

WORLD WAR II ALIEN ENEMY CONTROL PROGRAM CURRICULUM GUIDE AND LESSON PLANS

LESSON PLAN ONE: *“The World War II Alien Enemy Control Program: An Overview”*

APPROPRIATE GRADES/COURSES: 8-14, U.S. History; Civics, American Government, Political Science

TOPIC BACKGROUND SUMMARY:

At nightfall on December 10th, 1941, just three days after the Japanese attack on Pearl Harbor, an unusual thunderstorm struck southern California. The bolts of lightning and the deep booming thunder sounded like enemy ship salvos, and jittery citizens of Los Angeles and San Diego feared they were under attack.

At 8:00 p.m., anxious aircraft spotters charged with protecting the southern coast from attack reported that unidentified planes were circling near Los Angeles. Radio stations were ordered off the air. An immediate lights-out order was issued. From Bakersfield to San Diego, the entire coast went dark, and there was panic in the streets.

Hollywood cops warned pedestrians and motorists to take shelter. Citizens shot out streetlights in the frenzy to black out the city. Los Angeles motorists caught in the streets tried to work their way through snarls of traffic at dark intersections. A San Diego driver who refused to dim his lights was dragged from his car and severely beaten. Los Angeles hospitals were swamped with calls for ambulances to cover traffic accidents involving panicked drivers.

In the days and weeks following December 7, 1941, the panic and fear did not disappear, and long-held ethnic and racial prejudices, aggravated by that wartime panic, led to the arrest of thousands of German, Italian, and Japanese so-called “dangerous enemy aliens.” The arrests were done under the authority of the “Alien Enemies Act” (Title 50, sec. 21-24, United States Code), which is still in effect. The Act specifies that citizens of enemy nations can be “apprehended, restrained, secured and removed” due to a declared war or actual, attempted, or threatened invasion of the United States.

Beyond the arrests, Presidential Proclamations 2525, 2526, and 2527, signed by President Roosevelt immediately after Pearl Harbor, declared that all German, Italian, and Japanese aliens over age fourteen were now deemed “enemy aliens” who were required to register and carry certificates of identification. Approximately 600,000 Italians, 300,000 Germans, and 100,000 Japanese registered as enemy aliens who were subject to removal from designated restricted areas as well as severe restrictions on their freedom of movement and their property rights.

The government had begun making preparations for enemy alien internment in 1940, with the registration of some six million aliens under the provisions of the Alien Registration Act. Relying upon information gathered through FBI surveillance, the

Special Defense Unit of the Department of Justice began compiling lists of the “most dangerous” aliens, as well as naturalized and American-born citizens, who would be subject to custodial detention in the event of war. Finally, the Immigration and Naturalization Service (INS) was given the responsibility of constructing camps to house the detained and interned aliens, and the Border Patrol assumed responsibility for staffing the camps with guards.

Eventually, there would be over fifty detention and internment facilities for aliens throughout the United States, including eight INS internment camps. Ft. Missoula, Montana, held Italians and Japanese, and occasionally some Germans; a huge camp in Crystal City, Texas, held Germans and Japanese and their families, as well as internees brought to the U.S. from Latin America; Ft. Stanton, in New Mexico, was a maximum security camp for Germans; Santa Fe, New Mexico and Kooskia, Idaho also held Japanese internees; camps in Kenedy and Seagoville, Texas, held Germans and Japanese and their families; Ft. Lincoln Internment Camp, on the Missouri river flatland just south of Bismarck, held Germans and Japanese.

After arrest and temporary detention, the enemy aliens were given a brief hearing before an Enemy Alien Hearing Board, not as a right, but as a government gesture of what it considered “fairness.” But the enemy aliens could not have attorneys, and they could not see or challenge the evidence against them. Still, on the basis of the brief hearings the enemy aliens were released, paroled, or sentenced to permanent internment. Meanwhile, President Roosevelt had signed the infamous Executive Order 9066, which permitted the Army to exclude not just enemy aliens but “any and all persons” from designated critical areas on the West Coast. Eventually, that same Executive Order led to the “relocation” of all persons of Japanese ancestry, including Japanese American citizens. Then in March of 1943, to make room in prisoner of war camps for an increasing number of German soldiers captured during the North African campaign, the government began moving enemy alien internees back to INS control from Army POW camps.

31,275 enemy aliens were imprisoned in Justice Department camps under the provisions of the Alien Enemies Act during World War II--10,905 Germans, 16,845 Japanese, and 3,278 Italians. Tens of thousands more--Germans and Italians and Japanese--were excluded from military zones and relocated. Immigrant freedoms were sacrificed in the name of national security. Professions were interrupted or lost, property and businesses were forfeited, and families were torn apart. This little known piece of World War II history serves as a powerful reminder of what can happen to *any* ethnic community when national security fears and wartime terror run amok, as they did that night in December of 1941 on the streets of Los Angeles.

Why has the story of enemy alien internment remained largely unknown for so long? The simple answer is historical neglect and governmental shame. But for many former internees, perhaps the answer lies in something one German internee chose to call, “*Gitterkrankheit*.” *The fence sickness*. “After you’ve been behind barbed wire for months and years,” he explained, “a part of you begins to *feel* like a criminal. When you finally get out,” he said, “you don’t want to talk about the past.”

ESTIMATED TIME OF COMPLETION OF LESSON PLAN

Flexible: depending on the pace of the class, and the depth to which the teacher wishes to pursue enemy alien issues, this lesson plan requires two to four class periods, of approximately one hour each.

STUDENT OBJECTIVES:

Understand the various provisions of the WWII Alien Enemy Control Program.
Understand how national security measures collide with issues of due process and human rights during times of war.

Understand the constitutional issues underlying the Alien Enemy Control Program.

Understand how the German, Italian, and Japanese communities reacted to the Alien Enemy Control Program.

Understand how public opinion influenced policymakers and government officials during World War II.

MATERIALS:

Printed handouts of the **Topic Background Summary**

Printed handouts defining **Key Terms/Concepts**

Printed handouts of the **Alien Enemies Act** (see below)

Presidential Proclamations 2525-2527 (see Web sites listed below in the Online/Media Resources section of this lesson plan).

Printed handouts of the **Online/Media Resources** section of this lesson plan.

TEACHER PREPARATION:

1. Prepare copies of the **Topic Background Summary, Key Terms/Concepts, Alien Enemies Act, Online/Media Resources, and Presidential Proclamations 2525-2527** for each student.

2. Prepare list of discussion questions surrounding the Alien Enemies Act.

Some suggested questions:

Was the Alien Enemies Act necessary during WWII? If so, why? If not, why not?

Is the Alien Enemies Act necessary today? If so, why? If not, why not?

Where is the United States most vulnerable in times of war?

Should aliens be entitled to the same rights as U.S. citizens?

How do civil rights differ from human rights, if at all?

Is ethnic or racial profiling a legitimate strategy for national security

precautions?

During World War II, was it appropriate for the government to consider German, Italian, and Japanese aliens as especially dangerous with respect to the possibility of sabotage or espionage?

Are there national security circumstances in the country that justify the suspension of the *writ of habeas corpus*?

Is internment ever a good option? If so, for how long and under what circumstances?

PERIOD ONE--CLASSROOM ACTIVITIES:

For the Teacher

Lead a half hour (or full hour) discussion focused on suggested questions.

Explain group exercise: “The Senate Internment Hearings” (Mock Hearings on World War II Enemy Alien Internment):

“THE SENATE INTERNMENT HEARINGS”

It is January, 1942. The war is going badly for the U.S. Pearl Harbor has been bombed. Wake Island has fallen. And the Japanese are overrunning the Philippines. In Europe and Africa, Axis forces appear invincible.

On the home front, there are daily newspaper stories on the threat of sabotage and espionage. A panel of U.S. senators decides to hold a hearing in San Francisco on the possibility of the mass internment of German, Italian, and Japanese aliens, as a national security measure.

The Senate Panel will hold their first meeting tomorrow (Period Two of the lesson plan) in the teacher’s classroom. Divide the class into five groups of five or six students each: Group One: Senate Panel; Group Two: Ordinary U.S. citizens who are deeply worried about their safety and security; Group Three: German aliens; Group Four: Italian aliens; Group Five: Japanese aliens.

For the Students:

Each group meets, chooses a leader. The Senate Panel draws up a list of questions it intends to ask each group that comes before it. The other groups draw up a list of arguments the group leader will make to the panel in favor of or opposed to mass internments based on race, ethnicity, or perceived danger.

Homework

Each student in each group must prepare a list of at least five arguments they would offer for or against the idea of mass internment. For those arguments, they should draw on their understanding of WWII history, as well as research gathered from the **Online/Media Resources** list attached to this lesson plan.

PERIOD TWO (THREE)--CLASSROOM ACTIVITIES:

For the Teacher:

Arrange a row of desks in front of the classroom for the Senate Panel

Arrange a row of desks for each group leader who will testify before the Panel

For the Students:

Each group leader will have approximately ten minutes (or more, if the teacher wishes to extend the unit to three or four periods) to present the arguments of his/her group to the Panel.

As each group leader makes his/her presentation, the rest of the class is expected to take notes on arguments and evidence.

Homework, End of Period Two (or Three):

Drawing on what they have learned listening to evidence presented to the Panel, as well as information from the **Online/Media Resources**, each student will write a five paragraph essay on the subject: "Mass Internment in Times of War: A Human Rights Tragedy or a Security Necessity?" Each student should be instructed to marshal his/her evidence and convictions to argue one side of the proposition or the other.

PERIOD THREE (FOUR)--CLASSROOM ACTIVITIES:

For the Teacher:

Collect the essays for subsequent grading/evaluation.

(Optional) Test for class understanding of the **Key Terms/Concepts**:

Pick four verbally confident students to be a panel of definers. Place them in desks front of the room. Explain to the class that each member of the panel will attempt to define the terms on the **Key Terms/Concept list**. But point out to the class that for each **Term/Concept** that is defined, three of the definitions will be bogus, while the fourth will be legitimate.

As each of the terms on the list is introduced, the teacher writes it on the blackboard. Then the teacher distributes one 3 x 5 card to each of the panelists. One of the cards will have the correct definition of the term on the blackboard. The other three cards will be blank, and the panelists with the blank cards will *invent definitions* that may be close, but are wrong.

This test contains 26 questions, one for each of the 26 terms/concepts. Students in the class must listen carefully and keep an answer sheet, numbered from 1 to 26. After each number, students write "A", "B", "C", or "D", depending on which panelist they think correctly defined each term/concept.

When all the words have been defined by the panel, collect the student test papers and redistribute them for grading.

KEY TERMS/CONCEPTS:

Alien Enemies: Citizens of Germany, Italy, and Japan who were legal residents of the United States during World War II. If they were age fourteen and older, they were required to register and carry certificates of identification. They were civilians, not soldiers or military personnel.

Alien Enemies Act (Title 50, United States Code, sec 21-24.) The Act permits the government to apprehend, restrain, secure, and remove “alien enemies upon declaration of war or threatened or actual invasion.”

Alien Enemy Control Program: The generic term used to describe the entire government program, run by the Department of Justice that implemented policies affecting the lives of World War II enemy aliens.

Alien Enemy Control Unit (AECU): A special division of the Department of Justice charged with overseeing the operations of the Alien Enemy Control Program and the Alien Enemy Hearing Boards. The AECU reviewed Hearing Board decisions and could require additional investigation of prospective internees. The AECU then made final parole or internment recommendations to the Attorney General, who issued parole or internment orders. The AECU also determined eligibility for re-hearings.

Alien Enemy Hearing Boards: Three man hearing boards that considered release, parole, or internment for enemy aliens. In theory, but often not in practice, Board members were from the home community of the alien. The U.S. attorney from the judicial district in which the hearing was held acted as prosecutor for the Board.

Border Patrol: The division of the INS charged with the day-to-day operation and security of the Enemy Alien camps. The guards were called “patrol inspectors,” and the camp commander was the “Chief Patrol Inspector.”

Custodial Detention Index: The list originated by the SDU which ranked enemy aliens and American-born and naturalized citizens according to danger. An “A” ranking signified “Most Dangerous” and subject to immediate arrest and detention in the event of war or invasion.

Department of Justice (DOJ): An agency in the executive branch of the U.S. government. During World War II, the agency had authority over alien enemies, pursuant to the Alien Enemies Act.

Deportation: The forcible removal of an alien from a country, the government of which has deemed the alien’s presence illegal or undesirable for a variety of reasons, such as criminal behavior or perceived danger to public security. During World War II, thousands of Latin American Japanese, Germans, and Italians were forcibly sent to the United States and then deported to Japan, Germany, or Italy, in exchange for U.S. citizens trapped there.

Detention: The temporary holding period after an alien's arrest. Aliens so held, in anything from a local jail to an INS facility to a POW camp, were called "detainees." For some aliens, however, temporary detention lasted for months, if not years.

Due Process: The principle that an individual cannot be deprived of life, liberty, or property without appropriate legal procedures and safeguards.

Enemy Aliens: (See Alien Enemies)

Evacuation: The process of moving people from one place to another, often under the pretext that the move is for their "own protection." During WWII, the term was considered a euphemism, since "evacuation" really meant the forced removal of "enemy aliens" from designated coastal and other prohibited zones, thereby excluding them from their homes and businesses.

Exchange: A program negotiated between two governments which are at war. The program permits the two countries to exchange persons who are in each other's custody. The exchange may take place without the exchangee's consent.

Exclusion: The term used to apply to the process of removing "any and all persons," but mainly all persons of Japanese ancestry and German and Italian aliens, from designated military areas.

Exclusion Zones: Restricted military areas (approximately one-third of the United States) established under Executive Order 9066 (see below) from which "any and all persons" could be excluded during World War II.

Executive Order 9066: (See below) The order signed by President Roosevelt in February, 1942, authorizing the Secretary of War to place restrictions on "the right of any person to enter, remain or leave" certain military areas on the East and West Coasts. The original order applied to *all persons*, including Germans, Italians, and Japanese.

Expatriation: To leave one's homeland, and often renounce one's citizenship.

Federal Bureau of Investigation (FBI): Charged with investigating enemy aliens and submitting evidence to the Security Defense Unit (see below) and the Alien Enemy Control Unit, whose Hearing Boards relied upon the evidence in deciding release, parole, or internment. The FBI was a branch of the Department of Justice.

Fifth Column: A clandestine subversive organization working within a given country to further the aims of an invading army.

Illegal Alien: An alien who has entered the United States without government permission, or stayed beyond the termination of a visa.

Immigration and Naturalization Service (INS): The division of the Department of Justice charged with the administration of the Enemy Alien Control Program.

Internment: After a hearing before an Alien Enemy Hearing Board, an internment order was issued. The alien was then technically an “internee.” Some internees were held up to three years after the war, pursuant to an executive order by President Harry Truman.

Internment Camps: Camps established by the U.S. government to intern German, Italian, and Japanese enemy aliens and their families during World War II. The camps were separate from the Wartime Relocation Authority (WRA) camps which incarcerated all persons of Japanese ancestry during the war.

Martial Law: Temporary rule by military authorities imposed upon a civilian population in time of war or when civil authority has ceased to function.

Naturalization: The legal process by which aliens become citizens. A person who completes the process is termed a “naturalized citizen.”

Presidential Proclamations 2525, 2526, 2527: Orders signed, pursuant to the Alien Enemies Act, by President Roosevelt immediately after Pearl Harbor, authorizing among other things the arrest, detention, and internment of enemy aliens.

Prisoner of War: An enemy soldier captured during war. Even though during WWII enemy aliens were civilians and *not* soldiers, they were for a time kept in separate compounds in prisoner of war camps run by the Army.

Relocation: The term used to describe the eventual relocation under Executive Order 9066 of “all persons of Japanese Ancestry,” tens of thousands of whom were American citizens, from restricted military areas.

Repatriation: To return to the country of one’s birth or citizenship.

Selective Internment: The term used to describe the arrest and internment of specific enemy aliens, based on their danger. The presumption was that the careful and “selective” nature of the program avoided the injustices of mass internment based strictly on race or ethnicity.

Special Defense Unit (SDU): A special division of the Justice Department created to assess the dangerousness of specific enemy aliens during World War II.

Special War Problems Division: A division within the U.S. State Department during WWII responsible for the arrest, detention, internment, and deportation of Latin American Germans, Italians, and Japanese.

War Relocation Authority: The special branch of the War Department created to

oversee the “relocation camps” for all persons of Japanese Ancestry. These camps were separate from the INS camps and facilities that held enemy aliens.

Writ of Habeas Corpus: *A writ of habeas corpus* is a judicial mandate to a prison official ordering that a prisoner be brought to the court so it can be determined whether or not that person is imprisoned lawfully and whether or not he should be released from custody.

**SUGGESTED GENERAL READING LIST FOR STUDENTS:
WORLD WAR II ALIEN ENEMY CONTROL PROGRAM**

Christgau, John: *Enemies: World War II Alien Internment*, Iowa State University Press: 1985, (iUniverse.com, 2001, reprint)

Connell, Thomas: *American Japanese Hostages: The World War II Plan for a Japanese Free Latin America*, (Praeger: 2002)

DiStasi, Lawrence, ed.: *Una Storia Segreta: The Secret History of Italian American Evacuation and Internment During World War II*, (Heyday Books: 2001)

Donald, Heidi Gurcke: *We Were Not the Enemy: Remembering the United States' Latin-American Civilian Internment Program of World War II*, (iUniverse.com: 2006)

Fox, Stephen: *Fear Itself: Inside the FBI Roundup of German Americans during World War II*, iUniverse, 2005 (reworked *America's Invisible Gulag: A Biography of German American Internment and Exclusion in World War II*, (Peter Lang: 2000)

_____ *The Unknown Internment: An Oral History of the Relocation of Italian-Americans during World War II*, Twayne Publishers: 1990

Friedman, Max: *Nazis and Good Neighbors: The Campaign Against the Germans of Latin America in World War II*, (Cambridge: 2003)

Fukuda, Rev. Yoshiaki: *My Six Years of Internment: An Issei's Struggle for Justice*, (Konko Church of San Francisco: 1957)

Gardiner, C. Harvey: *Pawns in a Triangle of Hate: the Peruvian Japanese and the United States*, (University of Washington Press: 1981)

Higashide, Seiichi and C. Harvey Gardiner: *Adios to Tears: the Memoirs of a Japanese-Peruvian Internee in U.S. Concentration Camps*, (University of Washington Press: 2000)

Jacobs, Arthur D: *A Prison Called Hohenasperg: An American Boy Betrayed by his Government During World War II*, (UPublish.com: 1999)

Kashima, Tetsuden: *Judgment Without Trial: Japanese American Imprisonment during WWII*, (University of Washington Press: 2004)

Kiyota, Minoru: *Beyond Loyalty: The Story of a Kibei*, (University of Hawaii Press: 1997)

Krammer, Arnold: *Undue Process: The Untold Story of America's German Alien Internees*, (Rowman & Littlefield, New York: 1997)

Potter, Ursula Vogt: *The Misplaced American*, (Authorhouse: 2002)

Riley, Karen L.: *Schools Behind Barbed Wire: The Untold Story of Wartime Internment and the Children of Arrested Enemy Aliens*, (Rowman & Littlefield: 2002)

Van Valkenberg, Carol: *An Alien Place: the Ft. Missoula, Montana, Detention Camp, 1941-1944*, (Missoula, Montana: 1995)

ONLINE/MEDIA RESOURCES:

(A Web search for “Enemy Aliens” will produce thousands of hits. The following sites provide especially relevant material.)

The Alien Enemies Act: Title 50, Section 21, United States Code: Followed by Presidential Proclamations 2525, 2526, 2527

http://www.gaic.info/academic_resources.html

Also: <http://www.yale.edu/lawweb/avalon/wwii/dec/dec07.htm>

Assembly on Wartime Relocation and Internment of Civilians (AWRIC)

www.campaignforjusticejla.org/AWRIC/awric

BBC News: <http://news.bbc.co.uk/2/hi/americas/3607871.stm> An audio program that includes interviews with people interned at Crystal City.

Cox, Mike: “Alien Camp”,

<http://www.texasescapes.com/MikeCoxTexasTales/157AlienCampCrystalCityTexas.htm>

Article on Crystal City Camp following 2003 reunion of internees.

Densho, “The Japanese American Legacy Project—Sites of Shame: An Overview of WRA, DOJ and Army detention facilities during World War II”

<http://www.densho.org/sitesofshame/index.html>

Department of Justice: <http://www.nps.gov/archive/manz/ccdoj.htm>

Overview of DOJ camps and links to related sites and other resources.

http://www.cr.nps.gov/history/online_books/anthropology74/ce17c.htm

“Enemy Aliens and American Freedoms” This is an article by the Constitutional scholar David Cole, which can be accessed at:
www.thenation.com/doc/20020923/cole

Freedom of Information Times: www.foitimes.com This Web site, kept by former internee Art Jacobs, presents case histories, resources, and documents relating to the German and German American chapter of the Alien Enemy Control Program.

“Face to Face: Stories from the Aftermath of Infamy” www.itvs.org/facetoface

Fear Itself: by Stephen Fox
www.fear-itself.com

FBI: <http://www.fbi.gov/libref/historic/history/worldwar.htm>
 FBI History of World War II activities.

German American Internee Coalition: www.gaic.info
 This organization and its Web site presents detailed information and case histories on the German, German American, and German Latin American chapter of the Alien Enemy Control Program. It also provides maps and information on the internment camps where enemy alien internees were held.

<http://www.fbi.gov/libref/historic/history/historicdates.htm#1940>
 Timeline of FBI history. Period from 1936 to 1945 relates to enemy alien issues.

International Debate Education Association: “Should governments have the power to intern suspects without trial?”
www.idebate.org/debatabase/topic_details.php?topicID-250

Japanese Peruvian Oral History Project:
www.campaignforjusticejla.org/AWRIC/awric
 This organization provides an informational Web site on the internment of Japanese Latin Americans during World War II.

Kimura, Erin: The Arrests: <http://www.scu.edu/diversity/arrest.html>
 Newspaper articles, photos and letters detailing the story of Japanese family internment at Crystal City.

National Japanese American Historical Society: www.njahs.com

North, Gary: “America’s World War II Prison Camps”:
<http://www.lewrockwell.com/north/north71.html> Gary North discusses Internment of kidnapped South American aliens and others.

National Archives: www.archives.gov/genealogy/immigration/enemy-aliens-overview. This site presents a brief overview of the Alien Enemy Control Program, and

there is a handy guide for locating and requesting documents in the National Archives.

“Prisoners Among Us: Italian American Identity & World War II”
www.prisonersamongus.com

“Report to the Congress of the United States: A Review of the Restrictions on Persons of Italian Ancestry During World War II,” Department of Justice
http://www.usdoj.gov/crt/Italian_Report.pdf

Rights Foundation Bill of Rights Newsletter. www.crf-usa.org

Tamura, Ellen H: “Schools Behind Barbed Wire: Untold Story of Wartime Internment and the Children of Arrested Enemy Aliens”:
<http://www.hnet.org/reviews/showrev.cgi?path=193431064545967>
<http://www.aaanet.org/cae/aeq/br/riley.htm> Reviews of Karen Riley’s book about the internment camp schools.

TRACES: www.traces.org

Traces is an educational organization and history museum in St. Paul, Minnesota that focuses in part on the Alien Enemy Control Program. Its Buseum-2 has traveled throughout the Midwest and has been viewed by tens of thousands of guests. The Buseum-2 presents a rolling exhibit of enemy alien case histories and background.

“Una Storia Segreta: when Italian Americans were ‘enemy aliens,’” by Lawrence DiStasi. www.segreta.org/

ADDITIONAL SOURCE/S:

The *Assembly on Wartime Relocation and Internment of Civilians* (AWRIC) was held in April 2005 at Hastings College of the Law in San Francisco. The public testimonial event involved over 23 community organizations and more than 64 participants. The historic gathering served to document and preserve the little known World War II internment stories of immigrants of German, Italian, and Japanese ancestry (in the U.S. and from Latin America). The AWRIC presented a dramatic and personal record of how wartime government policies and actions led to civil liberties abuses of individuals and communities in the name of “national security.” Highlighted are remembrances of individuals and families who were among over 31,000 “potentially dangerous” people who were affected by the WWII Alien Enemy Control program.

A DVD of the program, produced by Peek Media, is entitled “Here, In America? The Assembly on Wartime Relocation & Internment of Civilians.” The DVD provides a succinct overview of the event and the scholars and witnesses who appeared before the Assembly. A complimentary copy of the DVD is enclosed in each Curriculum Package. For more information and to order additional copies of the AWRIC DVD or the accompanying report, entitled “*Here, In America? Immigrants as the ‘Enemy’ During*

World War II and Today,” contact the National Japanese American Historical Society, 415-921-5007, njahs@njahs.org. Running time of the CD is approximately 14 minutes.

ALIEN ENEMIES ACT:

Title 50, Section 21, the United States Code:

Whenever there is a declared war between the United States and any foreign nation or government, or any invasion or predatory incursion is perpetrated, attempted, or threatened against the territory of the United States by any foreign nation or government, and the President makes public proclamation of the event, all natives, citizens, denizens, or subjects of the hostile nation or government, being of the age of fourteen years and upward, who shall be within the United States and not actually naturalized, shall be liable to be apprehended, restrained, secured, and removed as alien enemies. The President is authorized in any such event, by his proclamation thereof, or other public act, to direct the conduct to be observed, on the part of the United States, toward the aliens who become so liable; the manner and degree of the restraint to which they shall be subject and in what cases, and upon what security their residence shall be permitted, and to provide for the removal of those who, not being permitted to reside within the United States, refuse or neglect to depart therefrom; and to establish any other regulations which are found necessary in the premises and for the public safety."

EXECUTIVE ORDER 9066:

Executive Order

Authorizing the Secretary of War to Prescribe Military Areas

Whereas the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises, and national-defense utilities as defined in Section 4, Act of April 20, 1918, 40 Stat. 533, as amended by the Act of November 30, 1940, 54 Stat. 1220, and the Act of August 21, 1941, 55 Stat. 655 (U.S.C., Title 50, Sec. 104);

Now, therefore, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders whom he may from time to time designate, whenever he or any designated Commander deems such action necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military Commander may impose in his discretion. The Secretary of War is hereby authorized to provide for residents of any such area who are excluded therefrom, such transportation, food, shelter, and other accommodations as may be necessary, in the judgment of the Secretary of War or the said Military Commander, and until other arrangements are made, to accomplish the purpose of this order. The designation of military areas in any

region or locality shall supersede designations of prohibited and restricted areas by the Attorney General under the Proclamations of December 7 and 8, 1941, and shall supersede the responsibility and authority of the Attorney General under the said Proclamations in respect of such prohibited and restricted areas.

I hereby further authorize and direct the Secretary of War and the said Military Commanders to take such other steps as he or the appropriate Military Commander may deem advisable to enforce compliance with the restrictions applicable to each Military area hereinabove authorized to be designated, including the use of Federal troops and other Federal Agencies, with authority to accept assistance of state and local agencies. I hereby further authorize and direct all Executive Departments, independent establishments and other Federal Agencies, to assist the Secretary of War or the said Military Commanders in carrying out this Executive Order, including the furnishing of medical aid, hospitalization, food, clothing, transportation, use of land, shelter, and other supplies, equipment, utilities, facilities, and services.

This order shall not be construed as modifying or limiting in any way the authority heretofore granted under Executive Order No. 8972, dated December 12, 1941, nor shall it be construed as limiting or modifying the duty and responsibility of the Federal Bureau of Investigation, with respect to the investigation of alleged acts of sabotage or the duty and responsibility of the Attorney General and the Department of Justice under the Proclamations of December 7 and 8, 1941, prescribing regulations for the conduct and control of alien enemies, except as such duty and responsibility is superseded by the designation of military areas hereunder.

Franklin D. Roosevelt
The White House,
February 19, 1942