

## Annotated Bibliography

### Primary Sources

“After the War & the MIS Contribution.” MIS Historic Learning Center. Accessed May 10, 2020. <https://njahs.org/640/after-the-war/>.

This source we used provided an image of General Shinseki, Chief of Staff of the United States Army, presenting the Presidential Unit Citation to the Military Intelligence Service. This source helped us understand why the MIS was unknown for so long and why it took a long time for their service to be recognized. In the picture, General Shinseki, Chief of Staff of the United States Army, presented the Presidential Unit Citation to the Military Intelligence Service.

"America's Secret Weapon." MIS. Accessed January 11, 2020. <http://www.misveteranshawaii.com/>.

This source provided is a website, and it contained pictures and a quote. It helped us understand our project better because it quoted how the Nisei helped throughout the war and how they overcame obstacles despite what they faced as Japanese-Americans.

"America's Secret Weapon." MIS. Accessed January 20, 2020. <http://www.misveteranshawaii.com/at-japans-doorstep/>.

This source is a website, and it contains various pictures that we used throughout our website. It provided a view of what the MIS Nisei faced and what they were put through, throughout the war. It shows various images of their duties, and how Japanese-Americans were put into camps, left to be interviewed by the MIS.

"America's Secret Weapon." MIS. Accessed January 20, 2020. <http://www.misveteranshawaii.com/distant-shores/>.

This source is a website, and it contains pictures that we used for some parts of our website. These pictures helped us see what life was like for the MIS linguists and how they were at risk because of their identity. Also, it helped us learn the types of conditions they were put in during the war.

"America's Secret Weapon." MIS. Accessed January 20, 2020. <http://www.misveteranshawaii.com/forging-peace-from-war/>.

This source contains a picture that helps us learn more about linguists who got stationed in Japan after the war and what they had to do. In this website, the photo helped us provide pictures that we used for our website, and gave us a visual on what the Nisei's had to do.

"America's Secret Weapon." MIS. Accessed January 20, 2020.  
<http://www.misveteranshawaii.com/intelligence-coups-2/>.

On this website, we found pictures that we included during the war and research tab on our website. It provided us several details about what they did during the war and what the different types of documents they translated to win the war. Also, it provided us a visual on what types of documents they translated from the documents found from Japan. One picture is an illustration of depicted planes ambushing Japan's admiral, using intelligence linguists intercepted on a radio message.

"America's Secret Weapon." MIS. Accessed January 20, 2020.  
<http://www.misveteranshawaii.com/japanese-in-hawaii-the-buildup-to-war/>.

This website provided pictures of what happened before the war that we provided in the overview of our website. We learned from the pictures that the Japanese-Americans in the MIS were put into small hangars at different camps, which they ate, slept, and learned in the school.

"America's Secret Weapon." MIS. Accessed March 17, 2020.  
<http://www.misveteranshawaii.com/presidential-unit-citation-to-mis/>.

This website provides information about what was put on the Presidential Unit Citation. We learned about why they received this prestigious award, and included this document on our website.

"Ddr-Densho-1004-2-1 - Gordon Yamada Interview Segment 1: Densho Digital Repository." Densho. Accessed January 25, 2020.  
<http://ddr.densho.org/interviews/ddr-densho-1004-2-1/>.

This interview was with veteran Gordon Yamada. He was in the MIS, and he talked about his experiences in the Occupation of Japan.

"Ddr-Densho-1004-21-5 - Don Okubo Interview Segment 5: Densho Digital Repository." Densho. Accessed January 25, 2020.  
<http://ddr.densho.org/interviews/ddr-densho-1004-21-5/>.

This interview was with Don Kubo. He was also in the MIS and talked about interrogating Japanese prisoners of war.

"Ddr-Densho-114-139 - Nisei Translators: Densho Digital Repository." Densho. Accessed March 17, 2020. <http://ddr.densho.org/ddr-densho-114-139/>.

This website provided a picture of MIS linguists translating documents. We used this picture on our website to portray what it looked like to translate documents throughout the war.

“Ddr-Densho-179-55 - Signing of Peace Treaty: Densho Digital Repository.” Densho. Accessed March 16, 2020. <http://ddr.densho.org/ddr-densho-179-55/>.

This website provided a photo of the Japanese army and navy representatives signing the peace treaty. We used this photo on our website to show what the agreements were that Japan signed for.

"Ddr-Densho-299-155 - Detention Block in Sugamo Prison: Densho Digital Repository." Densho. Accessed January 20, 2020. <http://ddr.densho.org/ddr-densho-299-155/>.

This picture is a photo of the detention block in Sugamo Prison, from a website. The image shows what conditions the Japanese officers faced in prison, and helped us understand what the Japanese-Americans did in prison to help win the war.

“Ddr-Densho-37-336 - Military Intelligence Service: Densho Digital Repository.” Densho. Accessed May 16, 2020. <http://ddr.densho.org/ddr-densho-37-336/>.

This website provided a photo we used on our website on the during the war page. This image shows the three soldiers smiling while on duty during the war.

“Ddr-Densho-397-226 - Sugamo Prison: Densho Digital Repository.” Densho. Accessed May 13, 2020. <http://ddr.densho.org/ddr-densho-397-226/>.

This website provided pictures that we used for the creation of our website. It helped us analyze the prison of what the MIS members did. We included this picture in our after the war tab to show the prison that the captured Japanese officers stayed in.

Duensing, Dawn E. 2001. *Americanism: a Matter of Mind and Heart*. Wailuku, Hawai‘i: Mauis Sons and Daughters of the Nisei Veterans.

This book contains nine interviews of Maui MIS members, which provides us information on how the Nisei MIS soldiers felt and pushed through under challenging circumstances. This book helped us learn through MIS Nisei experiences on how they proved their loyalty to America and how they felt about what they were doing, and whether it was right or wrong. The interview with Yoichi Kawano talked about how he volunteered to go to Japan for the U.S. Strategic Bombing Survey. Tom Yamada’s MIS duties involved translating documents and interrogating Japanese prisoners of war. While in Japan, his most memorable assignment was guarding General Tojo.

"Forced Internment of Japanese Americans." Equal Justice Initiative, November 11, 2019. <https://eji.org/news/history-racial-injustice-forced-internment-of-japanese-americans/>.

This website provided a picture that we included in our website formation, which we found a picture of the Japanese-American internment camps. We learned the type of conditions they were in, and what the camp was like for them.

Go For Broke National Education Center - Preserving the Legacy of the Japanese American Veterans of World War II. Accessed March 22, 2020.  
<http://www.goforbroke.org/learn/archives/multimedia/machinima/MISBridgeToANewJapan.php>

This website provided details, information, and live footage of the MIS Occupation in Japan. We used one part of the documentary starting at 7:33, which we included on our website to give a real life example of what MIS linguists had to do in Japan and what their duties were.

Headquarters, Department of the Army, General Orders No. 25: Individual and Unit Awards, 8 June 2001, [https://armypubs.army.mil/epubs/DR\\_pubs/DR\\_a/pdf/web/go0125.pdf](https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/go0125.pdf)

This source provided details on the Presidential Unit Citation Awarded to the MIS. It gave us more information on what the Presidential Unit Citation was about, what precisely the MIS got awarded for, and the words that they used to describe their heroic actions.

“In Pictures: Nagasaki Bombing.” BBC News. BBC, August 9, 2015.  
<https://www.bbc.com/news/in-pictures-33769566>

This website provided a picture that we included on our website. This image gave us an example of a first person view of the atomic bomb dropping on Nagasaki and the amount of damage the bomb caused.

“Japan Surrenders.” National Archives and Records Administration. National Archives and Records Administration. Accessed March 17, 2020.  
<https://www.archives.gov/exhibits/featured-documents/japanese-surrender-document>

This website provided a document about the instrument of surrender in Japan. These documents provided information about what agreements Japan made with the U.S. in order to surrender.

"Japan Surrenders, VJ Day." NVL. Accessed January 19, 2020.  
<https://www.nvlchawaii.org/japan-surrenders-vj-day>

This website provided us with a picture that we used on our website. It gave us insight into what the day was like when the MIS got Japan to surrender.

Kaiser, David. “Obama in Hiroshima: Why the U.S. Dropped the Bomb in 1945.” Time. Time, May 25, 2016. <https://time.com/4346336/atomic-bombs-1945-history/>.

This website provided an image that we used in our website in the after the war page. This image gave us an insight of the amount of damage one atomic bomb can cause, as well as the amount of damage the people of Hiroshima suffered.

Kihara, Shigeya, and Edwin M. Nakasone. 1996. *Unsung Heroes: the Military Intelligence Service, Past, Present, Future: the Eyes and Ears of the Allied Forces during and after World War II*. Seattle, WA: MIS-Northwest Association.

This book provided information about MIS linguists and their thoughts and vivid descriptions of real life events throughout the war, as well as the type of challenges they faced, such as proving their loyalty. We used this source to learn more and verify the information about how MIS linguists helped create peace with Japan.

Manhattan Project: Order to Drop the Atomic Bomb. Accessed March 16, 2020.  
[https://www.osti.gov/opennet/manhattan-project-history/Resources/order\\_drop.htm](https://www.osti.gov/opennet/manhattan-project-history/Resources/order_drop.htm)

This website provided a document that was made for the dropping of the atomic bomb. It describes their plan about dropping the bomb. We included this document in our website.

McNaughton, James C. *Nisei Linguists: Japanese Americans in the Military Intelligence Service during World War II*. Washington, DC: Dept. of the Army, 2007.

This book provided two maps of occupied Japan, as well as two photos of the CIC and CCD. We used these photos and the maps in the after the war page to show where Japan was occupied and what the CCD and CIC was.

"Military Intelligence Service." Densho. Accessed March 17, 2020.  
<http://ddr.densho.org/browse/topics/91/?page=18>

This website provided numerous interviews of MIS linguists and soldiers. These interviews helped us learn about how they felt during the war about what they were doing, and their experiences in the MIS. We learned about what they did in the MIS, especially when they were in the front of the line in troops to fight.

"MILITARY INTELLIGENCE SERVICE." NVL. Accessed January 20, 2020.  
<https://www.nvlchawaii.org/resources/military-intelligence-service>

We used the picture of the MIS soldier with the caucasian officer. This picture displayed that Nisei linguists had to be accompanied by a caucasian soldier, in order not to get shot.

*MISLS Album*. Minneapolis , Minnesota: Military intelligence division, War Dept., 1946.

This album book contained information about the five years of the MISLS. It contained photos to demonstrate what the school was like and also provided information about the

list of graduates, officers, and the background history about the school, which helped us learn and verify background information about the MISLS. Also, there was a list of graduates from the book, which we included on our website.

"More: Perfect: Union." A. Accessed January 11, 2020.

<https://amhistory.si.edu/perfectunion/collection/image.asp?ID=657>

This source gave us a picture of an MIS soldier with his mother, who is from Japan. The picture displays the relationship between the soldiers and their families. As well as portrays how even though these soldiers have originated or have a relationship with family connected to Japan, they decided to stay loyal to the U.S.

"Nisei Will Play Major Role in Occupation." Pacific Citizen. September 1, 1945.

[https://pacificcitizen.org/wp-content/uploads/archives-menu/Vol.021\\_%2309\\_Sep\\_01\\_1945.pdf](https://pacificcitizen.org/wp-content/uploads/archives-menu/Vol.021_%2309_Sep_01_1945.pdf).

This newspaper online gave us information from after the war to help us understand and verify the way Nisei Linguists helped with the occupation of Japan. We included this in our website as pictures of the newspaper. It gave us information about how they needed more Nisei linguists and how they risked their lives and still faced barriers such as cultural and language barriers.

“Okinawa-28 - National Japanese American Historical Society.” NJAHS.

Accessed May 10, 2020.

<https://www.njahs.org/events/nisei-soldiers-military-intelligence-service-wwii/okinawa-28-2/>.

This website provided an image that we used in our legacy tabs. We included this photo because this image portrays an example of what the MIS Linguist duties were. In the photo, Victor Nishijima stands next to a captured Japanese soldier on the left making surrender appeals.

“Records from Other Sections of Philippine Archives Collection.” Philippine Archives

Collection. Accessed March 16, 2020.

<http://collections.pvao.mil.ph/BataanDiary/InformationDownload/BD-0000611#prettyPhoto>.

This website provided declassified records and files from the MIS. We included these files on our website because it provided an example of what some of the declassified files of the MIS is like. Also, it provided information about civilians in the Philippines.

“RG 407 The Philippine Archives Collection.” Philippine Archives Collection.

Accessed March 16, 2020.

<http://collections.pvao.mil.ph/Guerilla/GuerillaInformationDownload/GUA-0000973>

This website provided declassified files from the MIS. We included these declassified files on our website, to show what their daily summaries were, and what they did. These files provided information on the everyday duties of the MIS soldiers, with important information that was classified.

Seattle Nisei Veterans Committee, and U.S. Army. "Ddr-Densho-114-157 - Nisei Draftsman Preparing Maps: Densho Digital Repository." Densho. Accessed May 16, 2020. <http://ddr.densho.org/ddr-densho-114-157/>.

This picture shows George Fuyasho preparing sketches and maps for the production of documents, floor plans and blueprints. The picture shows another way the MIS members broke through the language barrier to contribute to America's fight against Japan.

"Speaking the Enemy's Language." Warfare History Network, June 27, 2016. <https://warfarehistorynetwork.com/2016/06/24/speaking-the-enemys-language/>.

This source is a picture of MIS students learning at the MIS school. It allows us to show the conditions of their classroom. We used one photo on our website to give an example of how Japanese-Americans were taught and the school they went to become linguists.

"THE HAWAII NISEI STORY Americans of Japanese Ancestry During World War II." MIS. Accessed March 17, 2020. <http://nisei.hawaii.edu/page/mis>

This website provided interviews about five soldiers that were in the MIS. They talked about their experiences throughout the war in the MIS. We learned about the different roles they played in the MIS, such as raiding the libraries of books that may have provided important information that may help the MIS linguists in the military.

*The Pacific War and Peace: Americans of Japanese Ancestry in Military Intelligence Service 1941 to 1952.* 1991. San Francisco: Military Intelligence Service Association of Northern California and the National Japanese American Historical Society.

This book contains information about how the Japanese American's helped in the MIS and how they used their language to help create peace with Japan still to this day. We learned about how they were not known and kept secret, as well as how the US. Army units did not keep any record of them. We learned that they were the eyes and ears of the US because they could translate documents into english.

"THE WAR . At War . Fighting for Democracy . Japanese Americans." PBS. Public Broadcasting Service. Accessed January 11, 2020. [https://www.pbs.org/thewar/at\\_war\\_democracy\\_japanese\\_american.htm](https://www.pbs.org/thewar/at_war_democracy_japanese_american.htm)

We used this website that included facts and statistics that we used for our website. We also used the quote by Susumu Satow to show how determined they were to prove their loyalty.

"Winning the Peace." JASC. Accessed January 11, 2020.

<http://www.jasc-chicago.org/winning-the-peace/>.

We used the image of MIS members in the digital posters at the bottom of the page of the website. The source also provided more insight into the MIS story and what challenges they had to overcome. Such as wanting to fight for America despite the racism.

### Secondary Sources

Background of the Presidential Unit Citation for MIS. Accessed January 20, 2020.

[http://www.javadc.org/background\\_of\\_the\\_presidential\\_u.htm](http://www.javadc.org/background_of_the_presidential_u.htm)

This website provided information about the Presidential Unit Citation background. We learned about how the MIS was essential and what roles they played in the role, which included various quotes. They provided a translation of documents like the "Z Operation," which shortened the war.

Go For Broke National Education Center - Preserving the Legacy of the Japanese American Veterans of World War II. Accessed January 11, 2020.

[http://www.goforbroke.org/learn/history/combat\\_history/world\\_war\\_2/asiatic-pacific\\_theater/occupation\\_of\\_japan.php](http://www.goforbroke.org/learn/history/combat_history/world_war_2/asiatic-pacific_theater/occupation_of_japan.php)

This website contained some pictures and information about the MIS that we used to create our website. We learned that many members of the MIS translated, interrogated, and investigators of many Japanese trials because they could understand their language. This website also gave us the approximate number of MIS member deployed to Japan after the war.

Go For Broke National Education Center - Preserving the Legacy of the Japanese American Veterans of World War II. Accessed January 11, 2020.

[http://www.goforbroke.org/learn/history/military\\_units/mis.php](http://www.goforbroke.org/learn/history/military_units/mis.php)

This website provided pictures and information about how the Niseis helped America win the war. We learned that the MIS was like the eyes and ears of America because they helped translate documents and shorten the war by two years.

Go For Broke National Education Center - Preserving the Legacy of the Japanese American Veterans of World War II. Accessed January 20, 2020.

[http://www.goforbroke.org/learn/history/hall\\_of\\_honor/awards\\_descriptions.php](http://www.goforbroke.org/learn/history/hall_of_honor/awards_descriptions.php)



We used this website to determine all the different types of military awards. It provided us details of the types of awards the people in the MIS got when they were recognized.

Go For Broke National Education Center - Preserving the Legacy of the Japanese American Veterans of World War II. Accessed January 20, 2020.

<http://www.goforbroke.org/learn/history/timeline/post-1946.php>

This website provided us with a timeline. We used it to learn about all the different things during the MIS and WWII and to confirm dates and events.

Ichinokuchi, Tad, and Daniel Aiso. 1988. *John Aiso and the M.I.S.: Japanese-American Soldiers in the Military Intelligence Service, World War II*. Los Angeles, CA (707 E. Temple St., Los Angeles 90012): The Club.

This book contained information that helped us create our website. We learned about what the MIS Nisei did during WWII. For instance, they interrogated prisoners of war to find out more information about Japan, which they later relayed to the government translated to English.

"Japanese Americans At War." National Parks Service. U.S. Department of the Interior. Accessed January 11, 2020.

<http://www.nps.gov/wwii/learn/historyculture/japanese-americans-at-war.htm>

This website gives us information about Roosevelt's Executive Order 9066. It provides details about when he signed the order and why he did it. This order led to all the Japanese-American's being in imprisonment facilities or camps.

"Japanese Americans In America's Wars: A Chronology: Japanese American National Museum." Japanese Americans In America's Wars: A Chronology | Japanese American National Museum. Accessed January 11, 2020.

<http://www.janm.org/nrc/resources/militarych/>

This website provided a timeline about the MIS. It helped us understand when and what happened during the war, as well as verify dates.

"Japanese Americans in Military during World War II." Japanese Americans in military during World War II | Densho Encyclopedia. Accessed January 11, 2020.

[http://encyclopedia.densho.org/Japanese\\_Americans\\_in\\_military\\_during\\_World\\_War\\_II/](http://encyclopedia.densho.org/Japanese_Americans_in_military_during_World_War_II/)

This website provided us information about what happened during WWII. Also, we learned about what different camps the people in the MIS got sent to, in order to train.

"Legacy of Loyalty." Nisei Soldier Congressional Gold Medal. Accessed January 11, 2020.

<http://cgm.smithsonianapa.org/topics/legacy-of-loyalty.html>

This website provides information and pictures about the legacy of the MIS, and about how they were loyal. It also gave us insight through images because it gave us information about no matter what the linguists went through and what they faced, they helped make Japan surrender.

Marrin, Albert. *Uprooted: the Japanese American Experience during World War II*. New York: Random House Childrens Books, 2016.

This book provided information and an explanation on page 141 about why Japan thought about not having a code about their war plans. We used this information on our website to help explain and describe what Japan thought of the U.S. and why they did not make a code.

McNaughton, James C. *Nisei Linguists: Japanese Americans in the Military Intelligence Service during World War II*. Washington, DC: Dept. of the Army, 2007.

The source we used was a book, and it helped us find different quotes. While reading the book, we found quotes that gave us information on how the MIS Nisei felt before, during, and after the war. Also, it gave us information on what the Nisei felt conflicted about and their barriers.

"Military Intelligence Service Language School." Military Intelligence Service Language School | Densho Encyclopedia. Accessed January 11, 2020.  
[http://encyclopedia.densho.org/Military\\_Intelligence\\_Service\\_Language\\_School/](http://encyclopedia.densho.org/Military_Intelligence_Service_Language_School/).

This website gave us information on why the military created the MIS. It also gave and verified details about the MIS language school, like the location and dates. This source also provided information as to what the MIS linguists learned at the language school.

"Military Intelligence Service Language School (MISLS)." MNopedia.  
Accessed January 11, 2020.  
<https://www.mnopedia.org/group/military-intelligence-service-language-school-misls>  
We used this source for information about the MIS language schools. It also talked about the racism the MIS soldiers faced.

"Military Intelligence Service." Military Intelligence Service | Densho Encyclopedia.  
Accessed January 20, 2020.  
[http://encyclopedia.densho.org/Military\\_Intelligence\\_Service/](http://encyclopedia.densho.org/Military_Intelligence_Service/).

This source helped us to verify the dates and numbers of MIS graduates. It gave us information on the significant impact of the MIS on the length and outcome of the war. It also gave us information on their identity barrier that we used in after the war.

"Nisei at War in the Pacific and with the MIS." NVL. Accessed January 11, 2020.

<https://www.nvlchawaii.org/nisei-war-pacific-and-mis>

This source that we used was a website that provided information about the MIS language school. We used pictures of students from the MIS school. This is the only known picture of the MIS Language school in the abandoned hangar at Crissy Field at the Presidio in San Francisco. Since the MIS was classified, the students did not leave the building. They learned, ate, and slept in the hangar.

"Nisei Linguists: Japanese Americans in the Military Intelligence Service During World War II." Central Intelligence Agency. Central Intelligence Agency, January 7, 2009.  
<https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol-52-no-4/nisei-linguists.html>

This website provides information that we used on the website. We learned that the Nisei linguists helped provide peace because they knew their enemies well. We also used the quote from Technical Sgt. Fred Tanakatsubo to show the linguists' fears of being shot at.

Olson, Wyatt. "In WWII, Japanese-Americans Used Common Language against the Enemy." Stars and Stripes. Accessed January 11, 2020.  
<https://www.stripes.com/travel/in-wwii-japanese-americans-used-common-language-against-the-enemy-1.322907>.

This website has various quotes and information that we used on the website. It helped us learn more about how the people in the MIS felt during the war and what barriers they faced. This website helps us understand why they felt the way they felt, especially when they looked Japanese, but had an American uniform.

"Roosevelt Signs Executive Order 9066." History.com.  
A&E Television Networks, February 9, 2010.  
<https://www.history.com/this-day-in-history/roosevelt-signs-executive-order-9066>

This source provided details on Executive Order 9066. It helped us to explain what it was and where it fits in with the timeline of the MIS.

"World War II Enemy Alien Control Program Overview." National Archives and Records Administration. National Archives and Records Administration.  
Accessed January 11, 2020.  
<https://www.archives.gov/research/immigration/enemy-aliens-overview>

This source provided us information on Japanese-American internment. It gave us more background as to why the Japanese-Americans got placed into internment camps and what an "enemy alien" was.