite side of the room holds study and reference materials, while students' books and papers are piled on the tables.⁸⁴

Obtaining instructional materials for the first class was a significant challenge for the original four instructors. Locating materials and then reproducing enough copies for all 60 students occupied much of the two weeks allowed to the instructors to prepare for the first class. According to Kihara, John Aiso directed the administrative staff to locate stencils, stylus and a mimeograph machine for the office and then directed Akira Oshida, whose handwriting was good, to cut stencils for reproducing the class materials. As Kihara put it, "In those days, duplication by stencils was the only means of reproducing materials."⁸⁵

Japanese texts and reference works were difficult to locate as well, and the supply problem was compounded by the initial allocation of a budget of only \$2,000. The instructors first purchased as many dictionaries and grammar texts as they could from the University of California at Berkeley, from Stanford University, and from Japanese bookstores in San Francisco. Then they canvassed San Francisco printers to find the best price for reproduction and binding.⁸⁶ According to the circa 1945 MISLS "Training History", the war with Japan cut off supplies for the language school and "there was a definite lack of dictionaries and reference books." With hindsight, the report tersely pointed out: "These should have been accumulated in peacetime by the War Department."⁸⁷

By reproducing the materials they had located in San Francisco and the surrounding area and copying and spiral binding the language texts brought back from Japan by Kai Rasmussen, the instructors managed to gather enough materials to start the course as planned on November 1. These texts included:

⁸³ "MISLS Presidio of San Francisco, Camp Savage and Fort Snelling," in *Unsung Heroes*, pp. 61-62 and *Yankee Samurai*, p. 25.

⁸⁴ Interview with Uratsu, Sakamoto, Yamamoto and Kadani, November 3, 1998.

⁸⁵ Interview with Shigeya Kihara, January 21, 1994.

⁸⁶ Ibid.

⁸⁷ "The Training History of the Military Intelligence Service Language School," c. 1945, NA, RG 319, Records of the Office of the Assistant Chief of Staff, G-2, Historical Studies and Related Records of G-2 Components 1918-59, MIS Language School, Box 24.

- the seven-volume Standard Japanese Readers, by Naoe Naganuma (*Hyojun Nihongo Tokuhon*)
- Japanese-to-English and English-to-Japanese dictionaries
- a Japanese naval dictionary
- a Chinese *kanji* dictionary, “a huge book”
- Creswell’s military terminology dictionary, written in Japanese-to-English and English-to-Japanese
- the Japanese Army manual of operations (*Sakusen Yomurei*)
- the Japanese Army applied tactics manual (*Oyo Senjutsu*)
- a U. S. Army training manual on the Japanese military
- a text on *sosho*, or “grass writing.”⁸⁸

None of the students brought any language materials with them, as they all arrived directly from Army camps where there was no need for Japanese dictionaries or other Japanese language texts. Former student Arthur Kaneko noted that when Japanese book stores in the area were closed by the February 1942 evacuation order, both students and instructors bought dictionaries, but he pointed out that by that time “the school provided us with dictionaries.”⁸⁹

Barracks

The barracks housed the enlisted men studying at the Fourth Army Intelligence School. This section ran the length of the building, and quartered about 56 men. They slept on metal double-decker bunks, which were single “Quartermaster” style bunks clamped together. The men stored their belongings in standard army footlockers and barracks bags, and it was common practice to use wooden shelves attached to the wall with a rod suspended below for hanging uniforms. Former students recalled no other furniture in the barracks, and described the furnishings as “sparse” and “very crude.”

Since the students all came from Army camps, they brought very few personal belongings with them to keep in the barracks. Most of them packed only what they could fit into their GI duffel bag. They brought Class A and garrison uniforms, as well as civilian clothes and personal items such as razors, wristwatches, fountain pens and sunglasses. There were no restrictions on radios, and several students had them at the school. Gene Uratsu remembers hearing about Pearl Harbor over the radio while lying on his bunk in the barracks. Figure 34 shows students using a Zenith Oceanic short-wave radio on the

⁸⁸ “MISLS Presidio of San Francisco, Camp Savage and Fort Snelling,” in *Unsung Heroes*, pp. 61-63 and Interview with Shigeoya Kihara, January 21, 1994.

⁸⁹ Interview with Arthur Kaneko, October 14, 1998.

bleachers outside Building 640. Students did not hang up posters or other items to decorate their barracks; according to Thomas Sakamoto: “[There were] no pin-ups. There was no place to pin up ... anyway.”⁹⁰

Gary Kadani, who was a corporal at the time, brought his own car and stored his golf clubs in it. As a noncommissioned officer (NCO), he slept in a room with single bunks that accommodated only five men. The NCO’s room was at the west end of the building, abutting the shower and latrine area. The noncommissioned officers may have had a metal cabinet for clothes storage, but Kadani recalls no other furniture in the room.

Although former students remember little about maintaining the barracks, apparently they did have to pitch in as soon as they arrived at the school. On their first night, one student recalled: “We had to put up our bunk beds so we could sleep there that night.” It was cold in the barracks, and the room was heated by a pot-bellied stove set in the back: “One big pot-belly stove and we all gathered around there to warm up when it would get too cold.”⁹¹ In December 1941 a gas heater was installed in the building.⁹²

Latrines and showers

Former students have vivid recollections of the latrine area, because it was often used as an auxiliary study hall. Steve Yamamoto recalled “many nights studying in the latrine here because at night the latrine lights don’t go out.” Gary Kadani noted that his bunk in the NCO’s quarters was “close to the latrine,” an advantage when it came to grabbing a seat for late-night studying.

The lavatory building, containing toilets, showers and hand sinks, was attached to the west end of Building 640. Completed in 1928, it was a 20’ x 40’ stucco and tile structure containing a total of 10 toilets and seven showers. A row of nine hand sinks was installed along the north side next to six open toilets.⁹³ The building has recently been completely remodeled.

Yamamoto also remembered that the latrines were in bad shape when the students arrived at the school. He remarked on the “terrible conditions,” and recalled “getting on our

⁹⁰ Interview with Uratsu, Sakamoto, Yamamoto and Kadani, November 3, 1998; Thomas Sakamoto interview, January 19, 1994, GOGA 18991, GOGA Archives and Records Center, and questionnaires completed by former students, on file at GOGA.

⁹¹ Interview with Uratsu, Sakamoto, Yamamoto and Kadani, November 3, 1998.

⁹² Quartermaster Building Book, GOGA Archives and Records Center.

⁹³ Quartermaster Building Book, entry for Building 908 (Building 641), GOGA Archives and Records Center.

hands and knees and scrubbing out the commode so it could be usable.” The showers and latrines were not partitioned, a situation which certainly infringed on the students’ privacy. A student remarked: “It was no place for the timid or the shy....” This arrangement, however, was standard for enlisted men during World War II, and as one student explained: “What happened here was not anything special.”⁹⁴

Offices

There are no written descriptions or first class recollections of the administrative offices, or of an office or workroom for the instructors. There was at least one office in the northeast corner of the building, with windows facing Crissy Field. It is possible that some of the offices may have been located on the mezzanine level at the rear of the building, but as noted above, it is unclear whether that area was actually built by the time the building was used as a school. One former student did not recall the stairway to the mezzanine at all, but supposed that if it was there, it was for the school command.⁹⁵

A photograph in the 1946 *MISLS Album* shows seven instructors working at a table in an office-type setting. This is probably the only photograph of an office or administrative space at the Crissy Field school. The instructors are posed at a plain table, with some sort of shelving or cubbyholes behind them. The square windows probably face Crissy Field. One former student recalls that a door on the east side of the building was the entrance to the building, leading to the commandant’s office and the faculty room.⁹⁶ Figure 52 and the cover illustration show this door at close range and reveal an “office” sign over this door.

⁹⁴ Interview with Uratsu, Sakamoto, Yamamoto and Kadani, November 3, 1998 and Steve Yamamoto to Tom Sakamoto, October 28, 1998 in GOGA Archives and Records Center.

⁹⁵ Ibid.

⁹⁶ *MISLS Album*, p. 30 and Interview with Arthur Kaneko, October 14, 1998.

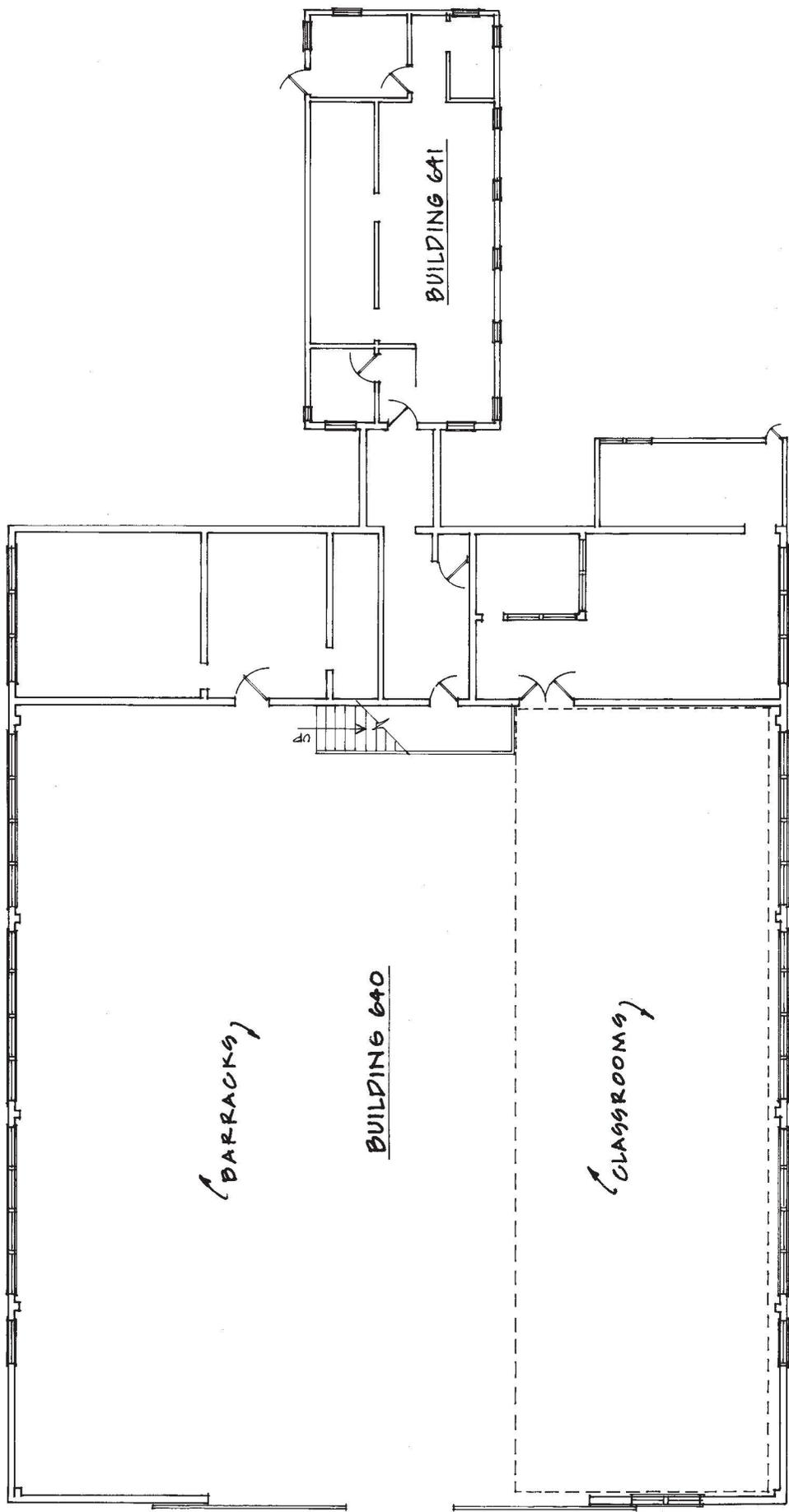
FURNISHING PLAN

Recommended Furnishings and Working Drawings

A traditional historic furnishings installation might involve most or all of the interior of the Fourth Army Intelligence School, with recreated partitions to carve up historic spaces and period or reproduction furnishings installed in most of the space. The future use of the Intelligence School building has yet to be determined, but it probably will not be used exclusively as a museum. Since the interior cannot be completely devoted to exhibit space, it is not appropriate to plan for a traditional historic furnishings installation at this time. The recommended treatment for the interior of Building 640 is historic furnishings “vignettes,” or partially furnished areas that illustrate living and working conditions in the building. These vignettes are essentially small slices of a fully furnished space and are installed as traditional exhibits with explanatory panels or interior waysides.

The following modified plans rely on first-person accounts, and on figures 1, 2 and 3, which show the interior of the classroom area, and on figures 4 and 5, which show a small portion of the barracks. Note that these barracks represent quarters for enlisted men only. Although noncommissioned officers also lived in the building, little is known about their quarters, and their quarters will not be furnished.

The classroom furnishings should be installed along the Crissy Field side of the building, but there is some flexibility as to exactly which section of the north side of the building should be used. Ideally, reproduction partitions should be installed, but their construction should be considered in light of other proposed uses and space requirements in this part of the building.



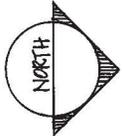
BARRACKS

BUILDING 640

CLASSROOMS

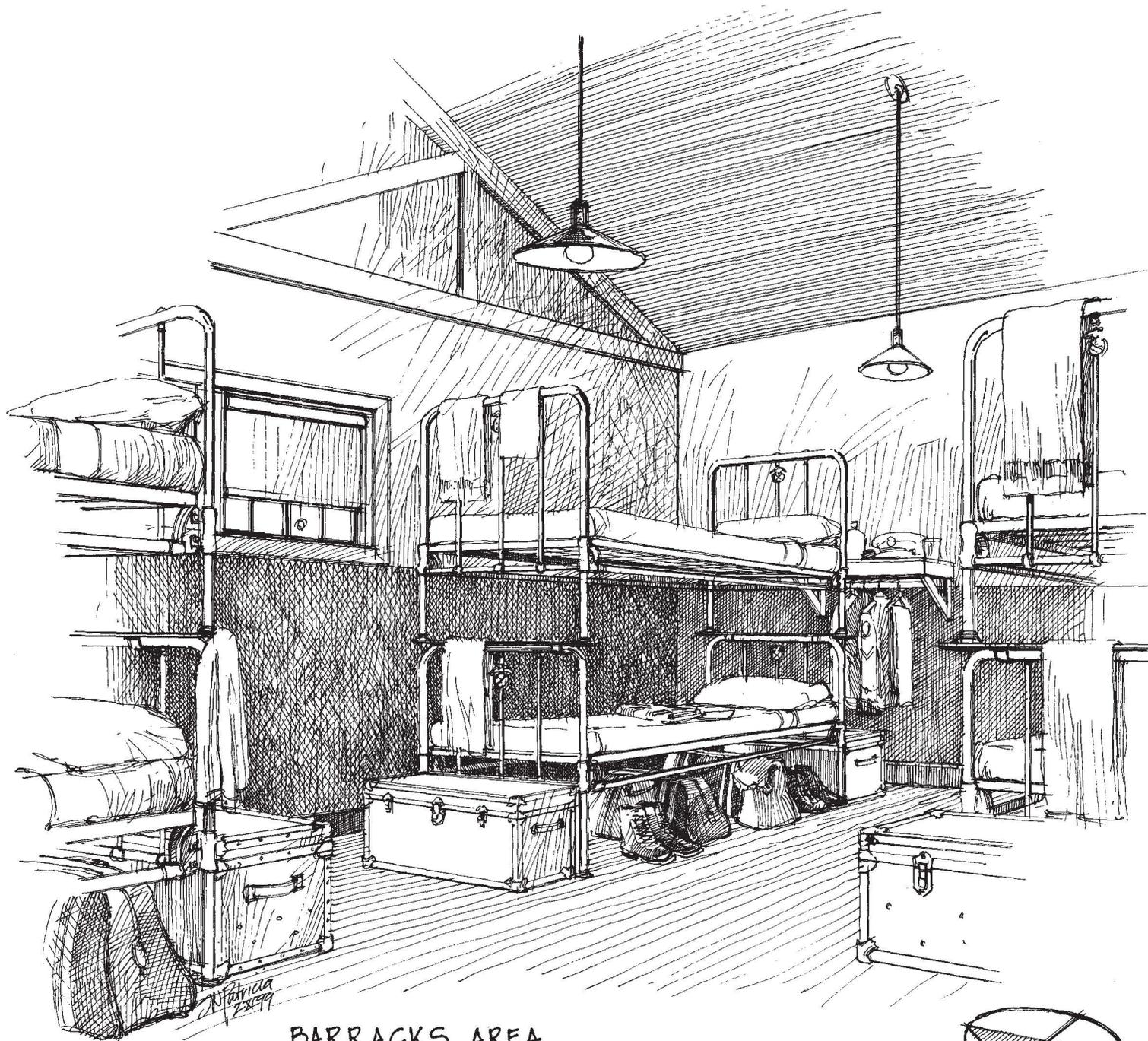
BUILDING 641

45



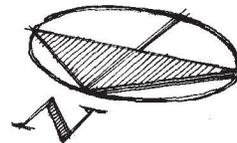
FLOOR PLAN - BUILDINGS 640 & 641 GOLDEN GATE NATIONAL RECREATION AREA





PAVICA
2-21-99

BARRACKS AREA
FOURTH ARMY INTELLIGENCE SCHOOL
GOLDEN GATE NATIONAL RECREATION AREA



Classroom, cont.

Object and Location	Evidence	Recommendation
Blankets , to darken windows Tacked to window frame or near window	Kaneko interview	Acquire reproductions.
Lighting fixtures , 2 or more, bare bulb and white or dark green metal reflectors Hanging over work tables	Figures 1, 2 and 3. Also Building Book, GOGA Archives and Records Center and Records Center	Acquire reproductions.

Barracks

Former students recall bunks in the southeast corner of Building 640 and, if possible, this would be the best location to exhibit barracks furnishings. Again, a reproduction partition should be erected to block off the barracks area.

At least six double-tiered bunks should be exhibited in two rows of three, along with footlockers and a few personal effects. The bunks are the 1905 "Quartermaster" style single bunks clamped together to make a double-decker version. Note that interviews with former students indicate that they brought very few personal items to the Presidio, so the barracks area will intentionally appear barren.

Object and Location	Evidence	Recommendation
Bunks , painted white, double-tiered, 6 Along south wall	Figure 4, 5 and 25. Kaneko interview and Uratsu, Sakamoto, Yamamoto and Kadani interviews	Acquire originals or reproductions.
Bedding for 12 bunks, total: Pillows, 12 Pillowcases, 12 Blankets, 24 Sheets, 24 On bunks	See Walter Bradford, draft, "Historical Report on the Clothing and Equipment of the Soldier 1941-1942," prepared in order to support the HFR for the Mobilization Buildings at Fort Cronkhite, California, Golden Gate NRA.	Acquire reproductions.
Footlockers , 12 At feet of bunks	Figures 5 and 21. Uratsu, Sakamoto, Yamamoto and Kadani interview	Reproduce.
Towels , bath or hand, white Hanging on bunks	Figure 4	Acquire.
Barrack bags , 12 Hanging on bunks	Figure 18. Uratsu, Sakamoto, Yamamoto and Kadani interview	Reproduce.
G.I. bag (carry-all) Under bunk	Figure 35	Acquire.
Suitcases , 2 Under bunks	Figure 4	Acquire.

Barracks, cont.

Object and Location	Evidence	Recommendation
<p>Shelf, with pole suspended from bottom Attached to south wall</p>	<p>Figure 24</p>	<p>Reproduce.</p>
<p>Personal items: Pen Sunglasses Toothbrush Toothpaste Safety razor Shaving mugs Shaving soap Watch Baseball mit Shirt and trousers, civilian style Fatigues: shirt, trousers and working coat On shelf, in trunk</p>	<p>Questionnaires completed by former students, on file at Golden Gate NRA Archives and Records Center. See also Uratsu, Sakamoto, Yamamoto and Kadani interview. See figure 44 for evidence for baseball mitt.</p>	<p>Acquire.</p>
<p>Uniforms, Class A, 4 Insignia on uniforms includes branch insignia on the coat lapel; unit identification on the lower portion of coat lapel; U. S. insignia on either side of the coat collar, and either no insignia or one stripe on the coat sleeve. Several coats bear patch for 6th Coastal Defense Command. On hangers (hanging below shelf)</p>	<p>Figures 7, 8, 9, 11 and 16. See also Uratsu, Sakamoto, Yamamoto and Kadani interview.</p>	<p>Acquire or reproduce.</p>
<p>Caps, overseas and garrison-style, 2 each, with variety of branch colors. Overseas cap bears unit identification, and garrison cap bears eagle insignia. On shelf</p>	<p>Figures 3, 4, 33, 34, 35, 47 and 48</p>	<p>Acquire or reproduce.</p>

Barracks, cont.

Object and Location	Evidence	Recommendation
Stove, pot-bellied At west end of exhibit area	Uratsu, Sakamoto, Yamamoto and Kadani interview	Acquire.
Newspapers, books, pocket dictionary, study materials, eyeglasses On bunks	Questionnaires completed by former students, on file at Golden Gate NRA Archives and Records Center	Acquire and reproduce.
Shoes, several pairs Under bunks	Figures 4, 5 and 6	Acquire.
Lighting fixtures, 2 or more, bare bulb and white or dark green metal reflectors Hanging from ceiling	Figures 1, 2 and 3. See also Building Book, Golden Gate NRA Archives and Records Center.	Acquire or reproduce.
Blankets or dark roller shades On windows	To darken windows during a blackout. Kaneko interview mentions the use of blankets to darken windows in the classroom area.	Reproduce.

RELATED MEDIA

Concepts for Interpretive Panels

Classroom, Part I

This freestanding interpretive panel will introduce the Fourth Army Intelligence School, establishing dates of operation, describing students and instructors, and giving an overview of the subject matter. The panel could also describe recruitment of students, and include a listing of courses and a typical study schedule.

Possible illustrations:

- Photographs of students studying at Fourth Army Intelligence School, December 1941 (figures 1 and 2)
- Photograph of texts used in courses (texts currently at NJAHS and in private collection)

Classroom, Part II

This panel will discuss Fourth Army Intelligence School instructors, the development of courses, and the initial acquisition of study materials.

Graduates of the program served on the front lines doing difficult and dangerous work and the nature of their various assignments and accomplishments in support of the war effort could also be addressed here.

Possible illustrations:

- Group photograph of instructors (figure 37)
- Photograph of instructors eating lunch outside the Intelligence School building (figure 38)
- Photographs of graduates in the field
- Photographs of graduates accepting awards

Barracks area

This panel will explain some of the basic requirements of military life. It can also describe the difference between enlisted men's quarters and noncommissioned officers' quarters, and indicate the original location of the NCO quarters. This panel should draw a parallel to the living conditions of students' relatives and loved ones held in government internment camps.

Possible illustrations:

- Photograph of student shining shoes in barracks (figure 5)
- Photograph of student sitting on bunk (figure 4)
- Illustration: “Making the Army Bed” (figure 23)

Concepts for Exhibits

- I. Japanese language training before World War II: Discuss West Coast Japanese language schools and the practice of sending sons to Japan for university training. Note significance of these returning students, or “Kibei,” to both cultures.
- II. Evacuation of students’ and instructors’ families from the West Coast: Describe the forced removal of the families of the Fourth Army Intelligence School students and instructors. Using quotes from various interviews, note students’ and instructors’ desire to assist their families and their loyalty to the training program. Especially establish the link between this site and Manzanar National Historic Site.
- III. Move to Camp Savage, Minnesota: Explain that success of the school, combined with exclusionary orders, required that the school be expanded and moved inland. Note continued expansion and subsequent move to Fort Snelling. Give brief overview of curriculum developed by the end of the war and trace development of Defense Language Institute.
- IV. Achievements of first class members: Cover scope of assignments given to first class members and significance of their performance in the field. Note their importance in impressing the military with their usefulness, leading to subsequent demand for more qualified linguists. Describe their impact on the war effort, in the South Pacific especially, and activities in post-war Japan.

LIST OF ILLUSTRATIONS

Cover:

Gene Uratsu in front of Fourth Army Intelligence School, December 1941
Gene Uratsu Photo Album, GOGA-2744, Golden Gate National Recreation Area
Park Archives and Records Center.

Figure 1:

Students at Fourth Army Intelligence School, December 1941. Steve Yamamoto, far left;
Kazuo Kawaguchi, second from left; Mas Minamoto, with back to camera; others
unidentified.

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 2:

Students at Fourth Army Intelligence School, December 1941.
Students unidentified. Poem on the blackboard reads:

“On this gloomy New Year’s Day
When everyone is so gay
I would like to say
The fun we could have in spending our pay
But being confined in class there’s no way
Oh well, there’s ----- can play!

(We jail birds)

Let’s go on a spree
On this New Year’s eve
Down to Kearny St. we will see
Burlesques, Hotspots, and everything, but gee
If only we were free.”

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 3:

Classroom interior, Fourth Army Intelligence School.
Courtesy Gene Uratsu.

Figure 4:

Barracks interior, Fourth Army Intelligence School.

“11th-hour study for an exam”

Note double bunk and suitcase stored under bottom bunk. Note also that the unidentified
soldier is wearing civilian shoes.

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 5:

Barracks interior with unidentified soldier, Fourth Army Intelligence School.
“Polishing shoes—getting ready for Saturday inspection”
Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 6:

Service shoe.
Illustrated in Walter Bradford, “Historical Report on the Clothing and Equipment of the Soldier 1941-1942,” prepared to support the historic furnishings report and plan for the Mobilization Buildings at Fort Cronkhite, California, Golden Gate Recreation Area, National Park Service. (Hereafter, “Illustrated in Bradford report.”)

Figure 7:

Service coat. Illustrated in Bradford report.

Figure 8:

Shirt. Illustrated in Bradford report.

Figure 9:

Trousers, olive drab. Illustrated in Bradford report.

Figure 10:

Trousers, cotton, khaki. Illustrated in Bradford report.

Figure 11:

Overcoat. Illustrated in Bradford report.

Figure 12:

Field jacket. Illustrated in Bradford report.

Figure 13:

Coat, working, denim. Illustrated in Bradford report.

Figure 14:

Trousers, working, denim. Illustrated in Bradford report.

Figure 15:

Web waist belt. Illustrated in Bradford report.

Figure 16:

Necktie, black, wool. Illustrated in Bradford report.

Figure 17:

Necktie, cotton, khaki. Illustrated in Bradford report.

Figure 18:
Barrack bag. Illustrated in Bradford report.

Figure 19:
Mattress cover. Illustrated in Bradford report.

Figure 20:
Cardholder for iron bunks.
The bunk cardholder held a form that displayed the soldier's name, rank, Army serial number, and organization. Illustrated in Bradford report.

Figure 21:
Trunk locker. Illustrated in Bradford report.

Figure 22:
Barracks chair. Illustrated in Bradford report.

Figure 23:
Making the Army bed. Illustrated in Bradford report.

Figure 24:
Reproduction barracks shelves at Fort Cronkhite, Golden Gate National Recreation Area. GOGA files.

Figure 25:
1905 iron bedstead.
Specifications for Clothing and Equipage and Clothing and Equipage Materials,
Washington, DC: War Department, Office of the Quartermaster General, July 15, 1905.

Figure 26:
Building 640, 1928-40
Quartermaster Corps Form 117, Building Records, Presidio Buildings #500-699, GOGA-1766.0025, GOGA Park Archives and Records Center.

Figure 27:
Building 640, c.1946.
National Japanese American Historical Society.

Figure 28:
Section and plan, Building No. 907 (640), Lower Post Gymnasium, Presidio of San Francisco, August 1940.
Quartermaster Corps Form 117, Building Records, Presidio Buildings #500-699, GOGA-1766.0025, GOGA Park Archives and Records Center.

Figure 29:

Building 641, Lavatory, c.1928.

Quartermaster Corps Form 117, Building Records, Presidio Buildings #500-699, GOGA-1766.0025, GOGA Park Archives and Records Center.

Figure 30:

Section and plan, Building 641, Lavatory, Lower Post, Presidio of San Francisco, July 31, 1940.

Quartermaster Corps Form 117, Building Records, Presidio Buildings #500-699, GOGA-1766.0025, GOGA Park Archives and Records Center.

Figure 31:

Section of a map of the Presidio, showing the location of Building 640 in relation to Building 220, the Cooks' and Bakers' Schools, and Fourth Army headquarters in Building 35.

Figure 32:

View from Building 640 across Crissy Field towards the Golden Gate Bridge

“On 1 November 1941 the Military Intelligence Service Language School was opened.”

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 33:

Military Intelligence Service Language School, bleachers outside Building 640, after December 1941.

L-R, top row: Thomas Sakamoto, unknown, unknown, unknown, Joe Masuda

Second row: Matthew Adams, unknown

Bottom row: G. Jorgensen, Charles Fogg, unknown.

National Japanese American Historical Society.

Figure 34:

Military Intelligence Service Language School, bleachers outside Building 640, sometime after December 1941.

L-R: Kazuo Kozaki, Victor Bell, Charles Fogg.

Note the Zenith Oceanic short-wave radio on the bleachers.

National Japanese American Historical Society, Dempster P. Dirks collection.

Figure 35:

Military Intelligence Service Language School, outside Building 640.

Facing camera, left: Ryuichi Shinoda.

Right corner with back to camera: George Schneider.

National Japanese American Historical Society, Dempster P. Dirks collection.

Figure 36:

Fourth Army Intelligence School, Officer Students, sometime after December 1941.

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 37:

Fourth Army Intelligence School instructors.

L-R: Thomas Tanimoto, Tetsuo Imagawa, John Aiso, Akira Oshida, Shigeya Kihara, Toshio Tsukahira, Paul Tekawa, Tadao Yamada.

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 38:

Fourth Army Intelligence School faculty on lunch break outside Building 640.

L-R: Toshio Tsukahira (?), Shigeya Kihara, William Fujita.

National Japanese American Historical Society.

Figure 39:

Military Intelligence Service Language School instructors at Camp Savage, Minnesota.

L-R: Thomas Tanimoto, Akira Oshida, Satoshi Nagase, Tadao Yamada, Shigeya Kihara, Tetsuo Imagawa. Seated: Paul Tekawa

Courtesy Mrs. Betty Hayashi

Figure 40:

Major John F. Aiso

Director of Academic Training, Military Intelligence Language School, Fort Snelling, Minnesota

Aiso was the civilian chief instructor at the Fourth Army Intelligence School at the Presidio.

Courtesy Mrs. Betty Hayashi.

Figure 41:

Lieutenant Colonel John Weckerling

Weckerling was the first commander of the Fourth Army Intelligence School.

Courtesy Mrs. Betty Hayashi.

Figure 42:

Captain Kai E. Rasmussen

Commandant, Fourth Army Intelligence School.

Courtesy Mrs. Betty Hayashi.

Figure 43:

Major Joseph K. Dickey

Commandant, Fourth Army Intelligence School

MISLS Album

Figure 44:

Fourth Army Intelligence School students playing softball, probably at "Pop Hicks Field," south of Barnard Avenue.

Courtesy Gene Uratsu.

Figures 45-46:

Fourth Army Intelligence School students playing volleyball
outside Building 640.
Courtesy Gene Uratsu.

Figure 47:

Composite of first class members, Fourth Army Intelligence School, 1942.
M. Ariyasu, J. Fujimura, W. Hirashima, Y. Hotta, T. Kadani, M. Kaneko, D. Kato,
K. Kawaguchi, I. Kawashiri, K. Kozaki, I. Kusuda, P. Kuyama, J. Masuda,
M. Matsumoto, J. Matsumura, M. Mayeda, M. Minamoto, Y. Miyaoi, T. Miyasaki,
M. Nagata, I. Nishida, M. Nishita, W. Nishikawa, F. Nishitsuji, T. Noritake, J. Ohashi,
H. Oyama, K. Sakamoto, T. Sakamoto, R. Shinoda, S. Sugimoto, H. Suyehiro, G. Taketa,
J. Tanizawa, H. Tsuyuki, M. Uratsu, S. Yamamoto, S. Yamashita.
National Japanese American Historical Society.

Figure 48:

Dave Kato
Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 49:

James Tanizawa
Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 50:

Kaye K. Sakamoto and Mas Matsumoto
Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 51:

Kaye K. Sakamoto
Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 52:

Mas Minamoto
Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 53:

Kaz Kozaki
Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 54:

Jimmy Fujimura
Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 55:

Art Kaneko

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 56:

Kaz Kawaguchi

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 57:

Iwao Kawashiri

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 58:

Kaz Kozaki

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 59:

Joe Masuda

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 60:

Ryuichi Shinoda

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 61:

William Nishikawa

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 62:

Ichiro Nishida

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 63:

Tateshi Miyasaki

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 64:

Jimmy Matsumura

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 65:

Steve Yamamoto

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 66:

Thomas Sakamoto

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 67:

Hideo Tsuyuki

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 68:

Sam Sugimoto

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 69:

Shigeru Yamashita

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Figure 70:

Standing, L-R: Sam Sugimoto, Gene Uratsu, Mac Nagata

Kneeling: Jimmy Fujimura

“Going to a football game at the Kezar”

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Illustrations
with Captions

Figure 1:

Students at Fourth Army Intelligence School, December 1941. Steve Yamamoto, far left; Kazuo Kawaguchi, second from left; Mas Minamoto, with back to camera; others unidentified.

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.



Figure 2:

Students at Fourth Army Intelligence School, December 1941.
Students unidentified. Poem on the blackboard reads:

“On this gloomy New Year’s Day
When everyone is so gay
I would like to say
The fun we could have in spending our pay
But being confined in class there’s no way
Oh well, there’s ----- can play!

(We jail birds)
Let’s go on a spree
On this New Year’s eve
Down to Kearny St. we will see
Burlesques, Hotspots, and everything, but gee
If only we were free.”

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.



Figure 3:
Classroom interior, Fourth Army Intelligence School. Courtesy Gene Uratsu.



Figure 4:

Barracks interior, Fourth Army Intelligence School.

“11th-hour study for an exam”

Note double bunk and suitcase stored under bottom bunk. Note also that the u
soldier is wearing civilian shoes.

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records C



Figure 5:

Barracks interior with unidentified soldier, Fourth Army Intelligence School.

“Polishing shoes – getting ready for Saturday inspection”

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.



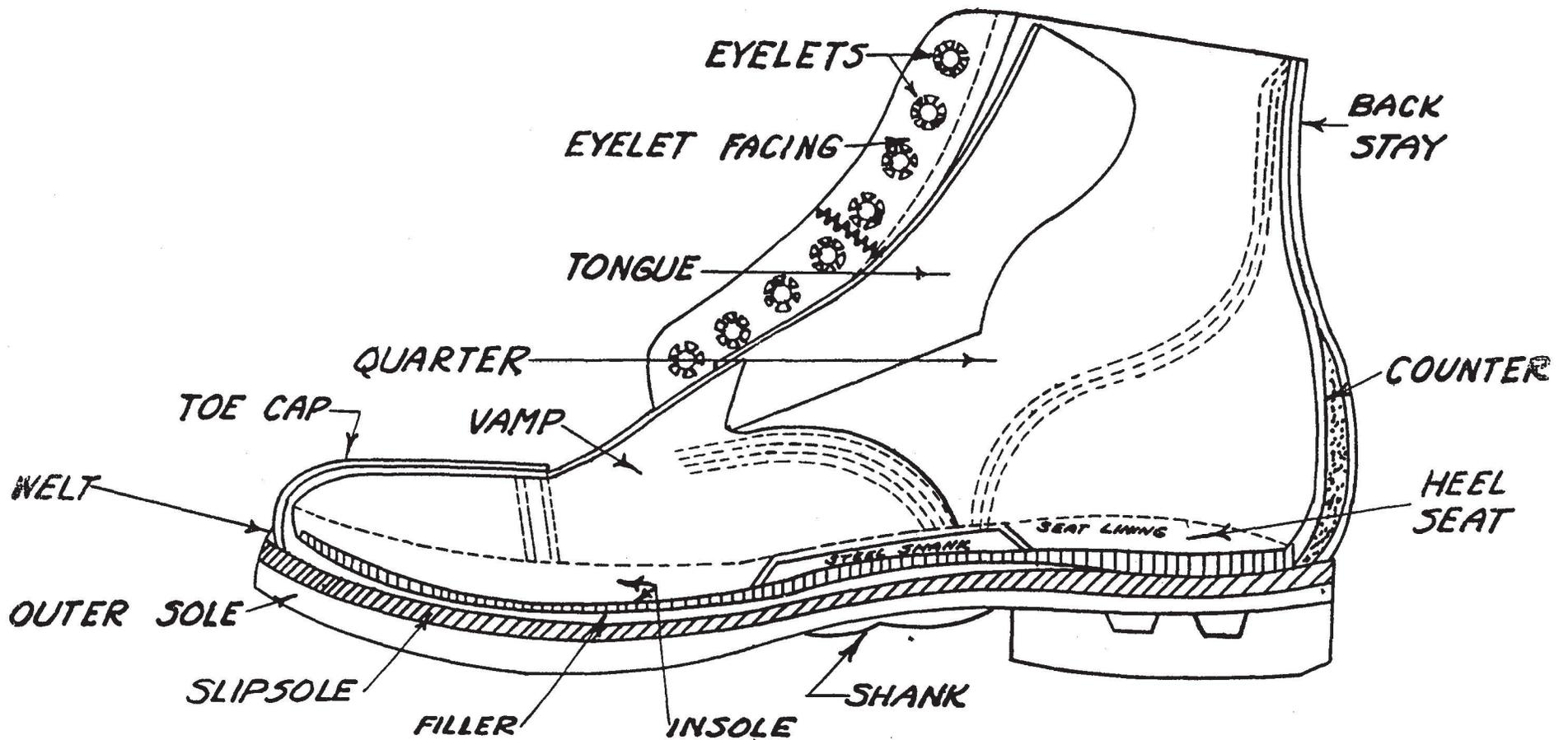
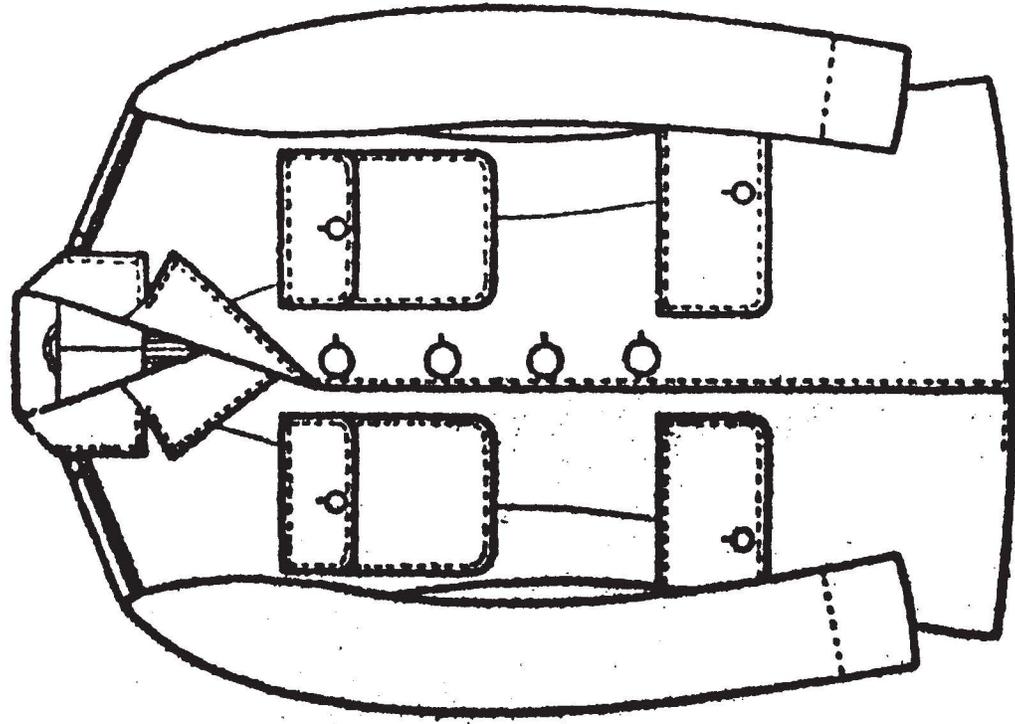
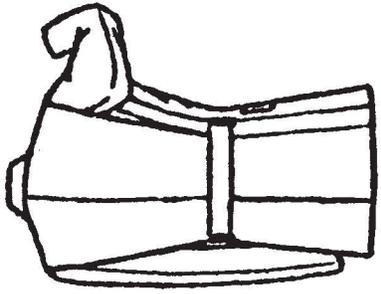
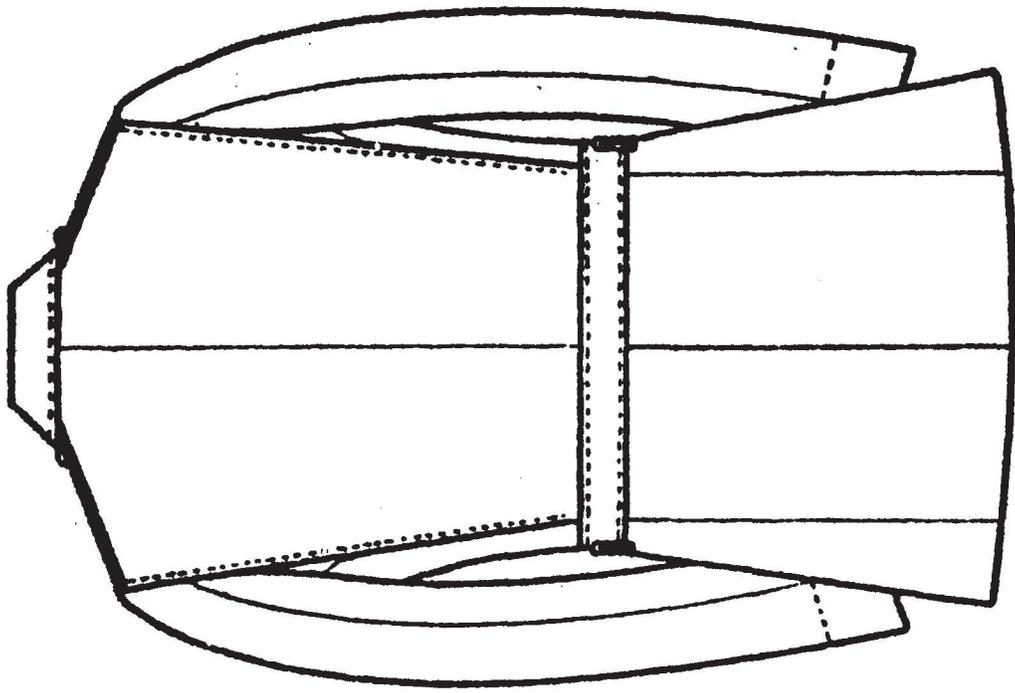
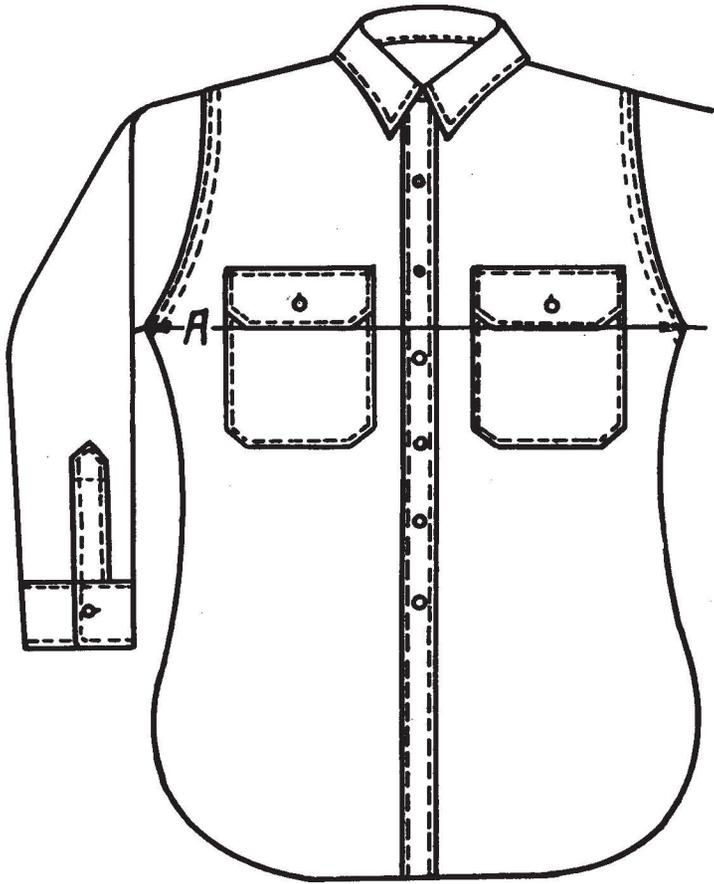


Figure 7:
Service coat. Illustrated in Bradford report.

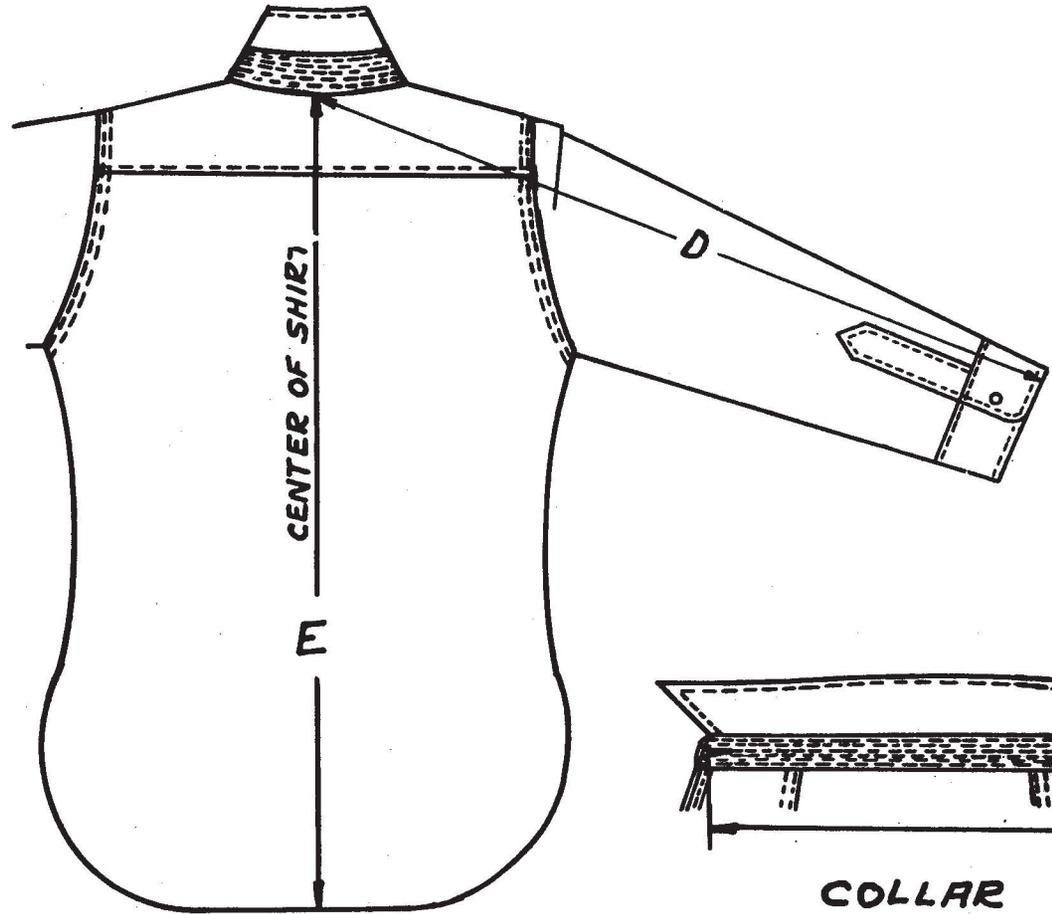


Coat, Wool, Service, MI-1939

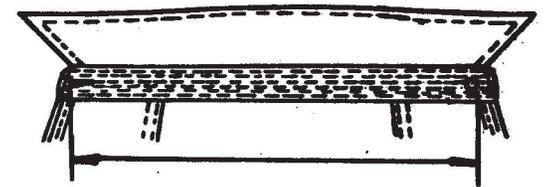
Figure 8:
Shirt. Illustrated in Bradford report.



FRONT



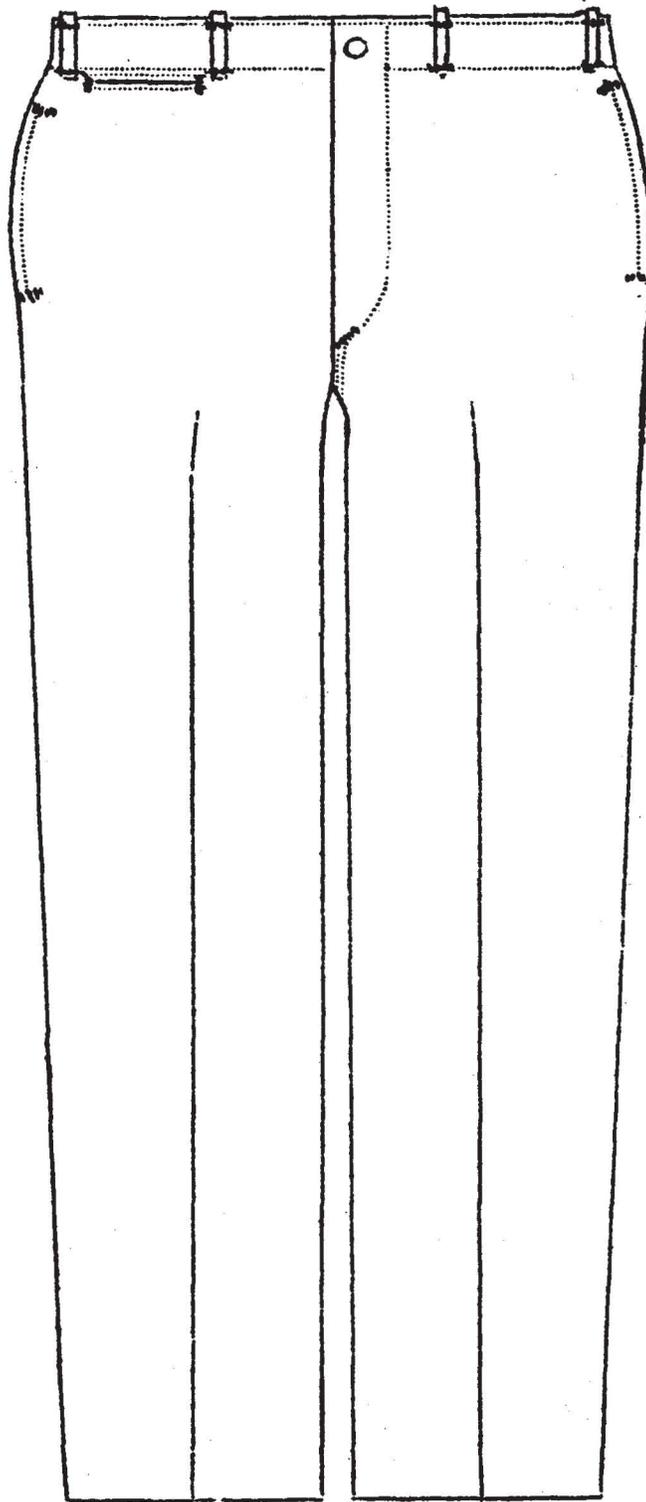
BACK



COLLAR

SHIRTS

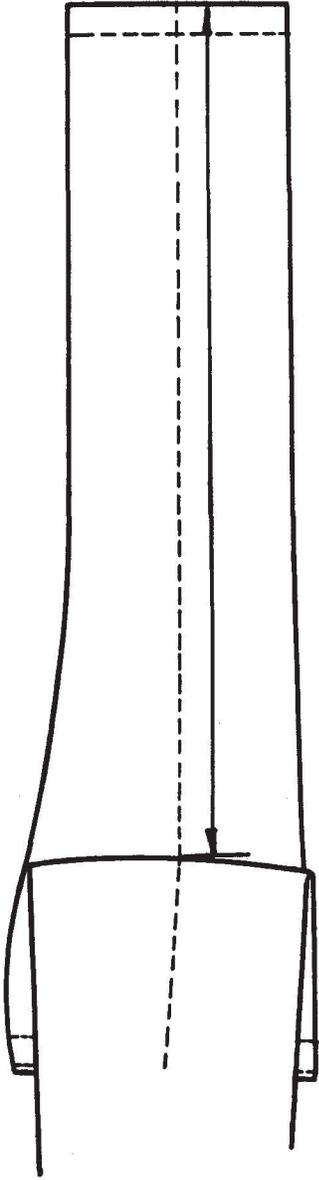
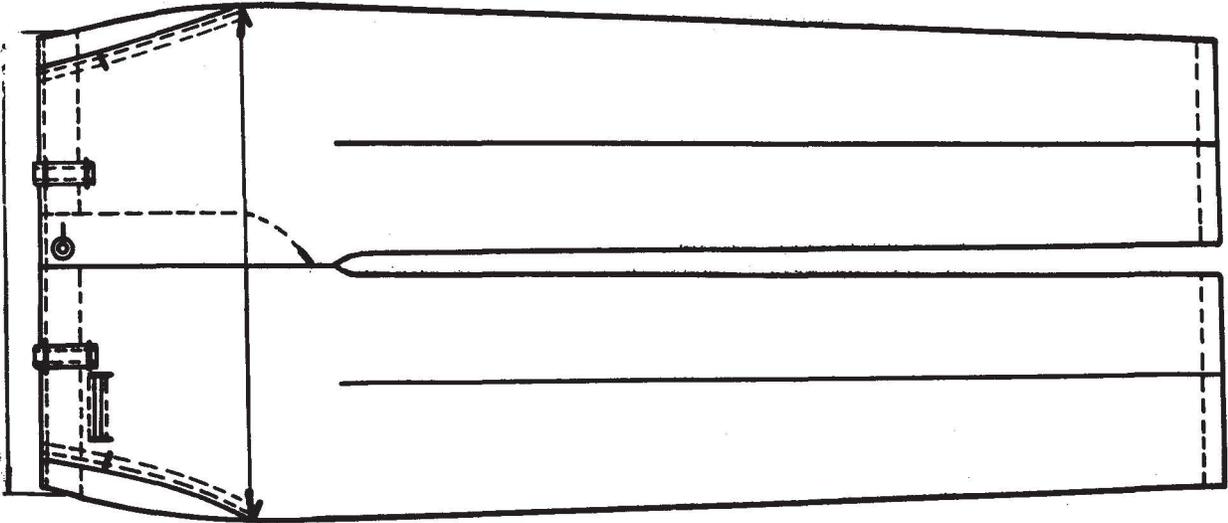
Figure 9:
Trousers, olive drab. Illustrated in Bradford report.



TROUSERS, ENLISTED MEN'S, SERVICE, OLIVE DRAB

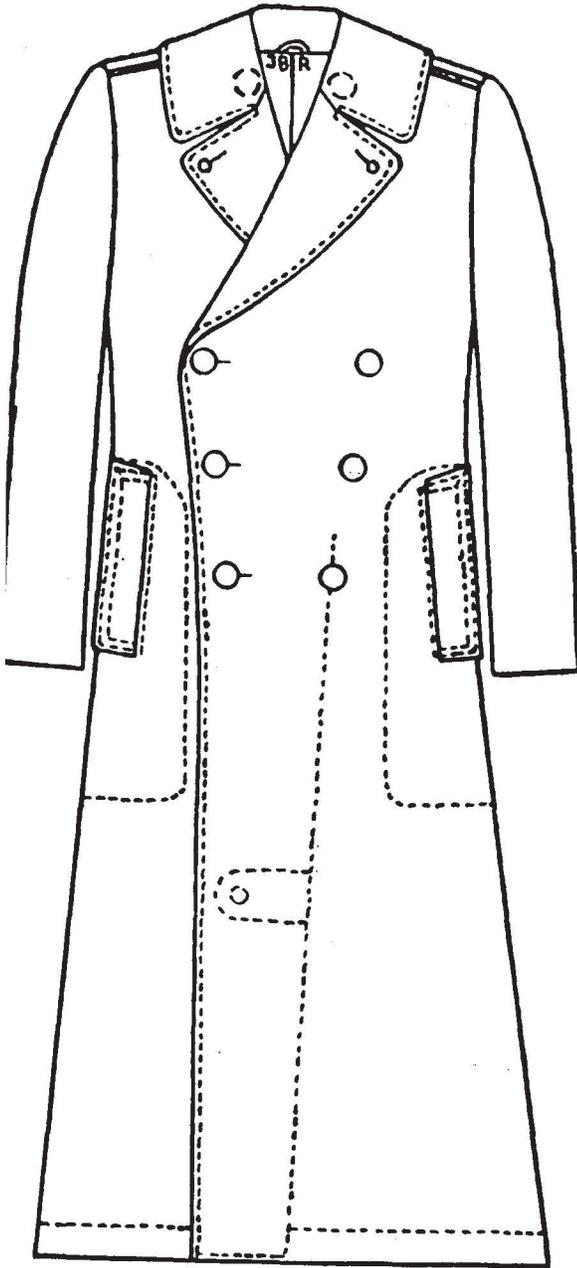
FIGURE 1.

Figure 10:
Trousers, cotton, khaki. Illustrated in Bradford report.

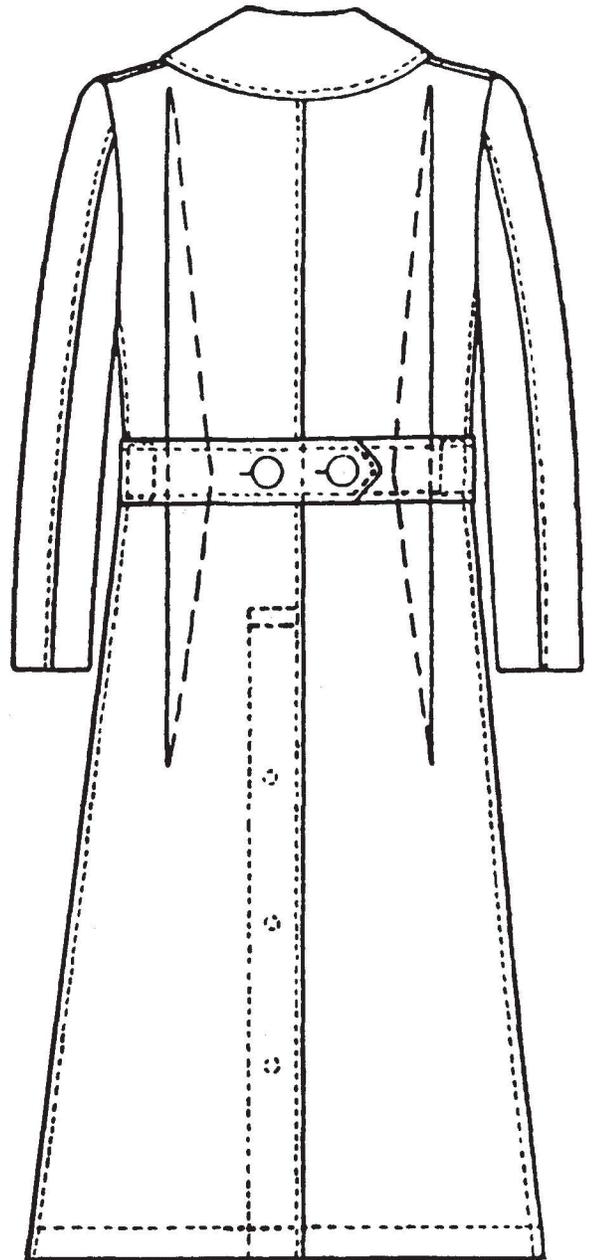


TROUSERS, COTTON, KHAKI

Figure 11:
Overcoat. Illustrated in Bradford report.

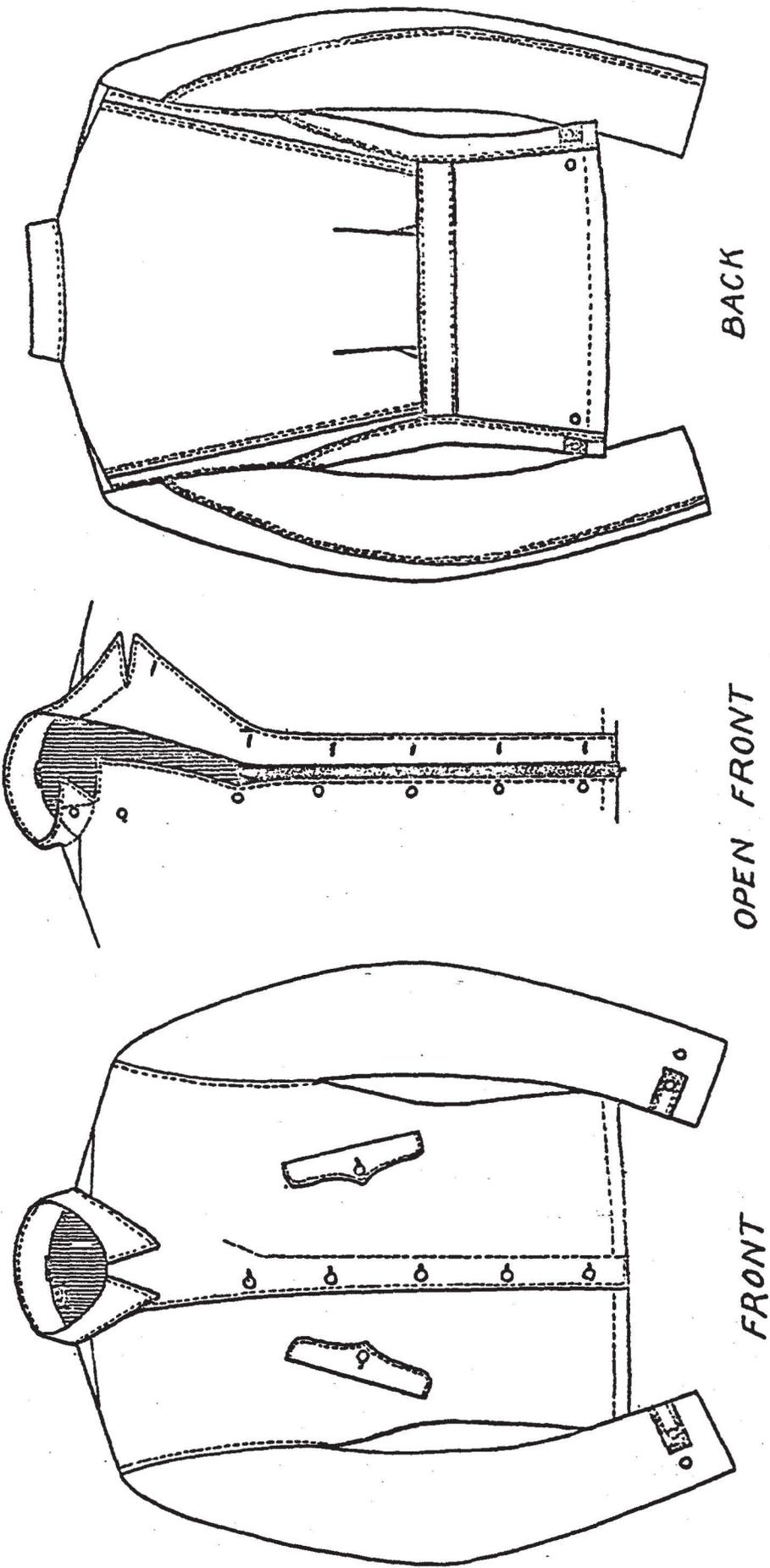


FRONT



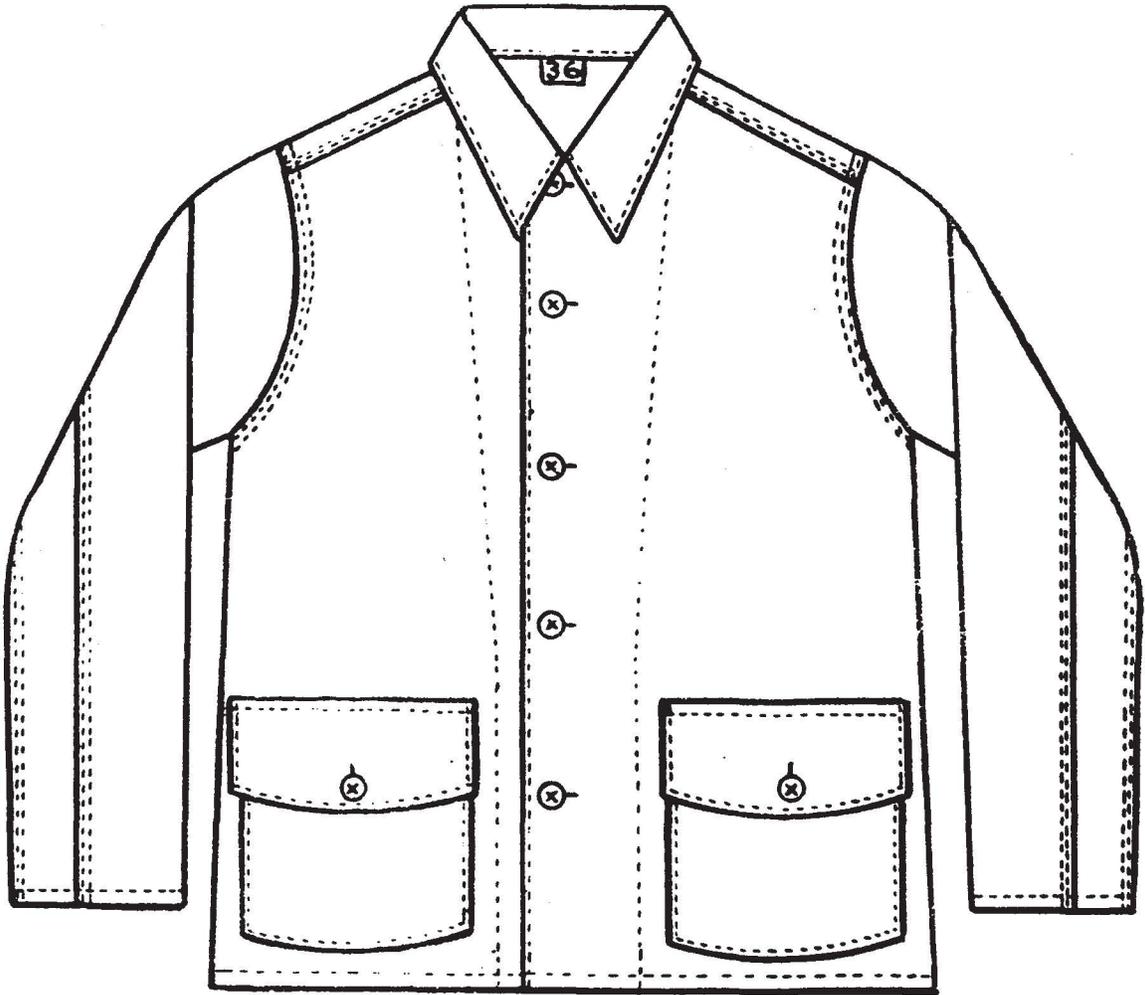
BACK

Figure 12:
Field jacket. Illustrated in Bradford report.



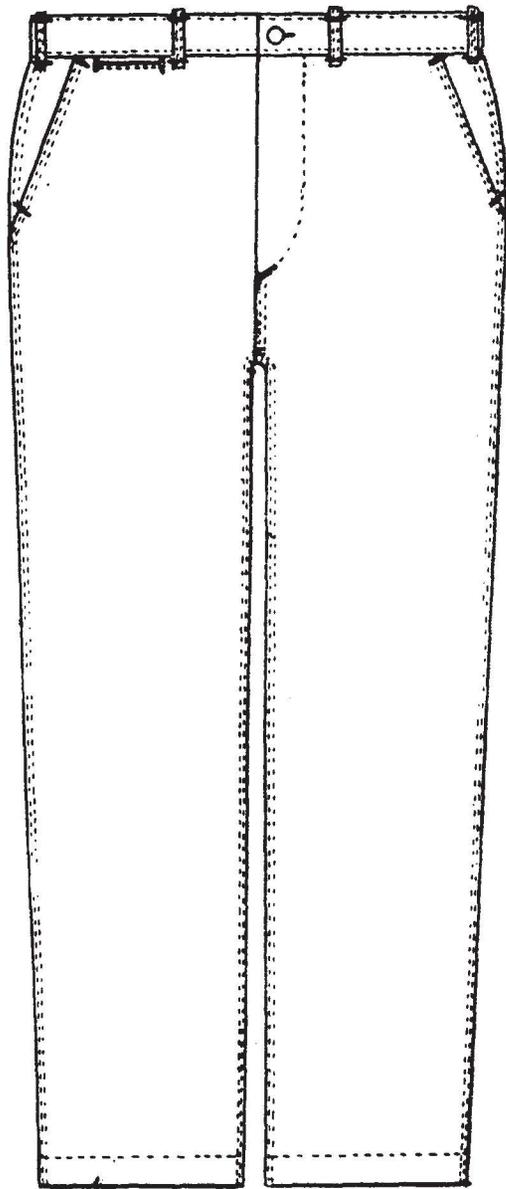
Enlisted Mens' : Windbreaker

Figure 13:
Coat, working, denim. Illustrated in Bradford report.

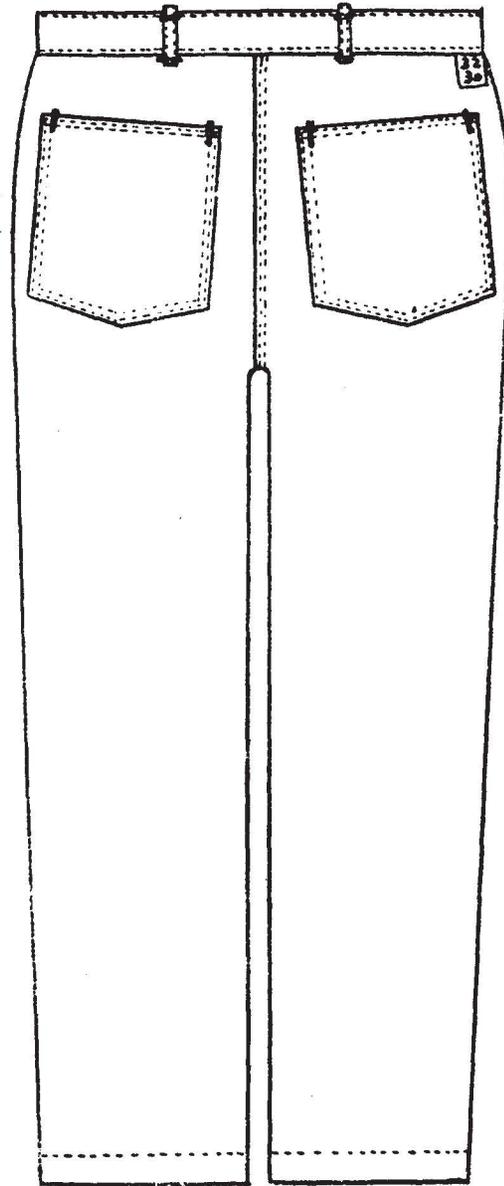


COAT, WORKING, DENIM

Figure 14:
Trousers, working, denim. Illustrated in Bradford report.



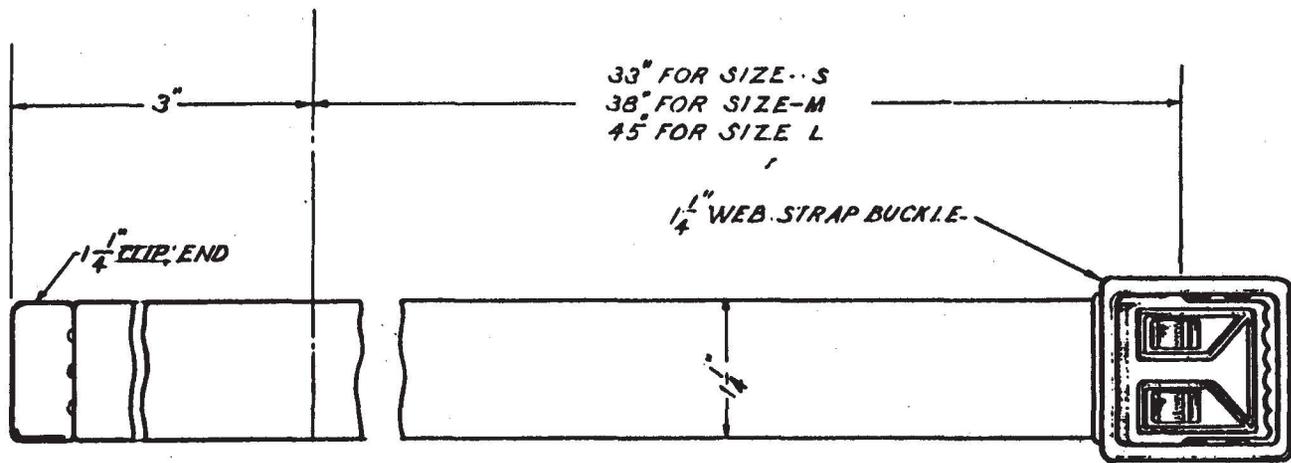
FRONT



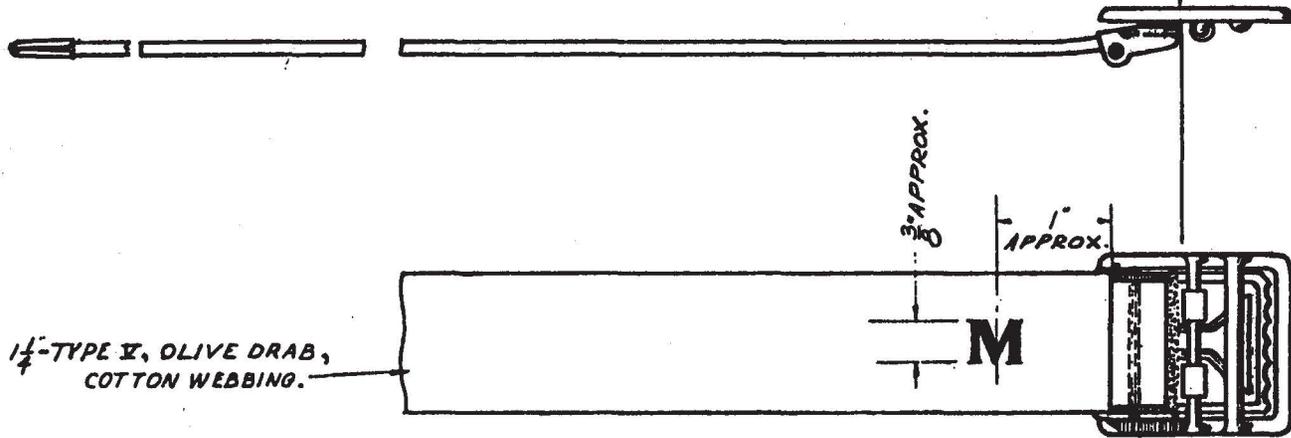
BACK

TROUSERS, WORKING, DENIM

Figure 15:
Web waist belt. Illustrated in Bradford report.



OUTSIDE VIEW



INSIDE VIEW

Figure 16:
Necktie, black, wool. Illustrated in Bradford report.

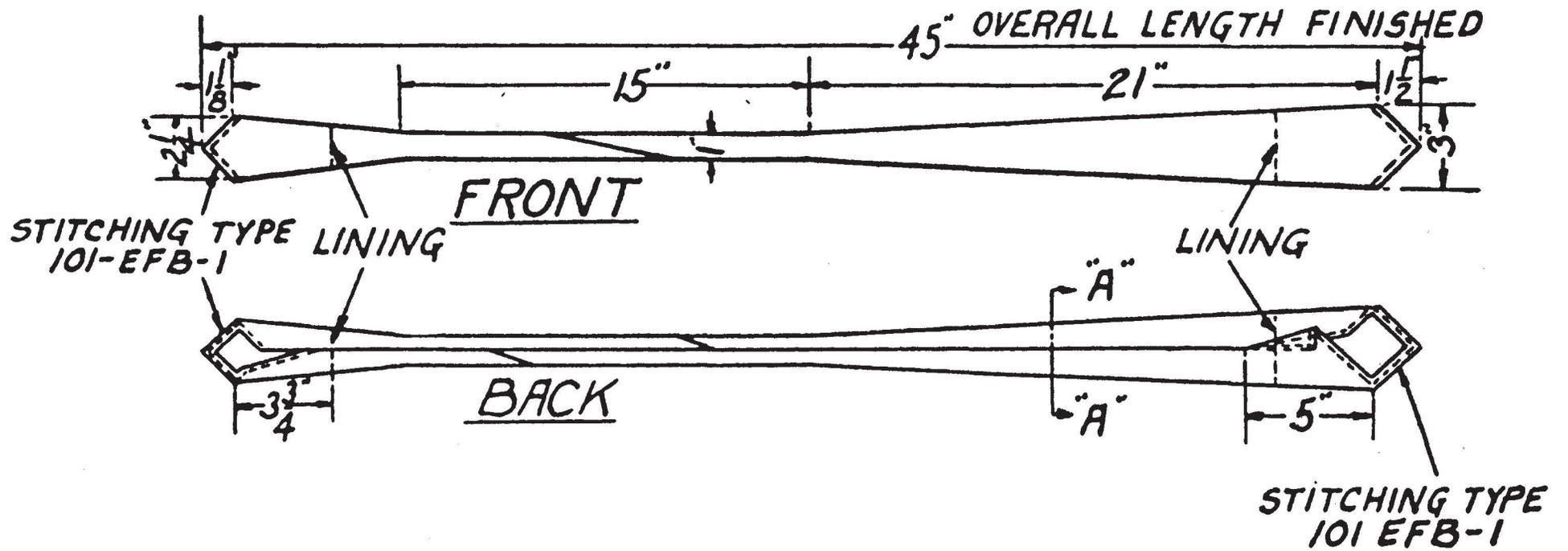
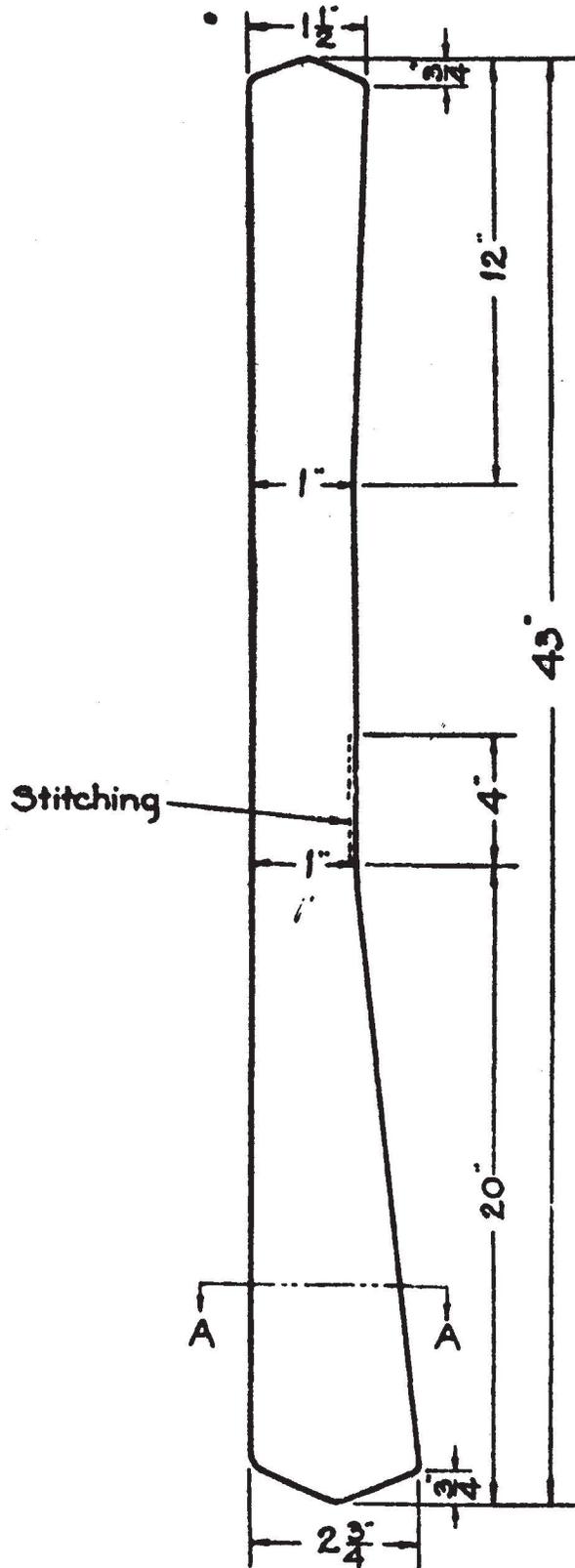
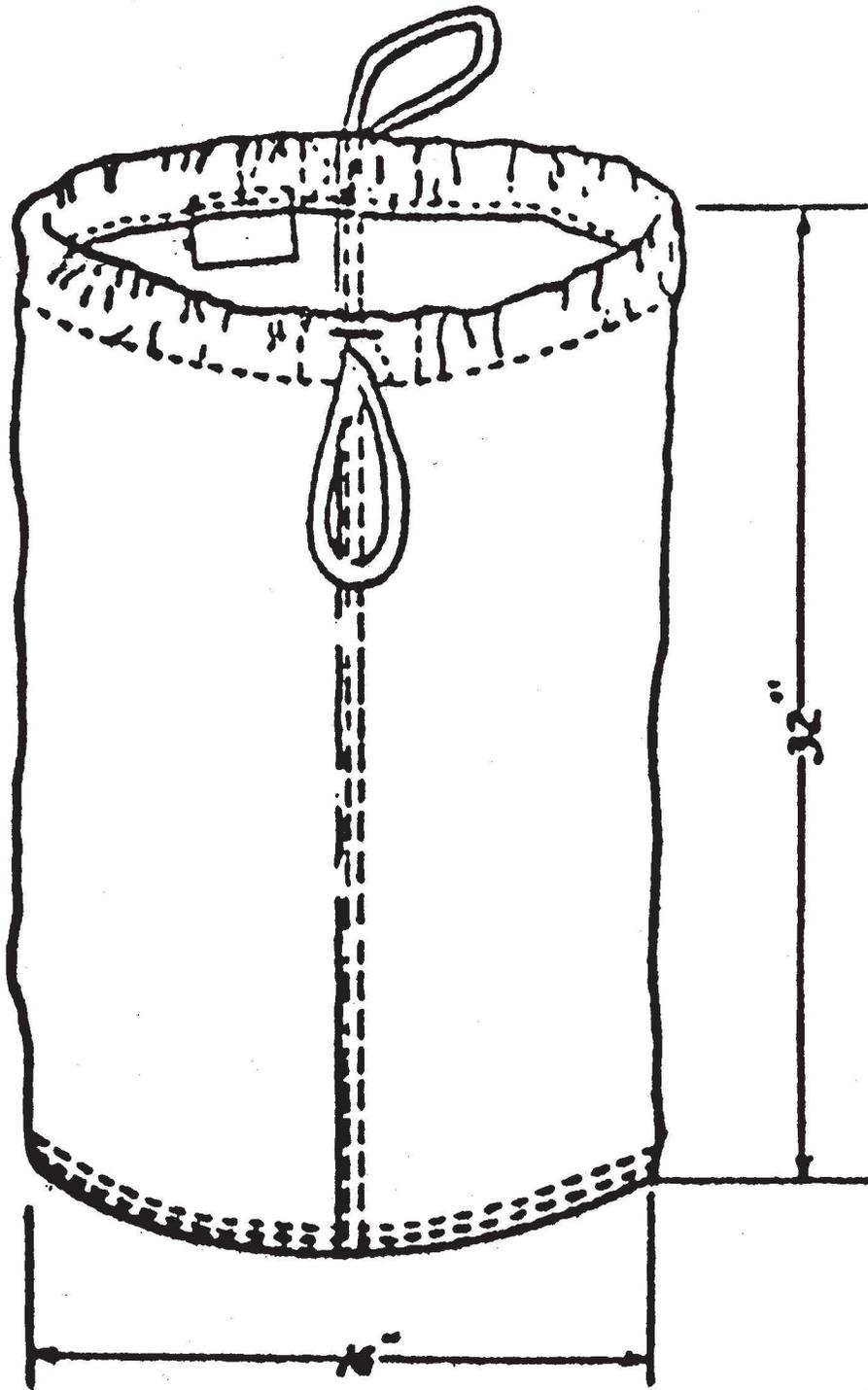


Figure 17:
Necktie, cotton, khaki. Illustrated in Bradford report.



-Necktie, cotton khaki (washable).

Figure 18:
Barrack bag. Illustrated in Bradford report.



BAG, BARRACK, ILLUSTRATION

Figure 19:
Mattress cover. Illustrated in Bradford report.

Figure 20:

Cardholder for iron bunks. The bunk cardholder held a form that displayed the soldier's name, rank, Army serial number, and organization. Illustrated in Bradford report.

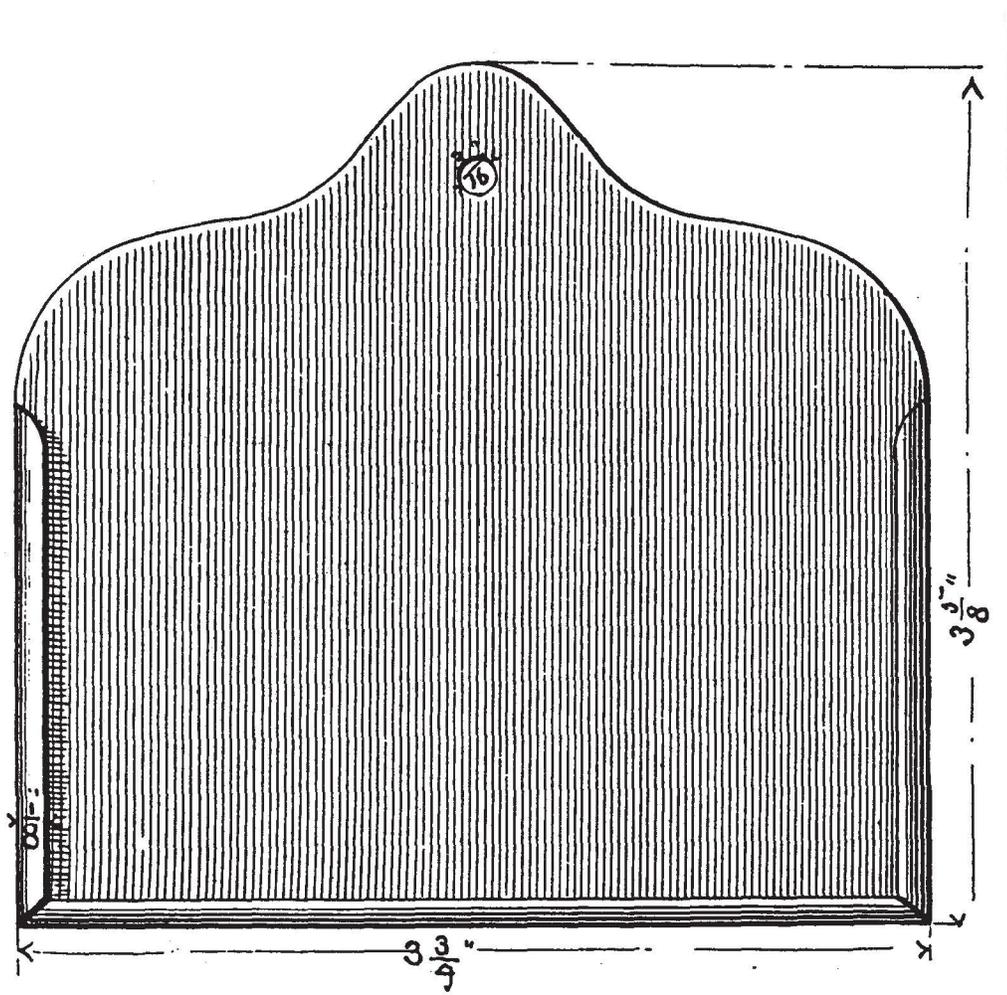


Figure 21:
Trunk locker. Illustrated in Bradford report.

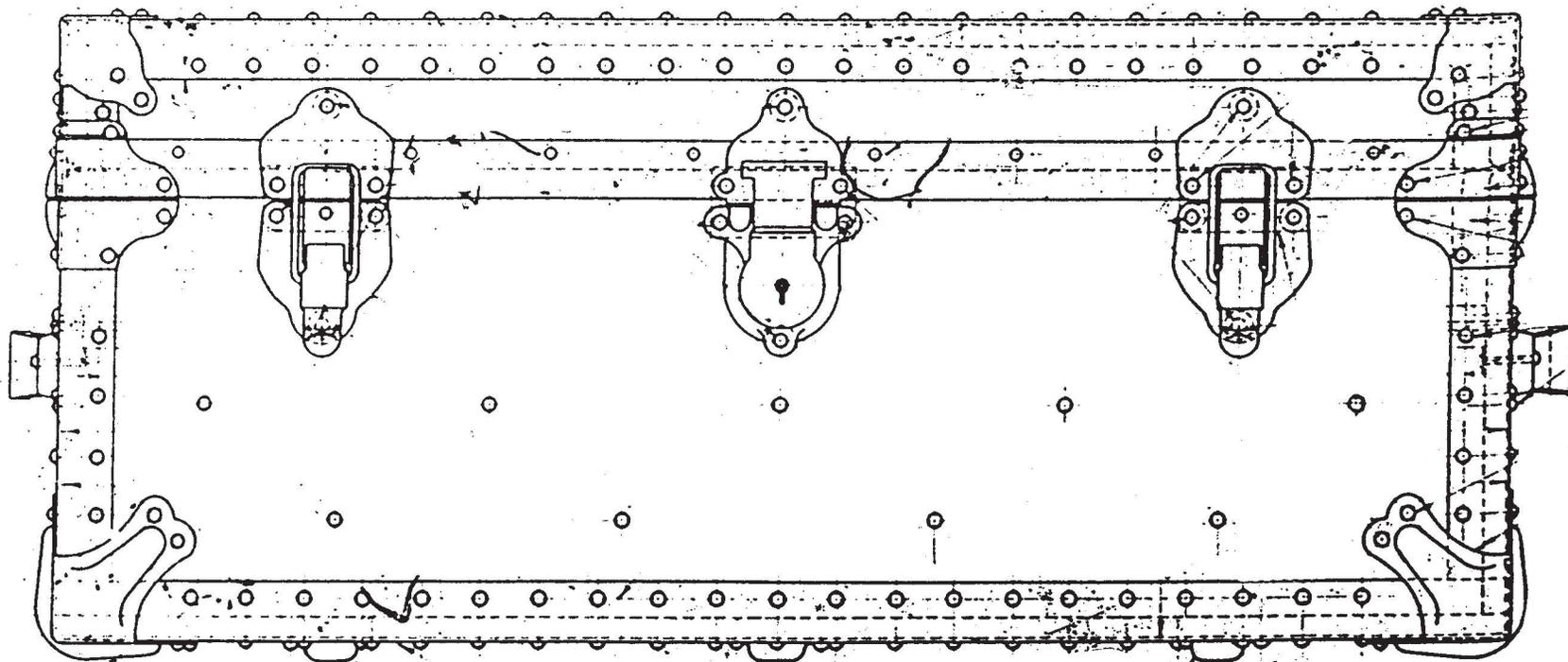
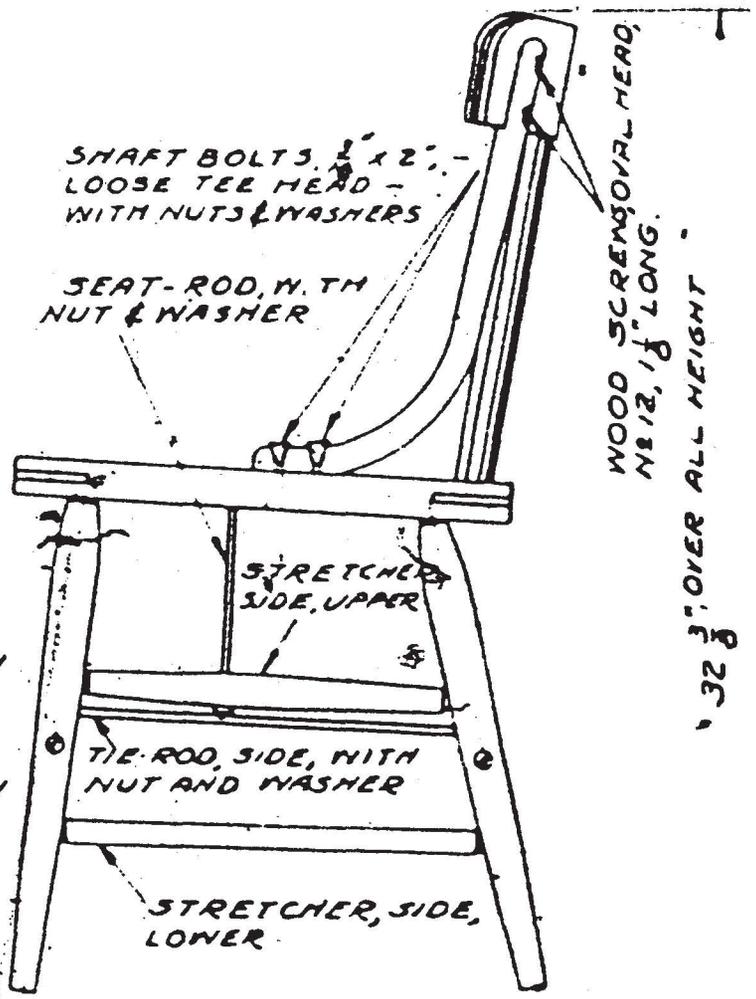
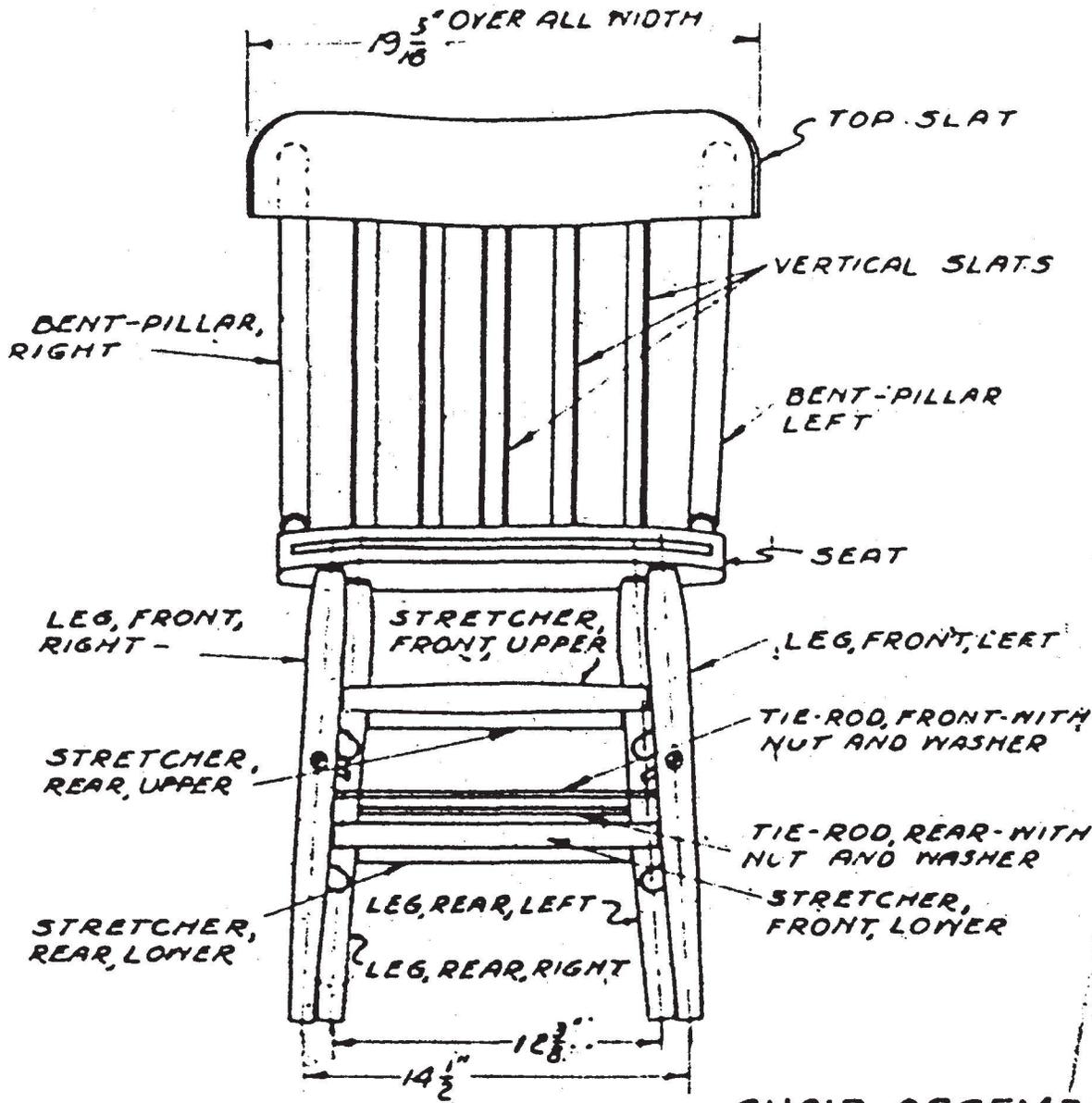


Figure 22:
Barracks chair. Illustrated in Bradford report.



CHAIR ASSEMBLY

Figure 23:
Making the Army bed. Illustrated in Bradford report.

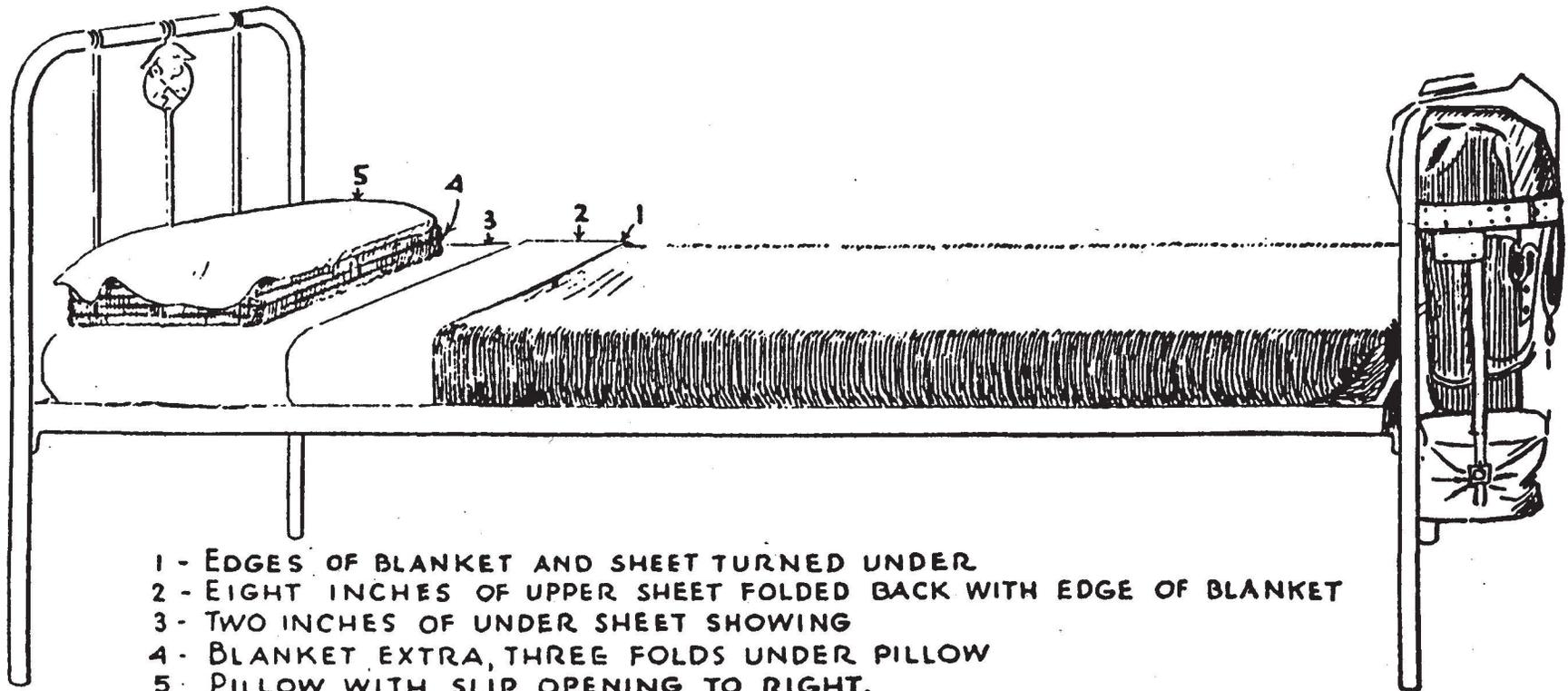
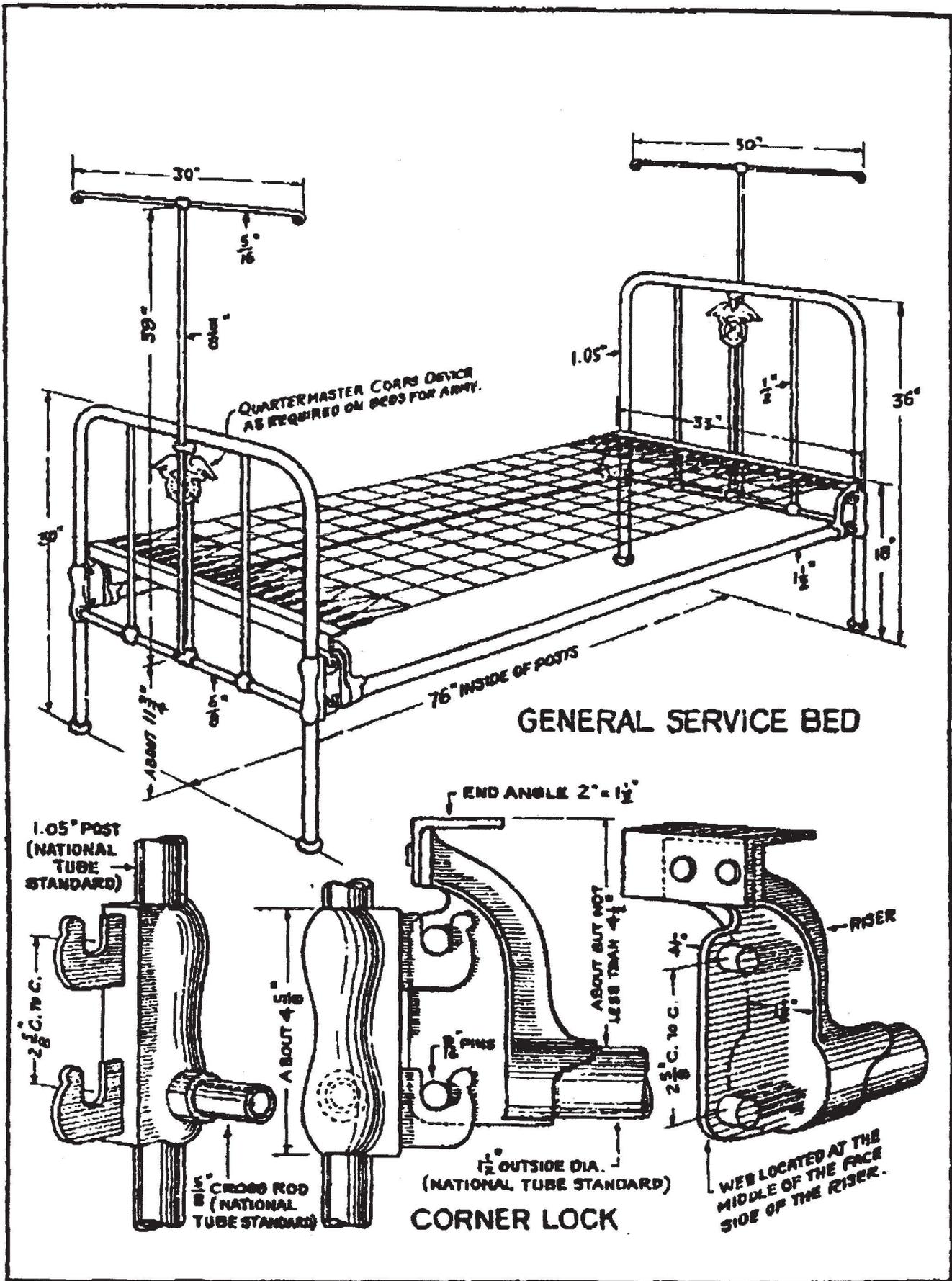


Figure 24:
Reproduction barracks shelves at Fort Cronkhite, Golden Gate National Recreation Area.
GOGA files.

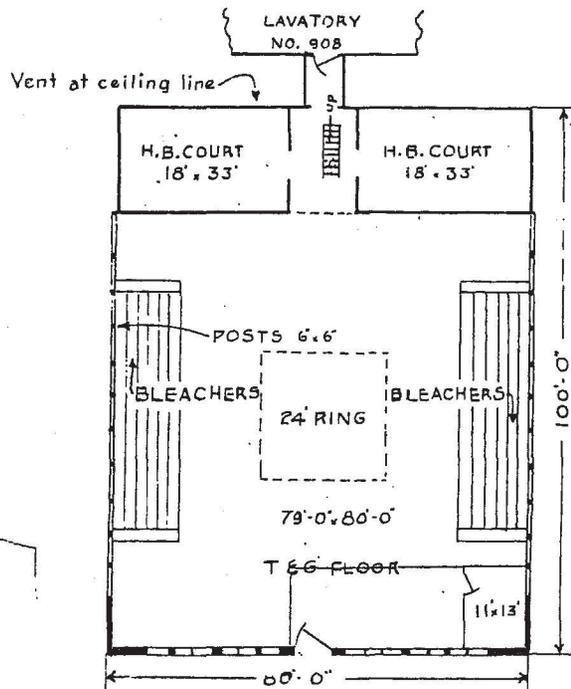


[No. 32-2]
15 AUG 1924

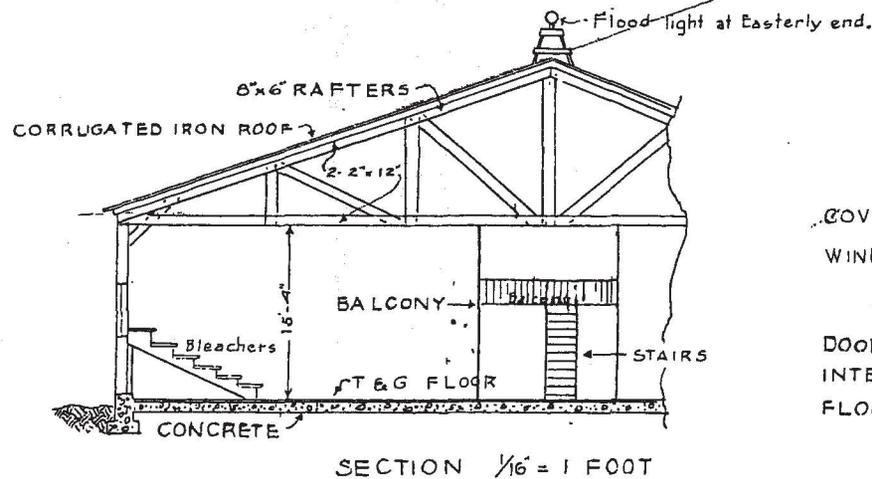
Figure 26:

Building 640, 1928-40

Quartermaster Corps Form 117, Building Records, Presidio Buildings #500-699, GOGA-1766.0025, GOGA Park Archives and Records Center.



PLAN
SCALE $\frac{1}{32} = 1$ FOOT
8000 SQ. FT.



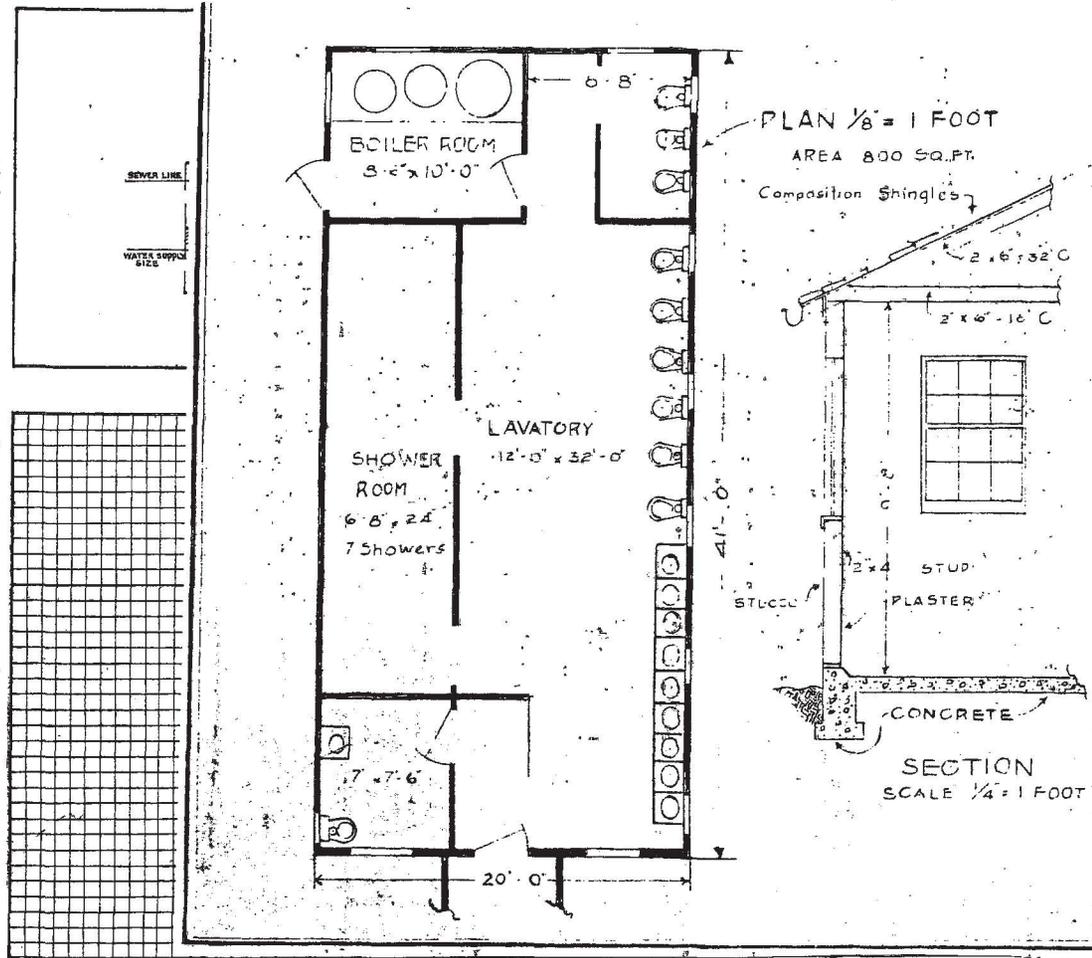
FRAME BUILDING
COVERED WITH CORRUGATED IRON
WINDOWS- FRONT 2'-0" x 2'-10"
" SIDES 4'-0" x 4'-2"
SET UP 5'-0"
DOORS 5'-0" x 6'-8"
INTERIOR SHEATHED WITH 1" T&G
FLOOR T&G

BUILDING NO. 907.
LOWER POST GYMNASIUM.
PRESIDIO OF SAN FRANCISCO.

Figure 29:

Building 641, Lavatory, c.1928.

Quartermaster Corps Form 117, Building Records, Presidio Buildings #500-699, GOGA-1766.0025, GOGA Park Archives and Records Center.



FRAME BUILDING
 EXTERIOR STUCCO-INTERIOR PLASTER
 DOORS 2'-8" x 6'-8"
 WINDOWS 2'-6" x 4'-0"
 CEMENT PLASTER IN SHOWER
 ROOM

BUILDING NO. 641
LAVATORY - LOWER POST
PRESIDIO OF SAN FRANCISCO.

Traced July 31-20 - F.C.B.

REMARKS

Figure 31:

Section of a map of the Presidio, showing the location of Building 640 in relation to Building 220, the Cooks' and Bakers' Schools, and Fourth Army headquarters in Building 35.



CRISSY

BATTERY SPENWOOD 638

BATTERY BLUNY 640 636 634 642 648 BATTERY BLUNY 635

NCISCO CEMETERY

HIGHWAY 101

LINCOLN BLVD

INFANTRY TERRACE 118 100 102 104 106 108 110 112 114 116 118 120 122 124 126 128 130 132 134 136 138 140 142 144 146 148 150 152 154 156 158 160 162 164 166 168 170 172 174 176 178 180 182 184 186 188 190 192 194 196 198 200 202 204 206 208 210 212 214 216 218 220 222 224 226 228 230 232 234 236 238 240 242 244 246 248 250 252 254 256 258 260 262 264 266 268 270 272 274 276 278 280 282 284 286 288 290 292 294 296 298 300 302 304 306 308 310 312 314 316 318 320 322 324 326 328 330 332 334 336 338 340 342 344 346 348 350 352 354 356 358 360 362 364 366 368 370 372 374 376 378 380 382 384 386 388 390 392 394 396 398 400 402 404 406 408 410 412 414 416 418 420 422 424 426 428 430 432 434 436 438 440 442 444 446 448 450 452 454 456 458 460 462 464 466 468 470 472 474 476 478 480 482 484 486 488 490 492 494 496 498 500 502 504 506 508 510 512 514 516 518 520 522 524 526 528 530 532 534 536 538 540 542 544 546 548 550 552 554 556 558 560 562 564 566 568 570 572 574 576 578 580 582 584 586 588 590 592 594 596 598 600 602 604 606 608 610 612 614 616 618 620 622 624 626 628 630 632 634 636 638 640 642 644 646 648 650 652 654 656 658 660 662 664 666 668 670 672 674 676 678 680 682 684 686 688 690 692 694 696 698 700 702 704 706 708 710 712 714 716 718 720 722 724 726 728 730 732 734 736 738 740 742 744 746 748 750 752 754 756 758 760 762 764 766 768 770 772 774 776 778 780 782 784 786 788 790 792 794 796 798 800 802 804 806 808 810 812 814 816 818 820 822 824 826 828 830 832 834 836 838 840 842 844 846 848 850 852 854 856 858 860 862 864 866 868 870 872 874 876 878 880 882 884 886 888 890 892 894 896 898 900 902 904 906 908 910 912 914 916 918 920 922 924 926 928 930 932 934 936 938 940 942 944 946 948 950 952 954 956 958 960 962 964 966 968 970 972 974 976 978 980 982 984 986 988 990 992 994 996 998 1000

375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000

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Figure 32:

View from Building 640 across Crissy Field towards the Golden Gate Bridge

“On 1 November 1941 the Military Intelligence Service Language School was opened.”

Gene Uratsu Photo Album, GOGA-2744, GOGA Park Archives and Records Center.

Appendix A

Graduates of the Military Intelligence Service Language School, Presidio of San Francisco, November 1941 term. This list is based on the graduate list printed in the MISLS Album. First names are included where known.

Ariyasu, Masaru (Jim)
Fujimura, James
Hirashima, William
Hotta, Yoshio
Kadani, Tsuneo (Gary)
Kaneko, M. (Arthur)
Kato, David
Kawaguchi, Kazuo
Kawashiri, Iwao (Roy)
Kozaki, Kazuo
Kubo, Takashi
Kubo, Tadao
Kusuda, Isao
Kuyama, Paul
Masuda, Joe
Matsumoto, Masao
Matsumura, James
Mayeda, Masami
Minamoto, Masanori
Miyaoi, Yoshio
Miyasaki, Tateshi

Nagata, Mac
Nishida, Ichiro
Nishita, Morio
Nishikawa, William
Nishitsuji, Fred
Noritake, Yoshio
Ohashi, Jake
Oyama, Hiromi
Sakamoto, Kei Kiyoshi
Sakamoto, Thomas
Shinoda, Ryuichi
Sugimoto, Sam
Suyehiro, Hideo
Taketa, George
Tanizawa, James
Tsuyuki, Hideo
Uratsu, Masaru (Gene)
Yamamoto, Steve
Yamashita, Shigeru
Swift, David
Burden, John

Appendix B

Book List

This book list was compiled from Tadao Yamada, "Training History," February 1946, in NA, RG 319, Records of the Office of the Assistant Chief of Staff, G-2, Historical Studies ... MISLS, Box 24 and Shigeya Kihara, "MISLS Presidio of San Francisco, Camp Savage and Fort Snelling," in Unsung Heroes: Military Intelligence Service, Past, Present, Future, Seattle: MIS-Northwest Association, 1996, pp. 61-66.

Naganuma Tokuhon, Volumes I to VII, with grammar text and Kanji book

Kenkyusha, Japanese-English dictionary

Ueda Daijiten

Fuzambo, English-Japanese dictionary

Rose-Innes Kanji dictionary

Creswell Military Dictionary, Japanese-English and English- Japanese

Japanese Naval dictionary

George Strong's Sosho text

Sakusen Yomurei (Field Service Regulations)

Oyo Senjutsu (Applied Tactics)

Japanese Military Forces, a U. S. Army training manual

McGovern's Colloquial Japanese

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Ichinokuchi, Tad, ed. *John Aiso and the M.I.S.: Japanese-American Soldiers in the Military Intelligence Service, World War II*. Los Angeles: The Military Intelligence Service Club of Southern California, 1988.

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MISLS Album 1946, reprint. Nashville, Tennessee: The Battery Press, 1990.

Swift, David W., Jr., ed. *Ninety Li a Day: Memoirs of David Wallace Swift, Sr.* Taiwan: The Orient Cultural Service, The Chinese Association for Folklore, 1975.

Articles, Pamphlets and Unpublished Manuscripts

"In Memoriam: Kai E. Rasmussen, 1902-1988", Washington, DC, 1988.

"Crissy Field, 1941-42," James C. McNaughton, draft chapter of in-progress history of Military Intelligence Service Nisei.

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Golden Gate National Recreation Park Archives and Records Center. Army Plans, Building Number Series, Building 640.

_____. Army Textual Records, ADPWEMR-3, Box 2.

_____. Quartermaster Corps Form 117, Building Records, Presidio Buildings #500-699, GOGA-1766.0025.

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_____. Record Group 319, Historical Studies and Related Records of the G-2 Components, 1918-59.

_____. Records of the War Relocation Authority, Record Group 210, Evacuee Case Files.

Interviews and Oral Histories

Interview with Judge John F. Aiso, January 10, 1986. Copyright, National Japanese American Historical Society, 1986.

Interview with Arthur Kaneko, conducted by Mary Grassick, October 14, 1998.

Interview with Shigeya Kihara, conducted by Stephen Haller, January 21, 1994.

Interview with Gene Uratsu, Thomas Sakamoto, Steve Yamamoto and Gary Kadani, conducted by Stephen Haller with Mary Grassick, November 3, 1998.