

Heart Mountain Interpretive Center Cultural Project for Peace Development

**Local Global Grant from District 5440 and the Rotary
Foundation**

Prepared by:

**Cody Rotary Club #1130 and
Heart Mountain Interpretive Center**

1. Letter of Introduction

The Heart Mountain Interpretive Center operates under the Heart Mountain Wyoming Foundation (HMWF), which was formed in 1996 and obtained its federal 501(c)(3) tax-exempt status in 1997. Since then, the HMWF has worked to preserve the site that represents a period in U.S. history following the bombing of Pearl Harbor, when 120,000 persons of Japanese ancestry, two-thirds of them American-born citizens, were deprived of due process and forced to leave their homes and livelihoods to be incarcerated in "Relocation Centers". Heart Mountain was one of ten centers that became temporary homes until WWII was over.

The mission of the HMWF is to:

- *Preserve and memorialize the Heart Mountain World War II Japanese American Confinement Site and the stories that symbolize the fragility of democracy;*
- *Educate the public about the history of the illegal imprisonment of Japanese Americans at Heart Mountain during World War II and its impact on the Big Horn Basin;*
- *Support inquiry, research and outreach to highlight the lessons of the Japanese American confinement and their relevance to the preservation of liberty and civil rights for all Americans today.*

The primary duty of the Heart Mountain Interpretive Center (HMIC) is to educate the public about the experience of incarceration, the diverse personal responses to the Japanese Americans imprisonment, constitutional issues and violations of civil liberties and rights. The broader issues of race and social justice in America are addressed as well for visitors to contemplate.

Rotary has been a part of the HMWF for years with the involvement and support of Ret. U.S Senator Alan Simpson and his brother, UW Alumnus Pete Simpson, Jr. Both individuals were impacted by the Relocation Camp as young Boy Scouts interacting with the Troops at the camp which forged their long-time friendship with former CA Representative and U.S. Secretary of Transportation Norman Mineta. Rotarians in the Cody Club would like to continue this and like friendships by supporting the mission and educating individuals from around the world of this tragedy that affected so many lives.

The Rotary Club of Cody and the HMIC are seeking \$35,000 added support for a sustainable cultural peace and conflict project to assist in developing the education of local high school teachers and students as well as the local college and state university. These individuals would team with the HMIC and the Cody Rotarians to help educate others, creating a truly sustainable project affecting individuals across the world.

2. Executive Summary

Heart Mountain Interpretive Center management staff includes trained individuals dedicated to the education of visitors at this historical site. Four full time managers direct part-time staff, interns, and a multitude of volunteers and docents, both local and national. The HMIC staff welcomes visitors at the museum, introduces them to the issues related to this time in history, the temporary exhibits, and starts them with the Emmy Award winning film, *All We Could Carry*. The link to a short clip is attached. <https://www.youtube.com/watch?v=O2BlxXILd0I> This documentary film was produced by Academy and Oscar winning producer Steven Okazaki, who donated the film to the HMIC for its Grand Opening in 2011. Guests tour the museum at their own pace and can finish with a tour of the camp remains and the walking trail with informational kiosks. Another example of documentary films created to spread the Heart Mountain story is the film *The Legacy of Heart Mountain* created by ABC co-anchor, reporter and producer David Ono and Jeff MacIntyre, owner of Content Media Group. A film trailer can be seen at <https://www.youtube.com/watch?v=EHYnChWcNpQ> . This film has won four Emmy Awards, two Edward R. Murrow Awards and a Unity Award.

The HMWF is led by a 18-member Board of Directors who meet quarterly and bring support from across the United States for the HMIC and its mission. The Board members will also be able to spread the word of this project through networking, docent work and communication with the many family members who have a personal connection to Heart Mountain.

Staff, interns and volunteers would lead the project and keep it sustainable as the museum, site, trails and education areas expand. We will use the help of ten to twenty Rotarians annually to help get our project going and to advance the community's interest to another level.

3. Statement of Need

The HMIC is a non-profit facility needing assistance to jump start our proposed sustainable peace and conflict project, and a partnership with Rotary would make it possible to successfully do this. There is a need to increase awareness about the history of the illegal imprisonment of Japanese Americans at Heart Mountain during World War II and to explain the social, prejudice, racial and anti-justice issues surrounding this event. It is important that people from around the world understand these issues to help prevent such tragedy from being repeated. This discussion impacts

analysis of events that occur today from the lack of understanding and compassion for our fellow countrymen and for cultures around the world. Through creating educational materials for the center and site, the local high school students can learn the history presented, pass it on to visitors, and extend this needed information on internationally. Their teachers will be trained to also pass the history and materials on to other educators to address the issues of peace and conflict in our world and try to balance the cultural differences challenging us today. Through these links, history can be told for generations creating a sustainable education chain.

Because the interpretive center is located just 60 miles from the East Gate of Yellowstone National Park, the audience is truly global. So far in 2017, the Center has welcomed over 16,785 visitors, including 1,921 school students. Visitor numbers increased by 110% from 2016, showing a steady annual increase since 2013. The HMIC also serves as a resource for former Japanese American incarceratedees and their families, documenting their stories and preserving their memories through our archives and collections.

It is envisioned that initially 60 to 75 high school students per year will be involved with the inception of the project expanding to hundreds once it is completed. We hope that millions of people will be affected through the years with the information these students and teachers can pass on to future generations, families, friends and visitors.

4. Goals and Objectives

By involving the local schools in the Bighorn Basin, this project could impact about 3,840 area students between two school districts, the local Northwest Community College and the University of Wyoming. They in turn would be impacting individuals from around the world with their efforts at the historical site and through the internet. The overall goal of the project is to decrease prejudice and bring to light many social and constitutional issues by taking a personal role to improve world peace and understanding.

The HMIC is currently expanding walking trails and adding historical buildings to the site. With these improvements, informational kiosks are needed to support the visitors' experiences and further explain the history as we move into the future and have a larger number of visitors each year. Students would learn this important part of history by leaving a tangible kiosk entirely designed and constructed by them for others to learn from as well.

These students can also expand our technological history base by creating web pages

which would be attached to the HMWF website that can be used for extended classroom education and distance learning. Then, taking that a step further, the students launch virtual tours of the museum and site, both on the website and as part of the walking tour. The kiosks from the first year's project curriculum would be improved by adding QR codes containing virtual tour videos produced by the students. This would add to the accessibility of our handicapped guest here at the site as well as enabling classes from areas that can't visit our center or site in person to gain access.

These educational informational resources will help further the awareness of people all over the world to the peace and conflict issues surrounding our world today and will help young people from our local area share their newfound knowledge!

5. Methods and Strategies

The HMIC staff, volunteers and Cody Rotarian members will help three local high schools (Meeteetse, Cody and Powell, WY) learn about the history of the Heart Mountain World War II Japanese American Confinement Site and how this history affected the Bighorn Basin and the world. The HMIC mission to educate individuals about imprisonment, constitutional issues and violations of civil liberties and rights would be followed. The broader issues of race and social justice in America and around the world would be addressed as well for the students and teachers to consider.

- HMIC staff would initially meet with teachers in the spring of 2018 and create a curriculum to fit with available class time as well as students' needs. Introductory materials for this project would be presented to educators providing a six-week curriculum based on history, civics, communication and vocational arts standards for the National Board of Professional Teaching Standards in the United States and the CORE Curriculum.
- Staff will start by helping the teachers and students in the classrooms during the fall of 2018 with resources, museum and site tours and research to find the history needed to create narratives, or informational text, for four interpretive panels to be installed at significant locations around the Heart Mountain National Historic Landmark Site as kiosks. The students would learn to use the Creative Suite program to build the panels while Rotary Club members and HMIC staff can edit the text and help with the design.
- HMIC staff and Rotarians will go into the vocational classes and help design the wayside kiosk bases. This will expand the Heart Mountain history and surrounding issues to students outside the normal history, or government,

classes and create a tangible product emphasizing their welding skills.

- All the kiosk base materials will be purchased locally from C & C Welding in Cody, WY and the panels printed by Marquis Awards in Powell, WY. Once the panels and bases are fabricated, the completed wayside kiosks will be brought to the site and installed by the students, assisted by the staff, volunteers, teachers and Rotarians in the designated places at the barrack, root cellar, hospital area and guard tower.
- A free teacher training workshop will be held at the Center to provide local teachers with tools and materials to continue the project and its goals into the future year including a guided tour of the interpretive panels by student representatives from the teams who created the kiosks.
- As the HMIC grounds grow to include more buildings, trails, and historic site areas, the need for future panels will continue along with the education of this history for our local schools. These kiosks will give the students a tangible piece of ownership at the HMIC as they bring their relatives and friends to visit and explain the history to guests from around the world. The kiosks will also have appropriate donor recognition to all parties involved with the project.

In its second year, the project would evolve by creating a distance learning program, utilizing technology to reach more schools within the region and the nation with the potential of reaching students and teachers worldwide.

- Rather than wayside panels, the participating local high school classes will start in the fall of 2019 to develop an educational web page, or pages, on a topic of interest related to the history of the Heart Mountain National Historic Landmark Site. The web page(s) will be featured on the Heart Mountain Wyoming Foundation website after draft finalization by HMIC staff. Once again, appropriate donor recognition will be attached to the page or site.
- The educational technology created through web pages, composed at school with the support of HMIC staff by using Adobe Spark, can be used as educational pages on the HMWF website. The HMWF website is currently being updated and will be finalized in the spring of 2018 with the assistance of a pro bono master web designer and supported by HMIC staff with updates periodically. These educational pages would add to the resources available to extended classrooms and teachers for distance learning. Staff and Rotary Club members will, once again, edit the page content and add design and layout assistance.
- Later, using this page, or pages, students and staff will create a virtual tour exposing classrooms who visit the website to the history of Heart Mountain incarceration site and museum. An example of the QR code program can be seen at <https://spark.adobe.com/page/NXek8Kn8aNMOI/>, or the attached QR code can

be scanned, to fully appreciate a sample web page created by staff to show what can be accomplished in a hour's time!



- Another teacher training workshop would be held at the interpretive center, or a hosting school, following the completion of this project phase to facilitate use of educational materials and resources. The project will continue to evolve as technology changes and the vision of a virtual tour of the center and site can materialize with schools becoming more involved and the grant completion in May of 2020.
- Expanding the project with help from the University of Wyoming Extension Service and the local Northwest College in Powell, WY in the future would add to more people learning the history while creating educational materials and a wonderful network for learning. A virtual tour at the site would complete the project and extend it into following years' school curriculums. Using scannable QR codes on the wayside kiosks with a video attached, visitors would access more information as they tour the museum and grounds. This would also assist disabled visitors by giving them an alternative method of receiving information besides having to read the panels. The students will use Adobe Voice to create videos from photo slideshows they have taken themselves with their voice added, or just create the narrative for others to present to the camera depending on their comfort levels. Students will research archived photos and materials at the museum to create their videos. University of WY Extension Service in Powell has offered assistance and support having created tours like this already. This student learning project would truly make the project sustainable for years to come and enrich visitors' experiences to be shared with future generations.
- HMIC staff would easily be able to maintain the information, kiosks and web materials into the future. Students and classes from the local Northwest College in Powell could also be included, as the curriculum, resources, and need is expanded and developed.
- The free teacher trainings would be led by HMIC staff, with added support from the Rotarians. The HMIC theater space could be used to host the trainings with films and museum tours to support the history content. Schools could also host the trainings if needed. Materials would be made available for teacher resources

to take back to their classrooms for use and share year around. Volunteers and docents could be scheduled to visit classrooms to also tell the story of the site, its history and add to the experience for the students. The initial teachers involved with the project can then help train/teach other teachers in their schools and other school districts about this project, history and availability of the HMIC and its resources for future education of students.

6. Plan of Evaluation

The project will be closely documented by HMIC staff and will be evaluated by using surveys and suggestions from the students, teachers, staff, Rotarians and visitors to the museum, historical site and website. These evaluations can be done electronically, on devices during trainings or visits, and on paper to ease the process. Annual progress reports can be generated by staff and Rotarians to sum up the yearly project accomplishments and challenges.

Evaluation forms, both electronically and paper, can include both qualitative and quantitative questions to assist in understanding visitor, student, and teacher experiences. This information can be used to construct future curriculum needs as this project evolves through the years. The HMWF website is also regularly monitored and the analytical tracking can be used as an evaluation source as well. Just this year, site visits have increased by 21.1% averaging 95 hits per day. With new resource materials, the pages can be monitored to see how often each one is being used. The HMIC staff and volunteers guide museum and/or site tours and can distribute and collect evaluation materials. Attached is a sample evaluation form.

7. Project Budget

Please see the attached budget explaining the breakdown of funds for the first two years of the \$35,000 needed for the project jumpstart. HMIC staff will base future project funding on extent of need, resources, project evaluation and the number of school students involved in the project with partner support.

Year 1 Budget Total = \$18,400.00

Curriculum development as well as the creation and distribution of introductory materials and DVDs = \$5,200.00

Outreach to the 3 schools for six week curriculum assistance and tours of museum and

site = \$4,100.00

Materials for wayside bases and installation = \$2,900.00

Panel editing, final designing and fabrication = \$3,000.00

Evaluating project, revising curriculum, materials and teacher training workshops = \$3,200.00

Year 2 Budget Total = \$16,600.00

Software to develop distance learning, formatting and adapting curriculum for multiple aspects of project = \$4,600.00

Support materials for curriculum, distance learning and teacher training = \$4,700.00

Staff assistance and materials for teachers to continue curriculum for their training of other teachers and in the classrooms = \$5,000.00

Evaluating project, reporting and assisting teachers in future curriculum needs/changes = \$2,300.00

8. Organization Information

The Heart Mountain Wyoming Foundation (HMWF) was formed in 1996 by a group of Wyoming citizens and former internees who were determined to tell the Heart Mountain "Relocation Center" story.

One of the Foundation's first projects was the restoration of the Honor Roll bearing the names of over 800 interned men and women who served in the U.S. military. A replica of the Honor Roll was completed in 2003 due to the deterioration of the original wall. In 2005, a Walking Tour of the site was completed, and the Heart Mountain Relocation Camp site was designated as a National Historical Landmark in 2007.

In August 2011, HMWF opened its doors of the Heart Mountain Interpretive Center, a world-class museum dedicated to passing on the Heart Mountain story to future generations. The Center provides an overview of the wartime relocation of Japanese Americans, including the background history of anti-Asian prejudice in America and the factors leading to their enforced relocation and confinement. Special emphasis is given to the experience of incarceration, the diverse personal responses of Japanese Americans to their imprisonment, constitutional issues, violations of civil liberties and broader issues of race and social justice in America. The Center has received awards from the American Alliance of Museums, the Wyoming Education Association, and the National Association of Interpretation.

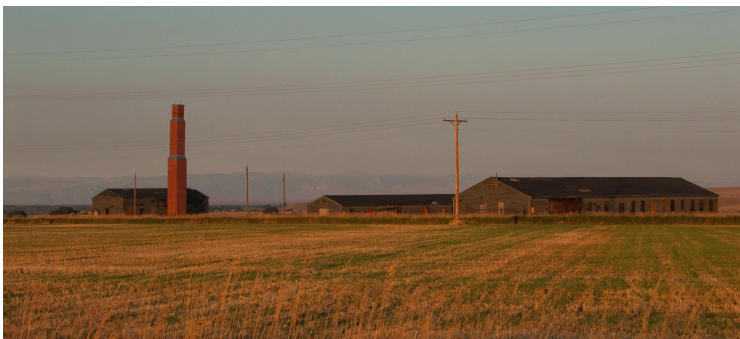
As the museum was built, it was found that an original guard tower had once stood a

short distance from the museum. A replica was constructed in its place to give visitors an idea of how the internees were constantly watched.



Many visitors sit on benches in front of the tower and reflect on their own thoughts.

In 2014, in collaboration with several partners, a restoration of the original hospital boiler house chimney was completed. The chimney was extensively stabilized in a manner that allows it to retain its historical significance, while ensuring that it will stand for decades to come. It is the iconic symbol remaining from the camp and marks the hospital area which once consisted of 17 buildings which the boiler house heated.



The boiler house with chimney, an infirmary barrack and the hospital mess hall still remain.

A complete barrack was moved back to the site by the HMWF to be used to further the education of visitors in 2015. The barrack is in the process of being stabilized for visitors to step inside, feel and see what it was like to live in one of the 528 barracks built for the incarcerated and military police to live in, fortunately only for three years, during WW II.



The barrack after its move back to camp was completed.



Photo by Morgan Tyree - Barrack with Interpretive Center and hospital area in background. Green farmed fields are property of the HMWF.

Today, HMWF owns 53 acres of the original historic site, and HMIC staff serves as caretakers for an additional 70 acres of the site owned by the Bureau of Reclamation. It is hoped that the Bureau of Reclamation property will soon be deeded to the HMIC to greatly, and positively, enlarge the site for visitors.

The HMWF is currently taking on the task of rehabilitating the last standing root cellar that was constructed by internees to store agricultural products past the growing season to supplement their diets. Groundbreaking will begin in April 2018 on the 35' x 321' long cellar and finish in the next three to four years to make it possible for visitors to step into and see the inside of the structure first hand.



Root cellar, east entrance, once used to drive trucks through to transport produce to and from the cellar after harvest.



The view from inside the east door of the root cellar looking toward the west door on the other end.

The HMWF 18-member Board of Directors is led by Washington D.C. attorney Shirley Ann Higuchi, J.D., a descendant of Heart Mountain incarcerees and Vice-Chair, retired President and CEO of the Annie E. Casey Foundation and scholar, Douglas Nelson. The Board includes former incarcerees, incarceree descendants, scholars and other local and national professionals, all dedicated to social justice, history, and the Japanese American perspective. Each year the HMIC hosts a Pilgrimage at the Heart Mountain site providing a chance for former incarcerees from all over the United States and their loved ones to gather and reflect on this tragic experience bringing the Heart Mountain family back together.

HMIC staff includes trained individuals dedicated to the education of visitors to this historical site. Four full time managers direct part-time staff, interns, and a multitude of volunteers and docents, both local and national. The HMIC staff and volunteers

welcome visitors at the museum, introduces them to the issues related to this time in history, the temporary exhibits, and starts them with the Emmy Award winning film, *All We Could Carry*. The link to a short clip is attached.

<https://www.youtube.com/watch?v=O2BlxXILd0I> This documentary film was produced by Academy and Oscar winning producer Steven Okazaki, who donated the film to the HMIC for it's Grand Opening in 2011. Guests tour the museum at their own pace and can finish with a tour of the camp remains and the walking trail with informational kiosks. Another example of documentary films created to spread the Heart Mountain story is the film *The Legacy of Heart Mountain* created by ABC co-anchor, reporter and producer David Ono and Jeff MacIntyre, owner of Content Media Group. A film trailer can be seen at <https://www.youtube.com/watch?v=EHYnChWcNpQ> . This film has won four Emmy Awards, two Edward R. Murrow Awards and a Unity Award.

Additional financial information:

- Total assets of the organization (most recent fiscal year), \$5,910,472.00.
- Total income for the organization (most recent fiscal year), \$789,735.00.
- Total expenses for the organization (most recent fiscal year), \$479,697.00.

9. Photos of Support

Images of kiosk examples have been added to demonstrate expected project results and materials being proposed for use by the students. Estimated panel size is 24" x 36". The current Setsuko Saito Higuchi Memorial Walking Trail kiosks that were installed in 2007 are maintained by HMIC staff and volunteers throughout the year. Annual Pilgrimage presentations are done at the site along with individual visitors and school groups taking the tour regularly, if not daily. Any new kiosks at the site will be maintained in a like manner. Boy Scout and Girl Scout Troops also volunteer to help clean up the site periodically as well as other community service groups. The HMIC staff enjoys providing guided tours of the museum and site to our volunteers to increase their education of the history encompassing the Heart Mountain World War II Japanese American Confinement Site, but with limited staff, the kiosks help greatly to explain the story. Adding QR codes to these would allow more access to the information in another format.



10. Letters of Support

One from each of the following:

1. Powell HS - Nick Fulton, history teacher
2. NWC - Amy McKinney, history
3. BBCoW - Bruce Eldridge, rotarian
4. Louise Kato - visitor, Sansei generation, Kaitie Kato mother

POWELL HIGH SCHOOL

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TREVOR LEE, Counselor (students A-L)
email: TGLee@psd1.org

November 12, 2017

Dear Rotary Club Representatives,

Having the opportunity to grow up on Heart Mountain and later return to Powell High School as an American History teacher has given me a unique insight and front row view for the transition of the Heart Mountain Relocation Camp into a working interpretive center. The transformation over the past twenty years, since when I was a student until now, is simply remarkable and provides our local students and teachers with an irreplaceable resource to teach the history of internment, how prejudice can drive policy, and the constitutional issues surrounding internment. The goals of the Heart Mountain Interpretive Center's staff to expand the walking trails complete with wayside kiosks, add interactive web pages, and eventually create a virtual tour of the Heart Mountain Relocation Camp will enrich the educational experience for local students as well as students worldwide. This is why I whole heartedly support funding for the Heart Mountain Interpretive Center Cultural Project for Peace Development.

In discussion with staff members of the Heart Mountain Interpretive Center, they have clearly outlined a plan that includes not only the enrichment of the site, but also a partnership with area schools' students and teachers as being active members in development of the wayside bases. This process will include teacher training, which is crucial to the sustainability of the project, student engagement across curricular areas, and an authentic learning experience for students within our communities. The students and teachers that are involved in the three year process will have the chance to actively engage in learning activities that afford a real world look and interpretation of history. This will make available a depth of knowledge for students that simply cannot be attained without the active involvement that is provided by this opportunity.

The development of web pages and virtual tours shifts history education into the 21st Century. This phase of progress will enhance the effectiveness of the Heart Mountain Interpretive Center and allow not only our local population to access the site, but any student or visitor worldwide. Having access globally will assist in communicating the valuable lessons that can be learned by studying the history of the Heart Mountain Relocation Camp.

In conclusion, the Heart Mountain Relocation Camp has made a significant transformation into a more accessible, educational, and informative interpretive center for students and community members whom are able to visit the site. This grant has the potential to greatly enhance the educational experience for local students, provide visitors with an enriched familiarity, and share the lessons that can be learned with students worldwide. This is why I support, without reservation, funding for the Heart Mountain Interpretive Center Cultural Project for Peace Development.

Sincerely,



Nick Fulton
Social Studies Teacher
Powell High School

Wyoming Statute 21-16-1308 (b)(1)(A); and, as stated in the Hathaway Rules and Regulations: The State of Wyoming provides Hathaway Merit and Need Based Scholarships to all eligible Wyoming students attending the University of Wyoming or Wyoming community colleges. Every student who meets the requirements can earn a Hathaway Merit Scholarship. Contact your School Counselor for more information.

21 November 2017

Dear Rotary Club representatives,

I am pleased to write a letter in support of the Heart Mountain Interpretive Center's Cultural Project for Peace Development application for funding from the Local Global Grant from District 5440 and the Rotary Foundation. Since its opening in August 2011, the HMIC has made education one of their primary objectives. They have become a leader not only in the Big Horn basin, but in the overall education about Japanese incarceration during World War II. They work closely with the local community and schools, former incarceratedees from Heart Mountain and from the other nine camps, and local and national news media to help promote knowledge and education. I believe the HMIC's focus on education, and their proposal for this Cultural Project for Peace Development aligns well with Rotary's guiding values service, fellowship, diversity, integrity and leadership.

I am an Associate Professor of History at Northwest College in Powell, Wyoming and have a strong and effective working relationship with the HMIC. I teach U.S. history and my HIST 1221 (U.S. History since 1865) class does a paper on Japanese incarceration every semester. I have worked with HMIC many times in conjunction with these papers and they have always offered to come into my classes, have my classes come out to the center, or have my students work with their materials. For example, one semester my class helped index a year of the *Heart Mountain Sentinel*. Each student was responsible for one issue of the *Sentinel* and had to provide titles of articles, key words, and names to add to their research database for the newspaper. Students were very engaged with this project because they were able to work with primary documents, but also because they felt a real connection and responsibility for the final product. They knew this would be something that family members and researchers would use.

The Heart Mountain Interpretive Center has also been very generous in providing internship opportunities for Northwest College students. NWC students have worked on a variety of projects there and some have acted as volunteers at the center. One exciting partnership was with the archeology department. Students were part of a project to excavate certain areas of the camp and found several artifacts.

This grant proposal will help take the valuable information located at Heart Mountain and make it more broadly accessible. The kiosks and web material will provide invaluable educational opportunities for the students and will be something they can take pride in creating. The web development and virtual tours are especially exciting because in a digital age, having more material available online helps reach people beyond Wyoming, and then hopefully encourage people to come visit.

I am very confident if the HMIC is given this grant, they will use the money to build key educational

opportunities for the students in the area, which will in turn provide information and knowledge for people across the United States and beyond. HMIC is dedicated to education, and constantly seeks out opportunities to elevate their ability to reach more people in increasingly accessible ways.

Sincerely,

Amy L. McKinney

Associate Professor of History

Northwest College, Powell, Wyoming

November 18, 2017

Dear Heart Mountain Wyoming Foundation,

My mother-in-law, Rosie Kato, visited the Heart Mountain Wyoming site with us in summer of 2016. It was the first time that she had been back since her family's internment when she was 13 years old. She is now 89.

It was a very emotional experience for all of us. We were so impressed with the work that you have done to build a site that helps to educate people about what really happened there so many years ago. Seeing that empty bare barrack on your site brought back painful memories to Rosie of what it was like to live in those sparse conditions. Having it as part of your story will be crucial for people's imaginings of what it was like to live in the windy desert of Wyoming.

We just listened to a RadioLab/More Perfect podcast from September 30, about the unfortunate Supreme Court decision regarding Fred Korematsu. We had a chance to meet his daughter, Karen, when we were there at Heart Mountain for the Pilgrimage weekend. It was a thrill meeting her and hearing about her foundation to promote education about the travesty of the internment camps.

Especially now, when peoples civil rights feel trampled upon, it is more important than ever for people to learn from the past and not let these things happen again.

Sincerely,

Louise and Mike Kato, Rosie Kato, Don and Beta Kato, and Jon and Kathy Kato

HMIC Tour Evaluation Form

*Please return form to the reception desk upon completion. Thank you for visiting!

1. What would be one thing that you gained from your experience visiting the Heart Mountain Relocation Camp historical site?

2. Did you know this Internment Camp existed before you visited?

3. Please rank your experience to the below questions by circling the best number.

	<u>Before your visit</u>					<u>After your visit</u>				
Your level of knowledge of prejudice:	1	2	3	4	5	1	2	3	4	5
Your knowledge of constitutional rights:	1	2	3	4	5	1	2	3	4	5
Your knowledge of this part of WW II history:	1	2	3	4	5	1	2	3	4	5
Your knowledge of citizenship:	1	2	3	4	5	1	2	3	4	5

4. *Optional questions, please circle your answers.

Your nationality: Caucasian African-American Native American Japanese American
Other _____

Your gender: Male Female

Your age: _____