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Building a Statewide Archival Collaborative: The California State University Japanese American Digitization Project

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Building a Statewide Archival Collaborative: The California State University Japanese American Digitization Project

Abstract

This article summarizes the goals, processes, and experiences to date of a California State University Japanese American Digitization project. The Archives and Special Collections on 15 CSU campuses are identifying important Japanese American historical materials; digitizing and describing them at the item level; and, making them searchable, discoverable, and accessible on a central website that is readily available to scholars, students, and interested citizens throughout the United States and world-wide. Digital technology is bringing the geographically disparate CSU collections together in one online location, where additional contextual information and extended resources provide researchers with rich opportunities for finding and interpreting new information. CSU archivists not only want to improve access to humanities collections about Japanese Americans, but also to develop a sustainable model for collaboration amongst the CSU archival and library community that is extensible in the future.

Keywords

California State University, Archives and Special Collections, Japanese American history, World War II, incarceration

Author Bio & Acknowledgements

Biographies:

Greg Williams has been an archivist and curator for 35 years at CSUDH, San Diego Historical Society, Rutgers University, Colonial Williamsburg and elsewhere. He has served as photo editor for three coffee table books, received several grants (six NHPRC, four NEH) and curated several exhibitions. He is the author of *CSU Dominguez Hills, 2010* and several other publications.

Sue Tyson is a project archivist at the Huntington Library. Prior to this, she has worked as a special collections archivist at the Getty Research Institute; a Mellon Postdoctoral Digital Scholarship Fellow at Occidental College; and a project archivist and librarian at the University of Southern California. She holds a Post-MLIS Archival Studies certificate from UCLA, an MLIS from San Jose State University, and a Ph.D. in German Studies from the University of Wisconsin-Madison.

Maureen Burns is an information professional with over 25 years of experience developing and managing teaching resources of analog and digital images at UC Irvine, the Getty Villa, and CSULB. Presently working on a consulting basis, through IMAGinED, Burns is handling sales for Archivision and is partnering on a CSU Archives Japanese American history digitization project as well as other image-focused work. She is currently serving as the Content Editor for the online *VRA Bulletin* and participating in the work of VRA's Slide and Transitional Media Task Force, Financial Advisory Committee, and International Committee. She is also a past VRA president and past director of the VRA Foundation.

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Building a Statewide Archival Collaborative: The California State University Japanese American Digitization Project

Introduction

In 2013, the California State University at Dominguez Hills (CSUDH) Archives and Special Collections Department applied for National Endowment for the Humanities (NEH) funding to begin a concerted effort to digitize the California State University's (CSU) extensive holdings of Japanese American History materials and to develop a Web portal to deliver the content.¹ A Humanities Collections and Reference Resources (HCRR) *Foundations* grant of \$40,000 was provided the following year to help with the formative stages of this initiative. The archives divisions most eager to participate included the CSU campuses of Dominguez Hills, Fresno, Fullerton, Northridge, Sacramento, and San Jose, since all have extensive holdings of historical materials related to Japanese American history and the World War II incarceration. Before the end of the *Foundations* grant a year later, nine additional CSU campuses took an interest and jumped in to contribute digitized archival materials, even though they were not part of the original grant proposal. The second wave of CSU campuses included Bakersfield, Channel Islands, East Bay, Long Beach, San Bernardino, San Diego, San Francisco, San Luis Obispo, and Sonoma.² After the pilot project was completed, which can be found at <http://www.csujad.com/index.html>, NEH encouraged CSU to apply for a full HCRR implementation grant. Meanwhile, this demonstration of enthusiastic collaboration and follow-through led to a second grant from the National Park Service's (NPS) Japanese American Confinement Sites Program (JACS) to the tune of \$321,554 to digitize more Japanese American materials, another 10,000 archival items (textual documents, images, etc.) and 100 oral histories.³ This project commenced in the fall of 2015 and will continue through 2017.⁴ The CSU is building a statewide archival collaborative and enthusiastically scaling it up—the following summarizes the goals, processes, and experiences to date.

The central goal of the California State University Japanese American Digitization (CSUJAD) project is to identify important Japanese American archival materials in CSU collections; digitize and describe them at the item level; and, make them searchable, discoverable, and accessible on a central website that is readily available to scholars, students and interested citizens throughout the United States and world-wide. Digital technology is bringing the geographically disparate CSU collections together in one online location, where additional contextual information and extended resources provide researchers with rich opportunities for finding and interpreting new information. CSU archivists not only want to improve access to humanities collections about Japanese Americans, but also to develop a sustainable model for collaboration amongst the CSU archival and library community that is extensible in the future.



**Hajime Takata, *Barracks, Granada, Colorado, c. 1944*
McFarling Collection, CSU Dominguez Hills**

Content

The story of the Japanese Americans in the 20th century—their migration to this country, the Alien Land laws under which they lived, and their incarceration during World War II—is a complex local, state, and regional topic as well as a national subject of great historical impact. The accumulation of archival materials telling these “local” stories has enormous potential for scholarly interpretation and forms an area of humanistic endeavor of international importance. While the circumstances of Japanese Americans during World War II has resulted in hundreds of books, articles, memoirs, and oral histories, it is a subject ripe for further exploration by a new generation of scholars. It is essential that researchers have digital access to materials in order to achieve a deeper understanding of events in order to weave a more nuanced record of the incarceration and how it challenged the constitutional rights of all Americans. It is also an issue with tentacles that reach to current events, especially those relating to 21st-century terrorism, literature, anthropology, civil rights, history, political science, sociology, ethnic studies, and education.

Historical Importance

In the two months that followed the December 7, 1941 attack on Pearl Harbor by Imperial Japanese forces, a wave of hysteria and fear merged with a tradition of anti-Asian xenophobia. By late February 1942, a Japanese submarine made a futile attempt to

bomb oil fields in Santa Barbara. Within a day or so artillery outposts throughout Los Angeles County shot blindly at non-existent Japanese bombers. The shrapnel landed on homes throughout Los Angeles and Long Beach. The ensuing hysteria opened the door for an attack on the rights of Japanese Americans not only by local, state, and national politicians, but also military brass and commercial interests. In February 1942, President Roosevelt signed Executive Order 9066, the net result of which was that over 120,000 first generation Japanese Americans (Issei) and second generation Japanese Americans (Nisei) were to be forcibly removed from coastal regions, and sent first to assembly centers and then to inland camps.

During the middle of March 1942, the War Relocation Authority (WRA) was established as a civilian agency responsible for relocation. In April 1942 the Wartime Civilian Control Agency (WCCA) was established by the military to coordinate the mass removal to temporary local and regional ‘assembly centers.’ Business owners lost their businesses. Tenant farmers lost their leases. College and other students were uprooted from their studies. Family life was irrevocably harmed. Japanese American citizens were told to get on buses with what they could carry and were dropped off at racetracks, fairgrounds, or other bleak locales, which served as their homes for several months. Later these citizens were transported to unfinished camps where the communal mess halls, latrines, and barracks allowed for little or no privacy. Most of the camps were scattered in higher elevation desert areas in Arizona, California, Colorado, and Utah with the majority being operated by the War Relocation Authority. The Department of Justice (DOJ) created other camps for “enemy aliens” and citizens of Latin American countries, especially Peru. The camp at Crystal City, Texas was among these DOJ camps. Alleged “troublemakers” at WRA camps were threatened with exile to the DOJ camps or other less known “isolation centers,” such as one in Moab, Utah. During the years in the camps, Issei and Nisei alike were threatened with deportation if behavior was not circumspect or certain vague survey questions were not answered in the right way.

When the U.S. allowed Japanese Americans to serve in the military, many young men in the camps joined the 442nd Regimental Combat Team of the United States Army, both to get out of camps and to express patriotism. The 442nd was among the most decorated units of its size in the history of the United States Army. In early 1945, the camps began to close, and by the end of the year all had succeeded in doing so, except Tule Lake, which closed in 1946. While formerly imprisoned Japanese Americans worked to rebuild their lives in the late 1940s and 1950s, many citizens in the 1960s became increasingly convinced that the incarceration had been a violation of basic human rights. By the 1980s Japanese American citizens sought redress for the incarceration period, and before the decade ended, formerly incarcerated survivors were each paid \$20,000.⁵

Archival Collections

The California State University System (once called “the 1,000 mile campus”) is the largest university system in the United States. Therefore, the CSU archival collections scattered throughout California are too disparate to offer scholars a complete story or easy access. All of these campuses are defined by their community and therefore take an abiding interest in the people and history of those communities. Over the last fifty years, CSU Libraries and Archives have followed the history and progress of the

Japanese Americans in their communities resulting in archival collections with remarkable depth. For this reason, the collections that have been accumulated at CSU Libraries have a highly local flavor.

The CSU Japanese American collections represent approximately 300 linear feet of archival materials that focus on some of the most striking events related to the treatment of minorities in U.S. history. The topics cover an enormous range of subjects central to Japanese-American life before, during, and after World War II, including immigration, the California Alien Land Acts of 1913 and 1920, the War Relocation Authority, redress, Japanese Peruvians, hostage exchanges on the *S.S. Gripsholm*, and the U.S. Army's 442nd Regimental Combat Team. Camps represented include Jerome, Gila River, Rohwer, Manzanar, Tanforan, Poston, Amache/Granada, Heart Mountain, Crystal City, and more. Among the archival materials are letters, photographs, oral histories (audio and video), camp publications, papers of camp administrators and counselors, poetry, art works, leases, certificates and other documents to prove citizenship, and school yearbooks.

May 5, 1942.
 Det VI, Barrack 24, Unit 3
 Santa Anita Assembly Center
 Arcadia, California

Dear Rev. and Mrs. Miller

I'm sorry to have delayed writing until now, but, you know when one starts from lumber found about 1 mile down the road to make a table and bench, well, —. Most people brought card tables and chairs but we didn't as we feared they wouldn't be accepted on the baggage now. However, now Lester has found a few pieces of this in that & so I'm writing upon the finished product. (The finish isn't very good.) Yes, we're among the stables (ours is a new barrack, though) and would-be carpenters so you see we're starting on the right almost — here, aren't we?

Mrs. Lester Suzuki, Letter to Reverend Miller & Wife from Santa Anita Assembly Center, May 5, 1942, CSU Northridge

Although much of the archival and manuscript materials, objects, and media relate to what is generally known as the Japanese American incarceration, the CSUJAD project places a purposeful emphasis on pre- and post-war items as well. For example, hidden within the business operations records of the Rancho San Pedro Collection at Dominguez Hills are scores of leases and letters, both business-like and heartbreaking, that document a tenant farmer's "removal by the Federal Government" or the pleading of a tenant to his former landlord to vouch for a relative's loyalty to the U.S. The attempts of businesses to work within the policies of the Alien Land Acts of the early 20th century are integral to understanding how immigration clashed with prejudice and commercial interests contributing to the World War II incarceration. Strikingly, a 1930s Gardena High School yearbook includes a photograph of a group of Japanese American students who were the majority of students in the Spanish Club, which focuses in on a time when integration into the mainstream was assumed.

In 1942, an estimated 250 Japanese American students were forced to leave their CSU campuses and relocated to WRA camps. Many other students were removed from other west coast colleges. In September 2009, the CSU Board of Trustees unanimously voted to honor the academic intentions of these students by awarding them Special Honorary Bachelor of Humane Letters degrees. The videos of those ceremonies are also among the archival materials included in this project.

The six campuses that started the CSU Japanese American Digitization project have the majority of the pertinent archival materials. It is not serendipity that these CSU archives have a great deal of material focused on this issue. Immigration patterns that determined where Japanese Americans (Nikkei) settled also relate to where CSU campuses are located. Sacramento, San Jose, and Fresno had early Japanese American agricultural populations. The Nikkei populations of Little Tokyo, Gardena, and Palos Verdes in Los Angeles County are directly connected to the materials that Dominguez Hills, Fullerton, and Northridge have collected. Collections at Sacramento have mostly come from citizens of the Florin neighborhood and others throughout northern California. Fullerton's Japanese American oral histories were generated by residents of Orange County and other areas of southern California. San Jose's Flaherty Collection consists of materials from Colonel Hugh T. Fullerton of the Western Defense Command. The collections at Dominguez Hills originate mostly from the South Bay of Los Angeles County, where one of the largest concentrations of Japanese Americans resided. Fresno's materials come from the agricultural areas of the San Joaquin Valley.

The nine other CSU campuses that joined during the initial NEH grant planning process (Bakersfield, Channel Islands, East Bay, Long Beach, San Bernardino, San Diego, San Francisco, San Luis Obispo, and Sonoma) have smaller archival collections in this area, but are adding extensive depth to the project. Some of the highlights of these added collections are: Sonoma's focus on life north of the San Francisco Bay area; Long Beach's oral histories that deal with life in Terminal Island and the South Bay of Los Angeles; yearbook excerpts from San Diego State and San Francisco State documenting the lives of students prior to incarceration; and San Luis Obispo's important Manzanar letters.

The archival materials digitized for the NEH *Foundations* grant were primary historical sources, which included the following media formats: applications, birth

certificates, bulletins, checks, forms, guidebooks, leases, letters, maps, oral histories, paintings, pamphlets, photographs, postcards, resolutions, and transcriptions. Although the grant only required the CSU project to digitize 200 items, the archivists were able to contribute much more. The following breaks down the 608 digital objects that have been digitized to date: 334 JPEGs, 22 compound objects, 236 PDFs, and 16 MP3s. The National Park Service grant provides the opportunity to scan a good deal of the remaining materials, especially WRA or other camp items, since providing archival items related to the confinement sites are at the core of this extended project.

Many of these archival materials have come from community groups, collectors, or individuals with an interest in the topic. It has been the experience of several CSU archivists that the mere mention of existing Japanese American collections often results in new collecting opportunities and they continue to actively collect in this historical area. In the last months of 2015, CSUDH received three accessions of family materials relating to the Japanese American incarceration. Among those in the wartime camps, there was a good deal of hesitancy to speak about their experience, yet at the same time, there were also activists who did not want the incarceration forgotten. As the World War II generation passes, it is now not only those who were in the WRA camps that donate materials, but also their children and grandchildren. The CSU campuses with smaller collections in this area are planning community scanning days to enhance their Japanese American and other collections.

Community

The California State University System has an enrollment close to 437,000 students at 23 university campuses throughout the state of California. The CSU faculty and students are the primary users of the archival and digital materials collected and produced for the CSUJAD project. These collections are among the most used materials in each CSU campus archive, not only for faculty research and instruction, but also by students in their research and learning experiences. Both the actual archival objects and the digitized surrogates are used for undergraduate and graduate CSU courses to provide an introduction to the WWII incarceration and life in the WRA camps as well as for teaching Japanese American and other areas of history. All of the archives in this project make these materials part of their introduction to archives presentations as well as available for research in undergraduate or graduate courses. They serve as tools for instruction about primary sources demonstrating how to use these types of archival materials to discover new information. The collections are used by teaching faculty and embraced by students because the material is personal, local, relates to seminal events in U.S. history and focuses on the struggles of a diverse population (the CSU has one of the most diverse student populations in the U.S.). The CSUJAD is allowing a new generation of scholars to re-analyze what has already been discovered, attend to what may have been missed, and to access hidden collections that have never been viewed.

The NEH *Foundations* grant grew out of discussions between CSU archivists at the Society of American Archivists (SAA) Annual Meeting in 2012.⁶ The talks centered not only on the digitization of collections, but the desire to create an all-encompassing portal for the materials that each CSU archive possesses. The physical collections are accessible at the CSU campuses and have collection-level digital finding aids in the Online Archive of California (OAC), but most are not digitized or cataloged at the item

level.⁷ Even if some of the archival items have been digitized, the objects tended to be isolated and without standardized metadata or consistent terminology. The archivists realized that researchers now have a growing expectation that documents, in addition to photographs, need to be available digitally to expanded groups of humanities scholars and decided that they need to make each archival object more readily available. The CSU archivists are the primary players and collaborators behind this CSUJAD project. Greg Williams, Director of Archives and Special Collections at CSU Dominguez Hills, took the lead by writing the grants, assuming the role of project director, and taking on the responsibility of being the central hub for the CSUJAD grant projects.

The scholars who are involved in the CSUJAD project include the following specialists in Japanese American history: Roger Daniels, emeritus history professor from the University of Cincinnati; Donald Hata, emeritus professor of history at CSU Dominguez Hills; Rita Takahashi, professor of social work at San Francisco State University; Art Hansen, emeritus professor of history at CSU Fullerton; Cherstein Lyon, professor of history at CSU San Bernardino; Tom Ikeda, executive director of Densho: The Japanese American Legacy Project; Martha Nakagawa, a journalist and researcher; and Aiko Herzig-Yoshinaga, an independent researcher who was instrumental in the redress movement by discovering critical evidence of premeditated governmental misconduct during the war. The latter stated, “Making this collection available online is a good step toward informing more people about what happened.”⁸ Recounting her own experience, she notes, “I was only a senior in high school when I was taken away. . . it was just so arbitrary.” She was held for three and a half years in several camps, including Manzanar, before she and her family were released. Now 90 years old, Herzig-Yoshinaga said that in the years following, she did not think too much about the “traumatic experience” that had befallen her until she was well into her 50s. “My family and I were raised to respect authority, but eventually I started to feel that my rights had been deprived by having been picked up simply because of my ancestry,” she said. “It has bothered me a lot . . . It didn’t dawn on me until later that the government had really done us wrong.”

This remarkable group of faculty and community activists believe it is essential that future researchers have digital access to the CSU archival materials in order to weave a more nuanced record of the incarceration and how it challenged the constitutional rights of all Americans. Roger Daniels, a preeminent expert on immigration and the plight of Japanese Americans during WWII, suggested that “Uniting these unique archives that illuminate the wartime incarceration is long overdue.” These scholars are providing information about pertinent research (links to much of which can be found on the website), giving constructive feedback on the first phase of the project, and continue to participate in the National Park Service grant in an advisory capacity.

The CSU Archives tends to have small, diligent staffs with very full plates, without the added work of grant projects. Therefore, technical consultants were hired to help manage the project and handle the aspects of the CSUJAD that are more than the archivists can reasonably take on with their substantial workloads. During the NEH *Foundations* project, consultants were relied upon for both planning and actually developing guidelines and carrying out work as needed in the areas of digitization, terminology, cataloging, and website creation.

Because the CSU archives have varying staffing levels and different quantities of project-specific items to digitize, a multi-faceted group of catalogers dealt with grant chores. Each CSU campus enlisted their existing staff or used grant funds to hire catalogers. To ensure that project documentation is consistently handled, a chief project cataloger was in charge of broad oversight of the metadata creation and reviews all of the project records, enhancing them as need be. Sue Tyson, an archivist now working at the Huntington Library, started out as the central cataloger for the CSUDH materials. She successfully cataloged the first 300 records (documents, photos, audio), based on the information sent by each archive, providing comprehensive descriptive metadata, and is now the head metadata consultant.

Maureen Burns, from IMAGinED Consulting, serves as the chief technical consultant for the project assisting with or providing the following: technical recommendations (systems, metadata, preservation, etc.); project management (workflow, timelines, reality checks, quality control, meetings, documentation, etc.); website content generation (contextual information, bibliography, teaching guide development); and help with existing and future grant planning.

Additional consultants bring a great deal of technical expertise and include: Steve Kutay, Digital Services Librarian, CSU Northridge, the digital consultant who focuses on technical standards, the CONTENTdm database, metadata issues, digitization workflows, harvesting digital objects, and strengthening the Web portal; John Trendler, Curator of Visual Resources at Scripps College, the audio consultant who researches current technical standards for oral histories and provides information on digitizing audio and video materials; and Sean Smith, a tech savvy CSULB history instructor, the Web consultant who designed the CSUJAD website, troubleshoots technical issues, and handles updates. These consultants are continuing to work on the project with the NPS grant funding and additional assistance will be sought out depending on the project's progression.

To expand the reach of the CSUJAD project, the CSU archivists are collaborating with the California Digital Library (CDL) to export the digital objects and have them ingested into CDL's archival service and delivery projects.⁹ All of the CSU archive partners have created or are in the process of creating finding aids for each of the Japanese American collections in the Online Archive of California to help researchers locate the physical archival items. These guides provide collection-level descriptions of the archival materials, but will also link to the item-level digitized material on the CSUJAD project website. In addition, the majority of the digital objects are being ingested into Calisphere, CDL's gateway to primary sources.¹⁰ This additional level of item level access expands the reach of the project to all Calisphere users, who are already familiar with the existing Japanese American Relocation Digital Archives (JARDA) available there.¹¹ Themed collections that support the California Content Standards for K-12 schools provide another search entry point to these materials, making these primary sources easier for teachers, students, and the general public to find in relation to the other content featured in Calisphere. There are even lesson plans focused on Japanese American History located here, guiding teachers in the use of the archival items. Since the CDL is a content hub for the Digital Public Library of America, the CSUJAD collections will also be exposed through that project.¹²

The National Park Service grant is allowing the CSU partners to think more about how to even further extend the reach of the CSU archival collections. In addition to sharing the archival materials with CDL, the CSUJAD project will also partner with the Densho Digital Repository (DDR). Densho is a community organization dedicated to preserving, educating, and sharing the history of Japanese Americans.¹³ With a combination of in-kind contributions and project support, they are providing matching grant funds to explore the possibilities of adding the CSU metadata to their systems, the plan being to either point to or ingest the digital files. In this way, the CSU content will reach more people in the primary target audience of scholars and researchers of Japanese American history, but also be more accessible to the Japanese American community and the K-12 education community.

To expand on the depth of this CSUJAD project, the NPS grant is allowing the project team to coordinate several activities geared toward contextualizing and enhancing the experience of the community of users and interpreters connected to this subject. Visits to the California confinement sites, Manzanar and Tule Lake, are planned to facilitate collaboration with staff at these historic sites and to connect the CSU archival materials to the actual California incarceration camps.¹⁴ The NPS grant supports the development of online and/or traveling exhibitions as well as a teaching guide with lesson plans for secondary and post-secondary schools.

Other historical, cultural, and professional organizations are being informed about this project through publicity, conference presentations, and publications to help spread the word about the new digital access to these archival collections.¹⁵ Press releases, exhibitions, educational events, and blogs along with other social media outlets are being used to further reach regional, national, and global audiences.¹⁶ During the planning grant the Project Director was approached by several Los Angeles area libraries and archives about their Japanese American collections. Due to this keen interest, CSU will review requests for inclusion from archives beyond the Cal State system once the grant projects are completed.

Process

The process began shortly after the news of the success of the first NEH grant arrived, allowing many of the CSU archivists to meet in May 2014 at the Society of California Archivists' Western Roundup in Palm Springs to plan the next steps. Upon receiving the NEH *Foundations* funding (\$40,000 for one year), the project director, Greg Williams, and chief consultant, Maureen Burns, visited seven CSU Archives to view archival materials for potential inclusion and to discuss the issues associated with digitization, metadata, copyright, etc. These meetings allowed for the one-on-one exchange of ideas, questions to be answered, and a sense of camaraderie to develop between the grant partners.

The next crucial step was to bring the stakeholders together. The archivists, scholars, and technical consultants gathered for a two-day symposium at CSU Dominguez Hills in June of 2014.¹⁷ The first meeting consisted of archivists, consultants, and scholarly experts, who assessed the worthiness of the collections for digitization, focused on experiences using other digital repositories, and discussed appropriate terminology and the need for developing a customized controlled vocabulary. For a summary of the terminology issues, see appendix A.¹⁸ The scholars shared information

about their specific research interests and general trends in the scholarship on Japanese American history, especially as it relates to the World War II era and incarceration events. They provided guidance on gaps in the available documentation and valuable feedback on how the CSU collections might fill those lacunae. At the recommendation of the scholars, a call went out to the other CSU campuses soliciting additional contributions from archives, which resulted in nine more campuses joining the project.

The second day of the symposium provided an opportunity for the archivists and technical experts, along with the scholars who were interested, to partake in extended discussions about the practical implementation of the project. The archivists were able to establish parameters for the digitization of the project materials and to solve associated workflow issues. Best practices for the creation of digital objects, hardware and software specifications, metadata issues, intellectual property rights management, and the preservation of the materials were discussed with some immediate resolutions. Consensus was reached on using or following the systems, best practices, and guidelines.

CSUJAD SYSTEMS, SCHEMA, & GUIDELINES
CONTENTdm Digital Collection Management Software http://www.contentdm.org/
Dublin Core Metadata Initiative http://dublincore.org/
Federal Agencies Digitization Guidelines http://www.digitizationguidelines.gov/
Metadata Encoding & Transmission Standard (METS) http://www.loc.gov/standards/mets/
Association of Research Libraries Code of Best Practices in Fair Use http://www.arl.org/focus-areas/copyright-ip/fair-use/code-of-best-practices#
Basecamp Project Management System for Ongoing Communication https://basecamp.com/

Then the actual work of the CSUJAD project began. Each CSU archive handled the scanning of their own materials, since they generally prefer that the actual archival materials do not leave the campuses, and the technical infrastructure was already in place, including equipment and scanning expertise. The archival materials digitized were primary historical sources, which include the following media formats to date: applications, birth certificates, bulletins, checks, forms, guidebooks, leases, letters, maps, oral histories, paintings, pamphlets, photographs, postcards, resolutions, and transcriptions. The importance of scanning the Japanese American historical materials became even clearer as the work progressed. Hand printed or mimeographed materials

produced at the camps are at risk of deterioration with fading ink on scrap paper due to the lack of quality paper and ink in the camps. Often bureaucratic letters were written on delicate onionskin paper and personal scrapbook paper is also susceptible to tearing and crumbling. The NEH *Foundations* grant requested 30 or 40 digital objects from each campus and there was no problem obtaining substantially more material than this, resulting in over 600 scanned objects in total. The digital objects and basic descriptive information were sent to CSU Dominguez Hills as the central hub of the project.

CONTENTdm is the digital asset management software system being used to bring these disparate collections together, including the digital object files and rich descriptive metadata. For a view of a sample search and glimpse of one of the digitized items in CONTENTdm, see appendix B. Most of the Archives have a licensed copy of CONTENTdm, which allows for the upload, description, management, and access of digital collections. The system works well with standards that the group agreed to use, such as the Dublin Core descriptive schema, XML export to create METS (metadata encoding and transmission standard), and the newly developed Audio Engineering Society standard AES X098B/C for oral history recordings.¹⁹ CONTENTdm also enables the harvesting of metadata into WorldCat Sync and Internet Service Providers (IPOs) through the Open Archives Initiative (OAI) protocol.²⁰ This ensures that users will more easily discover these materials through search engines and assists with digital library sharing. The digitized content from each campus was sent to CSUDH via Dropbox or FTP and loaded into this central instance of the software. The metadata sent to CSUDH was checked for quality, compared to existing metadata for consistency in formatting and vocabulary, and normalized to prevent discrepancies. The sum total of this work makes the CSUJAD content readily accessible through the project website, allowing one-stop search and discovery for research.

This centralized model with a distributed workload will continue with the National Park Service grant. However, with a year's worth of experience and 15 campuses now actively participating, it became evident that more guidance in terms of scanning the wide variety of media found in CSU archives was necessary. After the NPS grant kick-off meeting with the CSU archivists, Steve Kutay developed a "Technical Reference Guide" with digitization specifications and guidelines intended to provide workflow consistency and quality control for digital objects produced across participating CSU campus libraries as part of the CSUJAD. It was based on the minimum specifications for preservation scanning/reformatting as described by the Still Image Working Group of the Federal Agencies Digitization Guidelines Initiative in "Technical Guidelines for Digitizing Cultural Heritage Materials" (<http://www.digitizationguidelines.gov/guidelines/digitize-technical.html> from 2010 and 2015 draft) and the "CDL Digital File Format Recommendations" (https://www.cdlib.org/gateways/docs/cdl_dffr.pdf from 2011). John Trendler's NEH report on audio files and oral histories was consulted as well. This guide is not intended to replace workflows and/or policies already adopted by CSU for the storage and maintenance of their own preservation files, but it establishes a minimum acceptable quality required for materials that are digitally preserved according to the commitments shared by CSU partners as part of the National Park Service, and other future grants. Steve synthesized a great deal of complex technical information into a concise and useful document for CSU.²¹

There are two sections of the scanning specifications that might be of particular interest to the visual resources community. After the experience of the initial grant, it was noticed that there was no uniformity to the file naming conventions being used by the various CSU campuses. This is distracting when viewing the records in CONTENTdm. Since local IDs often refer to the location of the archival materials in the physical archive, campuses did not want to forgo these unique identifiers. Therefore, the partners decided to develop uniform project IDs for consistency as follows.

FILENAMING CONVENTION

As referred by the FADGI Still Image Working Group, filenames should be:

- Unique – Not duplicated
- Well-defined – Logically structured, consistent and serviceable to meet existing and future needs
- Persistent – Will not change over time
- Self-referencing – Expresses location of (or relationship to) source material
- Technically observant – Uses legal characters and unbroken strings, etc.
- Sortable – Can be sorted against other files for review or indexing

Local (i.e. institutional) filenames for objects contributed to the CSUJAD Project will likely follow logical structures that serve local needs. Therefore, a *Local ID* may be used to populate the Local ID field to serve the needs of the contributing library, and a *Project ID* will be imposed as the filename on all items and serve as the primary unique identifier to provide consistency for users and staff alike.

The objective of the Project Identifier is to identify:

1. Contributing Institution* (institutional acronym/abbreviation)
2. Archival Collection~ (Local collection code)
3. Number# (Four digit sequence to identify object from same collection)

<u>Example</u>	<u>Value/Code</u>	<u>Meaning</u>
➤ Institution:	csun	California State University Northridge
➤ Collection:	esm	Eddie S. Muraoka Collection, 1942-1980
➤ Number (#####):	0003	Third object added to the project for the ESM collection
➤ Project ID =	csun_ems_0003	

NOTES:

PLEASE USE UNDERCORES TO LINK CODES for ease of readability and to ensure URLs pointing to files can be used for future contexts.

*Institutional Codes

- csub CSU Bakersfield
- csuci CSU Channel Islands
- csudh CSU Dominguez Hills
- csufu CSU Fullerton

- csufr CSU Fresno
- csun CSU Northridge
- sac Sacramento State
- csusb CSU San Bernardino
- sdsu San Diego State
- sfsu San Francisco State
- slo Cal Poly San Luis Obispo
- sjs San Jose State
- ssu Sonoma State

~Use the collection code assigned to your collections OR use an acronym of the collection (see example above). Whichever you choose, please be consistent.

#Begin numbering for each item in a single archival collection with 101 (due to the retroactive numbering needed for the NEH grant items) or if you anticipate there will be greater than 999 items added from any single collection, begin numbering with 1001.

Although most visual resources collections do not primarily consist of historic, original materials and therefore may not need to follow the still images specifications of the CSUJAD project, the following still image recommendations might be of interest.

STILL IMAGE SCANNING SPECIFICATIONS

Preservation Masters

The sections below are instructions intended to faithfully reproduce analog still images that qualify as digital surrogates of the original. Both recommended and alternative minimum resolutions are listed.

Format

Acceptable formats for preservation scans of still images are:

- **uncompressed TIFF** (.tif), OR
- **lossless JPEG2000** (.jp2)

Preservation images should remain unprocessed (i.e. no manual retouching, colorization, sharpening, effects, etc.). Most image capture devices do, however, apply some level of processing to the images. See *FADGI Guidelines Draft of 2015* for more information.

Mode

24-bit Color RGB (sRGB) or **8-bit Grayscale**. Mode should match original, however, color scans may be used for grayscale images if it is desirable to capture the state of decay, wear, annotations or sepia-like tones.

Reference Targets

The use of standard IT8 reference targets for tone and color reproduction and dimensional reference are recommended, but optional. The use of targets for positive color transparencies is unnecessary as references should already be embedded. Targets should be placed close to, but not touching the original to allow adequate space for

cropping. For more information on using reference targets see *FADGI Still Image Working Group* p.34-38.

Cropping

Scanned preservation **images should contain a small border around the entire image (roughly 3 to 8 mm)**. Film images (such as slides) with mounts may include a border around the mount if there is desired information on the mount itself.

Extreme image sizes

For images with dimensions greater than or smaller than those listed for each type of scan, see the guidelines published by the *FADGI Still Image Working Group*.

Resolution

Recommended resolutions of the FADGI Still Image Working Group are given according to common sizes listed below, per format. Alternative minimum resolutions are in parentheses. The resolutions apply to the designated dimensions down to the next listed size. Recommended resolutions should produce **images at least 4000 pixels along the longest edge (or 3000 pixels if using alternative minimum)**.

Reflection scans (Print)

Recommended or (minimum) Resolution: 400 (300) ppi (for 8 x 10 in. to 5 x 7 in.)
600 (450) ppi (for 5 x 7 in. to 4 x 5 in.)
800 (600) ppi (for 4 x 5" or smaller)

Transmission scans (Negatives/Slides)

Recommended or (minimum) Resolution: 600 (300) ppi (for 8 x 10 in. ranging down to 4 x 5 in.)
800 (600) ppi (for 4 x 5 in. ranging down to 35 mm)
2800 (2100) ppi (for 35 mm)

Aerial reflection scans

Recommended or (minimum) Resolution: 400 (300) ppi (for 8 x 10 in. to 5 x 7 in.)
600 (570) ppi (for 5 x 7 in. to 4 x 5 in.)
800 (800) ppi (for 4 x 5 in. or smaller)

Aerial transmission scans

Recommended or (minimum) Resolution: 800 (400) ppi (for 8 x 10 in. ranging down to 4 x 5 in.)
1600 (800) ppi (for 4 x 5 in. ranging down to 70 mm)
2700 (1400) ppi (for 70 mm)

Access Derivatives

File formats and specifications for *access derivatives* for use online is more flexible than for preservation files, and are selected here for consistency throughout the CSUJAD project.

Format

Access derivatives of preservation still images will be saved as compressed JPEG 2000 (.jp2) format.

Resolution

Still image (non-aerial) resolutions will be 150 ppi. Aerial images will be 200 to 400 ppi as necessary to deliver the required detail. For the best full view display of regular images on most monitors, **access images will be scaled to 1024 pixels** along the longest edge. Aerial images will be scaled to 2048 pixels or greater as needed to deliver the required detail.

Embedded Metadata

Recommended. Much of the embedded technical metadata for images is automated; however, descriptive metadata pertaining to structure (if part of a compound object), administration (management), and rights are especially useful. Use ITPC for XMP standard.

RELATED RESOURCES:

FADGI Guide Still Image Working Group

<http://www.digitizationguidelines.gov/guidelines/digitize-technical.html>

ITPC

<https://iptc.org/standards/photo-metadata/iptc-standard/>

ITPC Guide

<https://www.iptc.org/std/photometadata/documentation/GenericGuidelines/>

ITPC4XMP

<http://www.photometadata.org/META-Resources-metadata-types-standards-IPTC-Core-and-extensions>

The need to control vocabulary, which was emphasized by the scholars and technical experts at the symposium, was the next item needing attention. Based on information provided by the representatives from Densho, who also attended the symposium, it was agreed that their “Digitization and Preservation Manual” for the Densho Digital Repository project was the best starting point for a CSU customized controlled vocabulary. Densho was open to sharing the most current version, allowing CSU to build upon it. A UCLA librarian, Yoko Okunishi, was hired to synthesize this information and determine the project’s initial terminology choices. She enhanced the Densho list of controlled terms with Library of Congress subject terms. The chief consultant also synthesized the terminology issues based on current scholarship and prepared the text for the website explaining the reasoning behind these CSU decisions (see appendix A).

Then, the metadata consultant and project cataloger, Sue Tyson, used this information as the starting point for the development of a project-specific data dictionary, extended cataloging guidelines, and a list of controlled vocabulary with subject terms that all of CSU can use, based on Densho’s and Yoko’s foundational work. These guides,

found in appendices C, D, and E, document the organization, contents, and conventions used for CSUJAD cataloging. The majority of Sue's NEH grant time was spent enhancing the descriptive metadata provided by the various archives and cataloging the materials more extensively or, in some cases, creating original records in CONTENTdm. Finding it to be an iterative process as she cataloged, Sue discovered that the subject terms in the collections were broader than what had been developed so far, and she expanded the list of controlled terms based on the archival items being cataloged (see appendix E). In the end, she successfully cataloged and enhanced the first 300 records (documents, photos, audio), providing comprehensive descriptive metadata steeped in current academic thought and practical terminology.

These guiding documents have been updated, discussed, and disseminated to all of the participating CSU campuses for the National Park Service grant. The goal is to have each campus use this information to develop its cataloging records more extensively at the campus level, while a central CSUDH cataloger will still enhance the records and provide quality control, but to a lesser degree. Because of the different nature of each archive and the varying amount of materials to be brought into the project, an extended group of catalogers is being hired on the participating CSU campuses to ensure that the NPS project documentation is consistently handled, especially needed at Dominguez Hills (hub), Sacramento, and San Jose due to the large size of their Japanese American collections. The catalogers will expand the controlled vocabulary, enhance the metadata guidelines based on the iterative process of the actual cataloging, provide necessary descriptive metadata, and manage the materials in CONTENTdm. Sue continues to oversee these processes as the head metadata consultant.

The Web designer, Sean Smith, developed an aesthetically pleasing, user-friendly look and feel for the project website, which is the face of the CSUJAD project (<http://www.csujad.com>). The website leads researchers to the project-generated CONTENTdm search page (<http://digitalcollections.archives.csudh.edu/cdm/landingpage/collection/p16855coll4>) while providing project information and topically associated resources. It is visually compelling with scrolling images of the archival materials and rotating featured collections. The director and consultants wrote and developed the text providing all the necessary information for a substantive Web presence, while the designer organized and linked everything.

The site includes: acknowledgement of the NEH funding and CSU institutional support; statements about the mission and goals; CSU archival collection information with links to finding aids (in case researchers want to know where they can access the primary analog materials), digitized items in CONTENTdm, and a user's guide; an interactive map showing the distribution of the archival objects; scholar contributions and bibliography; resource links; and additional information about the participants, contacts, and collections. The Google map offers researchers access to content relating specifically to pertinent geographical sites, and clicking on the flags provides immediate access to the archival materials in the project that can be associated with a given location, especially useful for the WRA and other types of WWII camps. Links to key digital resources focused on the Japanese American experience are provided along with information about the War Relocation Authority sites, for those who might want to visit or obtain more information about them.

The scholars involved in the project provided links to important aspects of their

work and helped build a select bibliography for the website. Citation recommendations for the archival materials, using the most popular style guides for this area of study, are also provided for students and researchers. In an article written specifically to illuminate the value of the project, Lane Ryo Hirabayashi explains through multiple examples the importance of making sets of vernacular materials—letters, diaries, photos, art work, and other expressions of daily personal experience—more widely accessible online.²² The examples he provides vividly demonstrate how art work, personal letters, and diaries have already been used to effectively generate first-hand, personal, and historical accounts of the Japanese American incarceration experience. Hirabayashi posits that a new generation of scholarship, one that bases its work on sources distinctive from the previous War Relocation Authority-generated and -influenced work will result. He suggests that this newfound access to primary, vernacular materials donated by “ordinary” men and women to their local university libraries will greatly expand our knowledge of what happened to Japanese Americans in the 1940s and how it felt to go through this particular experience.

Although substantive and functional, the website is still a work in progress. At the end of the planning grant, feedback was solicited from the advisory group resulting in several constructive suggestions. Among the recommendations were to: speed up slow loading times due to image size; create a search engine for more seamless connections between the website and CONTENTdm; layer the textual content so it is not as lengthy; improve navigation between pages; and, ensure functionality on handheld devices. The advisory group suggested more curation of the content to expand upon the historical context. Teaching guides, lesson plans, and online or traveling exhibitions based on the archival materials generated from this project are being planned. The National Park Service grant funding is allowing the Web designer an opportunity refine and edit the site as well as to enhance its functionality.

The final steps of the NEH planning grant involved following the necessary protocols to export the project images and descriptive metadata and create METS objects, the format necessary for the California Digital Library to ingest. METS (metadata encoding and transmission standard) is the national standard for wrapping digital library materials enabling the scanned object to carry the necessary descriptive, administrative, and structural metadata in the XML markup language (both human and machine readable).²³ The export process provided opportunities to accomplish further quality control checks and to make some correctional adjustments. The METS records will soon be exposed on a server and CDL will ingest them into their systems with the added bonus of the CSU project materials being made available in Calisphere. Not only does this provide valuable redundancy for sustained access, it provides another search entry point for locating the CSU materials and extends the project to even more audiences, including the K-12 teachers, students, and members of the public who already use Japanese American and other content in Calisphere. Once the CDL ingest is completed, they will then expose the CSU metadata to the Digital Public Library of America and it will be harvested. CDL has suggested that with the next batch of materials, we experiment with OAI harvesting to streamline this process and improve efficiencies.

Part of the NPS grant plan involves additional experimentation with Densho on the transfer and ingest or harvesting of the project materials. There are two options to consider: 1) port over CSU binary images to the Densho Digital Repository, or 2) point

from the DDR to the binaries on the CSU system. Implementation grant archivists and consultants will work with the Densho technical staff to work through issues and test the options to determine what might work best. Since CDL does not have an ingest path for the audio and video files yet, a special emphasis on the oral histories will tie in nicely with the existing Densho collections.²⁴ This collaboration with Densho also provides valuable redundancy for sustainability and an additional access point for the CSU materials. With the primary materials carefully archived on each CSU campus and multiple copies of the digital items and descriptive information available through CSU, CDL, DPLA, and Densho, the first steps have been taken toward the longer-term preservation of the CSUJAD digital objects.

The National Park Service funding is now allowing the CSU archivists to refine the initial project, greatly expand the digitized content, and explore a variety of associated issues. A number of technical lessons were learned through the actual work of implementing and other issues emerged that CSU would like to resolve as the work progresses. The CONTENTdm digital collection management software is working well and since most of the CSU campuses have easy access to it, ongoing work will proceed using this system. However, the evaluators suggested that additional customization of CONTENTdm would be desirable, especially in the area of search terms and discovery capabilities. More key topics should be listed on the landing page, but also media formats, so that users wanting to study land leases, for example, can easily gather the materials they are looking for quickly. It needs to be determined whether synonym strings can be used to better hone search results when imprecise terminology has been used. The extent to which third party software can be layered on to CONTENTdm is also being researched. Open source systems like Scalar or Omeka could be added to curate the archival content more and place it better into the historical context through online exhibitions.²⁵ The Oral History Metadata Synchronizer (OHMS) also works with CONTENTdm and could accomplish the goal of improved oral history access and keyword searching suggested by evaluators.

The CSUJAD project participants worked extensively on issues relating to controlled vocabulary and providing high quality, descriptive information. The need for consistent subject description is ongoing and Densho is trying to build consensus by gathering a group of experts to come up with definitive guidelines for everyone to use for any Japanese American material. Adding 10,000 CSU archival objects and 100 oral histories during this next National Park Service phase will surely bring more challenges and issues to the forefront. The NPS grant provides the funding for a massive amount of digitization, but a full NEH implementation grant is also being sought to help address the technical and workflow issues that emerged from the planning grant and to complete the project. Among the challenges still ahead are translations of Japanese language in the archival documents, using optical character recognition (OCR) technology on camp publications to make them keyword searchable, finding more effective ways to access oral histories and transcriptions, and linking to social media, to name a few.

Conclusion

In conclusion, this first CSU archives collaborative project on a historical topic was a resounding success. There have been individual campus efforts along these lines, but bringing archival materials together from multiple CSU campuses is new.²⁶ The CSU

Dominguez Hills Library Department of Archives and Special Collections as the hub and the other CSU partner archives are committed to the ongoing support of the CSU Japanese American Digitization Project. The NEH *Foundations* grant allowed the CSU archivists to work out technical issues and develop a collaborative workflow for a statewide digitization initiative. It was valuable to have a year to build relationships, experiment, develop a deeper understanding of scanning, metadata, and vocabulary, and other issues as well as to determine procedures for the transfer and display of digital objects from the CSU campuses distributed around the state. This broad base of experience continues to be built upon. The National Park Service grant is extending the existing CSU infrastructure and will greatly expand the digitized content, while continuing to solve technical issues and explore the best avenues for the access, delivery, and contextualization of these important historical materials.

There are many aspects of the project that contributed to its initial success. The following might be worth considering, if other information professionals want to plan or get involved in similar collaborations.

- The CUSJAD project would probably not have emerged as an idea if the CSU archives had not had a long and interconnected history with their surrounding communities. This outreach increases awareness of the importance of contributing archival materials to CSU in order to tell community stories and illuminate history.
- The Japanese American archival materials consist of pertinent and timely historical content that is engaging and in great demand by scholars and students.
- Involving scholars who specialize in this area of history is of great importance, both at the initial stages to share their research interests and contribute content, and throughout the project to provide feedback and guide the work in an advisory capacity.
- The availability of funding from major granting organizations that see the value of digitizing archival materials on this historical topic to illuminate the past and understand the present has been key.
- Finding a contact to ask questions and personally connecting with the granting organization's program officers was crucial, along with quality grant writing, in which instructions are carefully followed and all the required information is provided.
- Building an inclusive network of CSU archival partners and contributors to distribute the workload widely and guide the implementation is at the core of the project. Their great follow-through and enthusiasm has resulted in functional working relationships and expansive ideas.
- Information professionals and technical consultants who can provide expertise and assist with project planning and implementation balance the heavy workload of the primary archivists, also expanding on their ideas.
- A central hub campus with the resources and ability to take the lead in directing, implementing, and envisioning the project is important. As Rita Takahashi, one of the advisory group members, wrote: "Work gets done and teamwork thrives when the right kind of human relationships are established. In my opinion, a masterful job has been done with this project. Also, I note the mindful attention

and excellence that shined in every step of the process . . . Your attention to details and reasoned decision-making are impressive. You bring distinction and honor to CSU and institutions beyond.”

- The CSU system provides the technical infrastructure that enabled the archivists to hit the ground running and important overall institutional support for the CSUJAD. This includes campus Foundations to manage grant funds and a supportive Chancellor’s Office.
- Digital libraries and community repositories that are willing and able to extend the reach of the project through ingest and additional access points are an added bonus; they also generously share their technological resources and expertise.
- An educational mission that reaches all school levels, from kindergarten through college, allows for guidance in using primary sources appropriately and the expansive curation of the archival materials.
- News organizations in most major markets in California covered both grants, and this publicity has led to new archival acquisitions, additional funding opportunities, and spread the word about the CSUJAD to the general public.
- The collaboration between CSU archivists is essential, as is the attendance of CSU archivists at national (SAA) and statewide (SCA) conferences where they can connect. As CSU archives become more current, better funded, stronger administratively, and professionally staffed, other collaborations will surely emerge that will point not only to similarities in historical content, but also to opportunities to highlight other unique CSU collections.

The combination of oral histories, personal correspondence, leases, images, and other historically rich materials included in the CSUJAD have the potential to assist researchers and contribute to scholarship for decades. As Lane Hirabayashi, the UCLA scholar advising on the project stated, “This is an endeavor of great importance at a number of different levels. First, it would make the collections across the different CSU campuses more readily available to a much wider number of students, scholars, and professors. Second, as the Nisei generation is rapidly in decline, it is more important than ever to preserve and make accessible the many primary source materials that the CSU libraries have gathered over the past six decades.” The CSU archives are committed to continue collecting on the topic of Japanese history in the hope of creating a vast multi-generational archive of great import.

Appendix A On Terminology

For the California State University Japanese American Digitization Project, archivists, scholars, and technical experts gathered to discuss the controversial topic of terminology as it applies to the Japanese American experience during World War II. A general consensus was reached about the group's preferred terminology for this project, which is summarized below.

Often, before delving deeply into the history of the treatment of Japanese Americans during World War II, the general public has tended to associate the term "internment" or "internees" with the camps and the people living in them. Government officials, politicians, and journalists have tended to use euphemistic language to refer to this incarceration of Japanese American citizens as demonstrated by the archival work of Aiko Herzig-Yoshinaga (2010) in "Words Can Lie or Clarify." Roger Daniels (2005) provided a legal and historical perspective on the use of these terms in "Words Do Matter" and continues to persuasively argue that "incarceration" and, by extension "incarceree," are the appropriate terms to use for the 80,000 American citizens of Japanese ancestry, and 40,000 Japanese nationals barred from naturalization by race, imprisoned under the authority of Executive Order 9066 in War Relocation Authority camps. There were approximately 11,000 people who were actually interned following a recognized legal procedure and the forms of law. All of the latter were citizens of a nation against which the United States was at war, seized for reasons supposedly based on their behavior, and entitled to an individual hearing before a board whereas, the 120,000 Japanese American men, women, and children in the WRA camps had no due process of law and this violation of civil and human rights was justified on the grounds of military necessity. This legal differentiation was the basis for the redress movement, which led to the Civil Liberties Act of 1988, involving an apology and \$20,000 payment to more than 80,000 camp survivors.

The Tule Lake Unit of the National Park Service provides links to the key readings related to the terminology controversy (<http://home.nps.gov/tule/learn/education/suggestedreading.htm>). The Densho Project (<http://www.densho.org/>) has an extensive discussion of the issues as well as a thorough glossary of terms and comprehensive online encyclopedia. These resources outline the many different types of camps used for incarceration during WWII, including the following: assembly centers or temporary assembly centers; incarceration camps; Department of Justice internment camps; citizen isolation centers; U.S. Federal prisons; U.S. Army internment camps; immigration detention stations; and additional facilities. The reader/researcher is referred to these rich resources for differentiation and more clarification about the associated terminology.

For the reasons outlined above, when using the CSU collection online, the searcher should use the terms "incarceration" and "incarceree" rather than "internment" and "internee" for better search results. The latter terms were only used when referring to the Department of Justice and U.S. Army internment camps.

The planners and catalogers for the CSU archival project relied heavily on the Densho glossary and encyclopedia as well as their digitization and preservation manual for the terminology employed. Sincere thanks to Tom Ikeda, Executive Director, and all

the Densho Project staff for generously sharing their extensive experience and work on terminology.


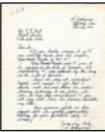
Herzig-Yoshinaga, Aiko. *Words Can Lie or Clarify: Terminology of the World War II Incarceration of Japanese Americans*. 2 February 2010. Retrieved from: <http://www.discovernikkei.org/en/journal/2010/02/02/terminology-incarceration-japanese-americans/>

Daniels, Roger. "Words Do Matter: A Note on Inappropriate Terminology and the Incarceration of the Japanese Americans." In Louis Fiset and Gail Nomura, eds. *Nikei in the Pacific Northwest: Japanese Americans and Japanese Canadians in the Twentieth Century*. Seattle: University of Washington Press, 2005. Retrieved from: http://www.nps.gov/tule/learn/education/upload/rdaniels_euphemisms.pdf

Appendix B

Samples of Digitized Objects and Metadata

The following screen shots provide a sample search on “Tule Lake” in the CSU CONTENTdm system and partial glimpses of a digitized letter and the associated descriptive information.

Thumbnail	Title	Subject	Description	Collection
	[Intake photographs and information for two incarcerated]	World War II--Administration--War Relocation Authority; World War II--Incarceration camps; World War II--Incarceration camps--Incarcee; Geographic communities--California; Geographic communities--Arkansas	Two photographs of incarcerated Toshio Kuratomi and three of incarcerated Mitsuho Kimura, presumably upon intake into the Tule Lake Center; an information card states that Kuratomi was admitted to Tulelake from Jerome, Arkansas on September 30, 1943....	CSU Japanese American Digitization Project
	Letter from S. Yoshiyama, Military Area, to R. [Raymond] R. Best, Project Director, February 22, 1944	World War II--Incarceration camps; World War II--Incarceration camps--Impact of incarceration; World War II--Incarceration camps--Incarcee; Geographic communities--California	Request that Yoshiyama be able to meet with his future spouse and her mother so that he can explain his situation, because he was arrested the day before they were to be engaged. Second page is blank except for Tule Lake Project Administrative...	CSU Japanese American Digitization Project

S. Yoshiyama
Military Area
Feb. 22, 1944

Mr. R. R. Best
Project Director
Tule Lake Center

Dear Sir:
Will you kindly arrange it so I
can meet Mrs. Hiyeda and her daughter,
Miss Hisako Hiyeda of 905-A?
Miss Hisako Hiyeda and I were to
be engaged on the 14th of November, but
unfortunately I was detained by the Army

Appendix C Data Dictionary

The following are the metadata elements used for the CSU Japanese American Digitization Project (elements required, unless otherwise noted):

Thumbnail
Item ID
ARK Identifier
Title/Name
Creator
Date (or, undated if no date)
Description
Language
Facility – if applicable
Location – if applicable
Subjects
Item Type
Physical Description
Type-DCMI (Text or Image)
Format (file format of the digitized item)
Notes – if applicable
Project Name
Contributing Institution
Collection – if applicable
Collection Finding Aid – if applicable
Collection Description – if applicable
Rights

Fields not visible to users – some institutions may not use all of these:

Physical Location – for contributing institution's use to locate materials
Archival File
OCLC Number
Date Created (date created in ContentDM)
Date Modified (date modified in ContentDM)
ContentDM number
ContentDM file name
Image rights
Admin Field 1
Admin Field 2
Item Permissions

Appendix D Metadata Guidelines

The following is a list of the metadata elements used in the CSU Japanese American Digitization Project with instructions to guide catalogers:

Metadata Fields

Title/Name

- When possible, take title from the item
- Capitalize first word and proper nouns only; do not put a period at the end of the title
- Omit initial articles; put the title with the articles in the Note field.
- Enclose supplied titles in brackets (except with the letter and memo formats below)
- *For photographs,*
 - Use caption or other information present on the photo (annotations, etc.) if it succinctly and accurately describes its subject matter
 - If not, supply a title that concisely describes its contents, enclosing it in brackets, as in: [Group portrait with J. Ralph McFarling]
- *For letters and memos,* create a title according to the following standards:
 - For letters:
 - Letter from [first name] [last name], [title if you have], [organization if you have] to [first name] [last name], [title if you have], [organization if you have], [month day, year]
 - Examples:
 - Letter from Joe Smith, Head, Department of Sports, to Mary Jones, Dean, University of Wherever, January 1, 1990
 - Letter from Barbara Garcia to Elizabeth Washington, May 1, 1999
 - Use the first name as given in the letter; if no first name is included, supply it in brackets, based common usage in reference and other sources.
 - If a name appears in various forms – as in W. E. Schmidt, Willard E. Schmidt, Willard Schmidt, Mr. Schmidt, etc. – devise a “standard” for the name, based on reference sources/documentation, and put in brackets.
 - For example, title a letter from W. E. Schmidt as Letter from W. [Willard] E. Schmidt.

- If the name in the salutation contains honorifics (Mrs., Mr., Rev., etc.), include these, but also the person's name in brackets, as in:
 - Letter from Rev. [Wendell L.] Miller to Mr. [Willard E.] Schmidt
 - If the person's job title is very long, include the main title and organization, providing the rest of the information in a note
- For memos, take information from the From:, To: and Subject/Re: fields, as in:
 - Memo from [contents of From: field] to [contents of To: field] re: [contents of Subject/Re: field], [month, day, year]
 - Example: Memo from Joe Smith to Mary Jones re: price increases for sporting equipment, January 23, 1992
- *For periodicals*
 - Provide the title as given (leaving off any initial articles) and include the Volume, Issue, and Year, as in: Rohwer Outpost, Vol. I, No. 2, 1942

Creator

- The person, family, or corporate body primarily responsible for the resource: author of letters, photographer, publisher of newspapers, magazines, periodicals.
- Check Library of Congress Authorities for authorized names of people and corporations/organizations
- If no authorized name, use the format: [Last Name], [First Name] for people and full organization name for organizations/corporations
- Include the role of the person or responsible body, as in:
 - Emi, Frank: author
 - United States. War Relocation Authority: publisher
 - [Authorized Name or Last Name, First Name]: illustrator, editor, etc.
- If a person's name varies throughout the correspondence, choose the full name (not nicknames) as a standard for the creator. Indicate nicknames or variants in the Description
- You may have multiple creators; be sure to separate these with a semicolon.
- If a letter is written by Joe Smith, Executive Secretary, War Relocation Authority, you may choose to include both Smith and the WRA as authors, as in:
 - Smith, Joe: author; United States. War Relocation Authority: author

Date

- Use the format YYYY-MM-DD; if only the month and year are displayed, use YYYY-MM; if only the year, YYYY
- Use the date the material was originally created, not the date of digitization
- If material is has no date, try to provide what information you do have, as long as it's accurate. Use terms such as "before 1947" or "approximately 1942" if that's what you know

- If a part of the date is not provided, but you nevertheless know what it is from a reliable resource, enclose it in brackets, as in: [1961]-07-22
- If you don't know for sure, but can make a reasonable assumption, include a question mark, as in: [1961?]-07-22
- If parts of the date are unknown, use question marks enclosed in brackets, as in 1961-07-[?]

Description

- Provide a brief, general description of the material, enough to establish, along with the rest of the metadata, what the resource is about. Aim for no more than approximately 3 sentences' worth of text.
- You do not need to use complete sentences, but otherwise use correct grammar.
- If the title does not make the type of resource clear, start your description by mentioning the type of resource, as in "Photograph of 32 students and teacher, presumably outside of their school building."
- Use judgment when paraphrasing: Quote directly from the material if paraphrasing might in any way distort the meaning.
- One way to convey the contents of material is to reproduce major section headings, headlines, etc., beginning your description along the lines of "Section headings (or headlines, etc.) include ...". Other sources for description can include tables of contents and abstracts. Enclose headings in quotation marks.
- If the resource includes handwritten annotations, stamps, or anything printed on it, indicate this in the description; use the Note field to transcribe other information that may identify a document, such as numbers in the footer, etc.

Language

- Use Densho's preferred Library of Congress Codes (http://www.loc.gov/marc/languages/language_code.html). Main ones in use in the site are: eng; jpn; spa

Facility

- Enter a facility's name if it is the site in which the resource was created or if the facility is associated with the object's content
- Use Densho controlled vocabulary from pick list; you may enter more than one facility

Location

- Geographic area of the subject (Densho: where photo taken or document created)
- Use Densho format: City, State (spelled out); City, Country (if outside of US)

Subjects

- Use the controlled vocabulary provided by Densho where applicable
- If you need other subject terms, use another controlled vocabulary, preferring LCSH and then AAT

Item Type

- Use Densho controlled vocabulary from pick list where possible
- If other terms needed, use another controlled vocabulary, preferring LCSH and AAT

Physical Description – number of pages, size of item, duration of video or audio, and other descriptors; spell out words such as black and white and color.

- For numbers of pages, spell out “pages,” as in: 2 pages
- For textual documents, along with number of pages, indicate whether handwritten or typescript
- For item size, use inches and centimeters, H x W
- For duration, use the format: 00:05:00 (this would be for a 5-minute video)
- Examples:
 - (for a photograph): black and white, 4 x 6 in. (15 x 10 cm.)
 - (for a video): 01:30:25
 - (for a letter): 2 pages, handwritten

Type-DCMI

- Choose from the DCMI type vocabulary; common terms and examples follow (<http://dublincore.org/documents/2008/01/14/dcmi-type-vocabulary/>):
 - Text - books, letters, dissertations, poems, newspapers, articles, etc. *Note that facsimiles or images of texts are still of the genre Text.*
 - Image - images and photographs of physical objects, paintings, prints, drawings, other images and graphics, animations and moving pictures, film, diagrams, maps, musical notation. *Note that Image may include both electronic and physical representations.*
 - Prefer Image to the narrower term Still Image
 - Moving Image - animations, movies, television programs, videos, or visual output from a simulation
 - Sound - a music playback file format, an audio compact disc, and recorded speech or sounds
- If other terms needed, use another controlled vocabulary, preferring LCSH and AAT

Format – file format of the digitized item, as in:

- application/pdf
- image/jpeg
- image/tiff
- audio/mp3
- video/mp4

Notes

- Use for any information pertinent to the user that doesn't belong in the other fields.

Project Name

- California State University Japanese American Digitization Project

Contributing Institution

- Name of institution including special collections/archives department.

Collection

- If available, provide name of the collection containing the material.

Collection Finding Aid

- If available, include a link to any online finding aids or other resources for the collection.

Collection Description

- Include a brief description of the collection containing the material.

Rights

- Insert the text, For copyright information please refer to the contributing institution.

Other Fields / Fields Not Visible to Users

Thumbnail – automatically generated

Item ID – based on file name from contributing institution

ARK Identifier – Archival Resource Key

Physical Location – for contributing institution’s use to locate materials

Archival File

OCLC Number

Date Created (date created in ContentDM)

Date Modified (date modified in ContentDM)

ContentDM number

ContentDM file name

Image rights

Admin Field 1

Admin Field 2

Item Permissions

Possible other fields to add (not visible to users):

Digitizer

Digitizing institution

Digitization Date

Technical details – scanner used, resolution of image, etc.

Appendix E Controlled Vocabulary

The following is a summary list of the controlled terms used to catalog the archival materials in the CSU Japanese American Digitization Project.

Note: The CSUJADP controlled vocabulary is based on Densho's controlled vocabulary, as found in the attached Appendix E: Controlled Vocabularies, with some exceptions and additions, as provided below. If you find that you need terms that are not in these lists to describe your materials, please note this, and we will add terms to the vocabulary.

Section I: Genre terms

For genre terms, use the Densho/Library of Congress Basic Genre vocabulary in the attachment, supplementing with the following terms (these are local as well as from the Getty Art and Architecture Thesaurus, which is the source of the definitions given for the terms below as well):

Booklets: Small books consisting of a few sheets that are glued, stitched or stapled together between thin card or paper covers.

Charts

Checks (bank checks)

Christmas cards

Financial documents

Government records

Greeting cards

Guidebooks: Handbooks for the guidance of strangers or visitors in a district, town, building, etc., giving a description of the roads, places, or objects of interest to be found there.

Holiday cards

Leases

Ledgers

Lists

Meeting minutes

Memoranda

News reports

Notes

Official documents: Records, in law, having the legally recognized and judicially enforceable quality of establishing some fact.

Oral histories

Press releases

Reports

Resolutions (administrative records): Formal expressions of the opinion formed by some superior authority on matters referred to its decision and forwarded to inferior authorities for their instruction and government.

School yearbooks

Scrapbooks

Watercolors

Section II: Facilities Controlled Vocabulary

Densho has recently decided to use “Concentration Camps” instead of the phrase chosen by CSUJADP in 2014, in consultation with the scholars group (and based in Densho’s vocabulary at the time).

At least for now, CSUJADP will continue to use “Incarceration Camps” for the facilities at the top of Page 4 (Densho attachment). Otherwise, please refer to the Densho attachment for controlled vocabulary for facilities; Densho’s document clearly indicates which facilities are internment camps and which are incarceration/concentration camps.

Section III: Subject Vocabulary

The following list is based on Densho’s Topics Thesaurus from 2014, with some changes and additions.

A few notes about what follows:

- Bold indicates the broad text to use for a particular topic
- Suggestion: because some of the subject strings are very long, and CONTENTdm limits the number of characters that can be used in this field, use only a portion (one or two subdivisions) for the subject, and work the rest in as keywords in your description.
 - For example, instead of using the subject *Community activities—Sports--Fishing*, use *Community activities--Sports*, and mention “fishing” in the description

Activism and involvement

Activism and involvement--Civil liberties
Activism and involvement--Civil rights
Activism and involvement--Politics
Activism and involvement--Politics--Hawaiian statehood
Activism and involvement--Politics--Lobbying
Activism and involvement--Politics--Running for office

Alien land laws

Arts and literature

Arts and literature--Literary arts

Arts and literature--Literary arts--Essays
Arts and literature--Literary arts--Fiction
Arts and literature--Literary arts--Nonfiction

Arts and literature--Literary arts--Plays
Arts and literature--Literary arts--Poetry
Arts and literature--Literary arts--Poetry--Haiku

Arts and literature--Performing arts

Arts and literature--Performing arts--Dance
Arts and literature--Performing arts--Film
Arts and literature--Performing arts--Music
Arts and literature--Performing arts--Tea ceremonies
Arts and literature--Performing arts--Theater

Arts and literature--Visual arts

Arts and literature--Visual arts--Architecture
Arts and literature--Visual arts--Bonsai
Arts and literature--Visual arts--Calligraphy
Arts and literature--Visual arts--Carpentry and Woodworking
Arts and literature--Visual arts--Drawing
Arts and literature--Visual arts--Ikebana
Arts and literature--Visual arts--Needlecrafts
Arts and literature--Visual arts--Painting
Arts and literature--Visual arts--Photography
Arts and literature--Visual arts--Pottery
Arts and literature--Visual arts--Sculpture

Chinese American farmers--California

Chinese--Legal status, laws, etc.--California

Civil Liberties Act of 1988

Community activities

Community activities--Associations and organizations

Community activities--Associations and organizations--Boy Scouts and Girl Scouts
Community activities--Associations and organizations--Economic
Community activities--Associations and organizations--Fujinkai
Community activities--Associations and organizations--Japanese American Citizens League
Community activities--Associations and organizations--Social Service
Community activities--Associations and organizations--Kenjinkai
Community activities--Associations and organizations--Student clubs

Community activities--Conventions and conferences

Community activities--Festivals, celebrations, and holidays

Community activities--Festivals, celebrations, and holidays--Boys' Day
Community activities--Festivals, celebrations, and holidays--Cherry blossom festivals
Community activities--Festivals, celebrations, and holidays--Girls' Day
Community activities--Festivals, celebrations, and holidays--Mochitsuki
Community activities--Festivals, celebrations, and holidays--New Year festival
Community activities--Festivals, celebrations, and holidays--Obon
Community activities--Festivals, celebrations, and holidays--Portland Rose Festival
Community activities--Festivals, celebrations, and holidays--Tanabata

Community activities--Funerals

Community activities--Nihonmachi ("Japantowns")

Community activities--Recreational activities

Community activities--Recreational activities--Go
Community activities--Recreational activities--Mushroom picking
Community activities--Recreational activities--Picnics
Community activities--Recreational activities--Shogi

Community activities--Sports

Community activities--Sports--Akido
Community activities--Sports--Badminton
Community activities--Sports--Baseball
Community activities--Sports--Basketball
Community activities--Sports--Bowling
Community activities--Sports--Boxing
Community activities--Sports--Cycling
Community activities--Sports--Fishing
Community activities--Sports--Football
Community activities--Sports--Golf
Community activities--Sports--Hanetsuki
Community activities--Sports--Judo
Community activities--Sports--Karate
Community activities--Sports--Kendo
Community activities--Sports--Soccer
Community activities--Sports--Softball
Community activities--Sports--Sumo
Community activities--Sports--Swimming
Community activities--Sports--Tennis
Community activities--Sports--Weight lifting
Community activities--Sports--Wrestling

Community activities--Travel

Community activities--Weddings

Education

Education--Church-run schools
Education--Higher education
Education--Japanese language schools
Education--Primary education
Education--Private schools
Education--Public schools
Education--Secondary education

Espionage

Expatriation/repatriation/deportation

Fair Play Committee

Family reunions

Farm tenancy

Geographic communities *[choose from list, or add to it if necessary]*

Geographic communities--Arizona
Geographic communities--Arkansas
Geographic communities--California
Geographic communities--California--Los Angeles
Geographic communities--California--San Francisco
Geographic communities--California--San Jose
Geographic communities--Colorado
Geographic communities--Colorado--Denver
Geographic communities--Hawai'i
Geographic communities--Idaho
Geographic communities--Illinois
Geographic communities--Illinois
Geographic communities--Illinois--Chicago
Geographic communities--Kansas City, Missouri
Geographic communities--Maryland
Geographic communities--Michigan
Geographic communities--Minnesota--Minneapolis
Geographic communities--Nebraska--Lincoln
Geographic communities--New Jersey
Geographic communities--New Jersey--Seabrook
Geographic communities--New Mexico
Geographic communities--New York
Geographic communities--New York--New York
Geographic communities--Oregon
Geographic communities--Oregon--Gresham/Troutdale
Geographic communities--Oregon--Hood River
Geographic communities--Oregon--Lake Labish
Geographic communities--Oregon--Montavilla
Geographic communities--Oregon--Portland
Geographic communities--Pennsylvania
Geographic communities--Utah
Geographic communities--Washington
Geographic communities--Washington--Bainbridge Island
Geographic communities--Washington--Bellevue
Geographic communities--Washington--Seattle
Geographic communities--Washington--Tacoma
Geographic communities--Washington--White River Valley
Geographic communities--Washington, D.C.
Geographic communities--Washington, DC
Geographic communities--Wyoming
Geographic communities--Kansas City, Missouri [correct this!]

Identity and values

- Identity and values--Children
- Identity and values--Family
- Identity and values--Gosei
- Identity and values--Issei
- Identity and values--Japanese American identity
- Identity and values--Kibei
- Identity and values--Men
- Identity and values--Multiracial
- Identity and values--Nisei
- Identity and values--Old people
- Identity and values--Orphans
- Identity and values--Parents
- Identity and values--Sansei
- Identity and values--Women
- Identity and values--Yonsei
- Identity and values--Youth

Immigration and citizenship

- Immigration and citizenship--Anti-immigration sentiment
- Immigration and citizenship--Arrival
- Immigration and citizenship--Law and legislation
- Immigration and citizenship--Law and legislation--Discriminatory Laws
- Immigration and citizenship--Law and legislation--Legal cases
- Immigration and citizenship--Life in Japan and reasons for leaving
- Immigration and citizenship--Naturalization
- Immigration and citizenship--Picture brides
- Immigration and citizenship--The Journey

Incarceration camps--Publications

- Incarceration camps—Publications--Denson Tribune (Jerome)
- Incarceration camps—Publications--Gila New-Courier
- Incarceration camps—Publications--Granada Pioneer
- Incarceration camps—Publications—Heart Mountain Sentinel
- Incarceration camps—Publications—Manzanar Free Press
- Incarceration camps—Publications—Minidoka Irrigator
- Incarceration camps—Publications--Newell Star
- Incarceration camps—Publications--Poston Chronicle
- Incarceration camps—Publications—Rohwer Outpost
- Incarceration camps—Publications—Topaz Times
- Incarceration camps—Publications—Tulean Dispatch

Industries--Security measures

Industry and employment

- Industry and employment--Aerospace industry**
- Industry and employment--Agriculture**
- Industry and employment--Agriculture--Chick sexing
- Industry and employment--Agriculture--Dairy farming
- Industry and employment--Agriculture--Farmers' markets and stands
- Industry and employment--Agriculture--Flower growers
- Industry and employment--Agriculture--Migrant labor
- Industry and employment--Agriculture--Plantations
- Industry and employment--Agriculture--Strawberries

Industry and employment--Arts
Industry and employment--Banking
Industry and employment--Barbering and hairdressing
Industry and employment--Bath houses
Industry and employment--Business
Industry and employment--Carpentry
Industry and employment--Dentistry
Industry and employment--Domestic Service
Industry and employment--Educators
Industry and employment--Firefighting
Industry and employment--Fishing and canneries
Industry and employment--Homemaking
Industry and employment--Hotel Industry
Industry and employment--Importing
Industry and employment--Insurance
Industry and employment--Journalism
Industry and employment--Labor brokering
Industry and employment--Law
Industry and employment--Law enforcement
Industry and employment--Medicine
Industry and employment--Mining
Industry and employment--Organized Labor
Industry and employment--Photography
Industry and employment--Railroad
Industry and employment--Real estate
Industry and employment--Retail
Industry and employment--Small Business
Industry and employment--Small Business--Bakeries
Industry and employment--Small Business--General stores
Industry and employment--Small Business--Grocery stores
Industry and employment--Small Business--Hardware stores
Industry and employment--Small Business--Laundromats
Industry and employment--Small Business--Restaurants
Industry and employment--Timber

Internal Security Act, 1950

Japan [*choose from list, or add to it if necessary*]

Japan--During World War II

Japan--Education

Japan--Government and politics

Japan--Imperialist expansion

Japan--Military

Japan--Okinawa

Japan--Post-World War II

Japan--Pre-World War II

Japan--United States civilians

Japanese American farmers--California

Japanese Americans--Post-World War II

Japanese Americans--World War II

Japanese Canadians

- Japanese Canadians--Incarceration during World War II
- Japanese Canadians--Life in Canada
- Japanese Canadians--Redress and reparations
- Japanese Canadians--Repatriation to Japan
- Japanese Canadians--Return to Latin America after World War II

Japanese Latin Americans

- Japanese Latin Americans--Deportation and internment during World War II

Japanese--Legal status, laws, etc.--California

Journalism and media

Journalism and media--Advertising and marketing

Journalism and media--Community publications

- Journalism and media--Community publications--Kashu Mainichi
- Journalism and media--Community publications--Nich-Bei
- Journalism and media--Community publications--Pacific Citizen
- Journalism and media--Community publications--Rafu Shimpo
- Journalism and media--Community publications--Rocky Shimpo

Journalism and media--Mass media

Journalism and media--Propaganda

Land tenure--Law and legislation--California

Manzanar riot/uprising

Military service

- Military service--Post-World War II service
- Military service--Postwar Occupation of Japan
- Military service--Pre-World War II service
- Military service--Veterans' organizations

Nativism

Poston strike

Race and racism

- Race and racism--"Yellow Peril"
- Race and racism--Cross-Racial Relations
- Race and racism--Discrimination
- Race and racism--Stereotypes
- Race and racism--Violence

Redress and reparations

- Redress and reparations--Commission on Wartime Relocation and Internment of Civilians (CWRIC)
- Redress and reparations--Impact of redress movement

Redress and reparations--Legal petitions/coram nobis cases
Redress and reparations--Mobilizing and organizing the community
Redress and reparations--Receiving redress check and apology

Reflections on the past

Reflections on the past--"September 11, 2001 and Aftermath"
Reflections on the past--Camp pilgrimages
Reflections on the past--Days of remembrance
Reflections on the past--Exhibitions

Registration and "loyalty questionnaire"

Religion and churches

Religion and churches--Buddhism
Religion and churches--Christianity
Religion and churches--Religious organizations
Religion and churches--Shintoism

Renunciation of citizenship

Resistance and dissidence

Resistance and dissidence--Segregation and Tule Lake

Sabotage

Supreme Court cases--Gordon Hirabayashi
Supreme Court cases—Fred Korematsu
Supreme Court cases—Minoru Yasui

Tule Lake strike

United States. War Relocation Authority.

United States. War Relocation Authority. Community Analysis Section

War II--Incarceration camps--Resistance and dissidence

Women farmers--California

World War II

World War II--"Enemy Alien" Classification

World War II--Administration

World War II--Administration--Registration and "loyalty questionnaire"
World War II--Administration--War Relocation Authority
World War II--Administration--Wartime Civil Control Administration

World War II--Atomic Bombings of Hiroshima & Nagasaki

World War II--Citizen isolation centers

World War II--Department of Justice camps

World War II--Economic Losses

World War II--Immigration detention centers

World War II--Incarceration camps

- World War II--Incarceration camps--Arts and literature
- World War II--Incarceration camps--Conflicts, intimidation, and violence
- World War II--Incarceration camps--Education
- World War II--Incarceration camps--Education: RE: Education
- World War II--Incarceration camps--Facilities, services and camp administration
- World War II--Incarceration camps--Food
- World War II--Incarceration camps--Funerals
- World War II--Incarceration camps--Holidays and festivals
- World War II--Incarceration camps--Housing--Barracks
- World War II--Incarceration camps--Impact of incarceration
- World War II--Incarceration camps--Incarcee
- World War II--Incarceration camps--Jerome
- World War II--Incarceration camps--Living Conditions
- World War II--Incarceration camps--Medical care and health issues
- World War II--Incarceration camps--Publications
- World War II--Incarceration camps--Religion
- World War II--Incarceration camps--Resistance and dissidence
- World War II--Incarceration camps--Social and recreational activities
- World War II--Incarceration camps--Social relations
- World War II--Incarceration camps--Sports
- World War II--Incarceration camps--The Journey
- World War II--Incarceration camps--Tule Lake
- World War II--Incarceration camps--Weddings
- World War II--Incarceration camps--Work & Jobs
- World War II--Incarceration camps--Work & Jobs--Police
- World War II--Incarceration Centers--The Journey

World War II--Japanese American Citizen League activities

World War II--Leaving Camp

- World War II--Leaving Camp--"Resettlement"
- World War II--Leaving Camp--Returning Home
- World War II--Leaving Camp--Student leave
- World War II--Leaving Camp--Work leave

World War II--Mass Removal ("Evacuation")

- World War II--Mass Removal ("Evacuation")--"Evacuation Day"
- World War II--Mass Removal ("Evacuation")--Aftermath
- World War II--Mass Removal ("Evacuation")--Exclusion Orders
- World War II--Mass Removal ("Evacuation")--Japanese American community responses
- World War II--Mass Removal ("Evacuation")--Preparation

World War II--Military service

- World War II--Military service--"1399th Engineer Construction Battalion"
- World War II--Military service--100th Infantry Battalion

- World War II--Military service--1800th Engineering Battalion
- World War II--Military service--442nd Regimental Combat Team
- World War II--Military service--522nd Field Artillery Battalion
- World War II--Military service--Medals and awards
- World War II--Military service--Military Intelligence Service
- World War II--Military service--Office of Strategic Services
- World War II--Military service--Recruiting and enlisting
- World War II--Military service--U.S. Counterintelligence Corps
- World War II--Military service--Varsity Victory Volunteers

World War II--Non-Incarcerated Japanese Americans

- World War II--Non-Incarcerated Japanese Americans--"Voluntary Evacuation"

World War II--Pearl Harbor and aftermath

- World War II--Pearl Harbor and aftermath--"War Hysteria"
- World War II--Pearl Harbor and aftermath--Arrests, searches, and seizures
- World War II--Pearl Harbor and aftermath--Decision to incarcerate
- World War II--Pearl Harbor and aftermath--Events Prior to Pearl Harbor
- World War II--Pearl Harbor and aftermath--Martial law in Hawai'i
- World War II--Pearl Harbor and aftermath--Personal Recollections
- World War II--Pearl Harbor and aftermath--Responses of non-Japanese Americans

World War II--Propaganda

- World War II--Propaganda--Media propaganda
- World War II--Propaganda--U.S. Government Propaganda

World War II--Registration and "loyalty questionnaire"

World War II--Resistance and dissidence

- World War II--Resistance and dissidence—Community responses to dissidence
- World War II--Resistance and dissidence—Draft resistance
- World War II--Resistance and dissidence—Segregation and Tule Lake
- World War II--Resistance and dissidence—Segregation and Tule Lake—No no boys

World War II--Support from the non-Japanese American community

World War II--Temporary Assembly Centers

- World War II--Temporary Assembly Centers--Arts and literature
- World War II--Temporary Assembly Centers--Conflicts, intimidation, and violence
- World War II--Temporary Assembly Centers--Education
- World War II--Temporary Assembly Centers--Facilities, services, and camp administration
- World War II--Temporary Assembly Centers--Food
- World War II--Temporary Assembly Centers--Fresno
- World War II--Temporary Assembly Centers--Funerals
- World War II--Temporary Assembly Centers--Holidays and festivals
- World War II--Temporary Assembly Centers--Housing
- World War II--Temporary Assembly Centers--Housing--Barracks
- World War II--Temporary Assembly Centers--Housing--Stockyards
- World War II--Temporary Assembly Centers--Impacts of incarceration
- World War II--Temporary Assembly Centers--Living Conditions
- World War II--Temporary Assembly Centers--Medical care and health issues
- World War II--Temporary Assembly Centers--Political rights
- World War II--Temporary Assembly Centers--Publications

World War II--Temporary Assembly Centers--Religion and churches
World War II--Temporary Assembly Centers--Social and recreational activities
World War II--Temporary Assembly Centers--Sports
World War II--Temporary Assembly Centers--The Journey
World War II--Temporary Assembly Centers--Voting rights

World War II--U.S. Army internment camps

¹ For more information about the National Endowment for the Humanities' Humanities Collections and Reference Resources grants, see: <http://www.neh.gov/grants/preservation/humanities-collections-and-reference-resources>

² For a list of all the CSU partners and participants working on the CSU Japanese American Digital Project, see: <http://www.csujad.com/partners.html> and <http://www.csujad.com/participants.html>

³ For more information about the National Park Service's Japanese American Confinement Site grants, see: <http://www.nps.gov/jacs/>

⁴ "Go For Broke" was the motto of the 442nd Infantry Regiment, a highly decorated Japanese American military unit in World War II. The expression is probably best equated with "Go for it" in today's common parlance. There is a Go For Broke National Education Center, see: <http://www.goforbroke.org/>. They are also digitizing Japanese American materials for public access. Summer Espinoza, who cataloged Japanese American materials for CSU Dominguez Hills, is now working on making the Go For Broke organization's oral histories more accessible using the Oral History Metadata Synchronizer. For more information on this open source Web-based system, see: <http://www.oralhistoryonline.org/>. Espinoza will be presenting about this work in a sessions entitled "Managing the Many Makers of Media: Timely Tools and Tactics" at the ARLIS+VRA 3rd Joint Conference in Seattle on March 11th.

⁵ For more information about the incarceration of Japanese Americans during World War II, see the following: Donald Teruo Hata and Nadine Ishitani Hata, *Japanese Americans and World War II: Mass Removal, Imprisonment and Redress* (Wheeling, Illinois: Harlan Davidson, Inc., 2011) and Michi Weglyn, *Years of Infamy—The Untold Story of America's Concentration Camps* (New York: Morrow Quill, 1976).

⁶ For more information about the Society of American Archivists, see: <http://www2.archivists.org/>. The Society of California Archivists website can be found at: <http://www.calarchivists.org/>

⁷ For more information about the Online Archive of California, see: <http://www.oac.cdlib.org/about/>

⁸ The quotes from the scholars involved in the CSUJAD project used throughout this article were taken from the letters of support that were written for both the NEH and NPS grants.

⁹ For more information about the services and projects of the California Digital Library, see: <http://www.cdlib.org/about/>. The CSU archivists have been primarily working with Adrian Turner, Data Services Manager.

¹⁰ For more information about Calisphere, see: <http://calisphere.cdlib.org/>

¹¹ For more information about the Japanese American Relocation Digital Archives, see: <http://www.calisphere.universityofcalifornia.edu/jarda/>

¹² For more information about the Digital Public Library of America, see: <http://dp.la/info/>

¹³ For more information about Densho, see: <http://www.densho.org/>. Geoff Froh, Deputy Director, will be presenting information about this organization's work in a sessions entitled "Managing the Many Makers of Media: Timely Tools and Tactics" at the ARLIS+VRA 3rd Joint Conference in Seattle on March 11th.

¹⁴ For more information about Manzanar and Tule Lake, see: <http://www.nps.gov/manz/index.htm> and <http://www.nps.gov/tule/index.htm>. The CSUJAD website has links more resources and information about all of the War Relocation Authority camps at: <http://www.csujad.com/links.html>

¹⁵ Some or all of the authors of this article presented information about the CSUJAD at CaVraCon, at the Society of American Archivists in Cleveland, and at a Society of California Archivists mini-conference during the summer of 2015. The CaVraCon presentation can be found at: <https://sites.google.com/site/cavracon2015/presentations>

¹⁶ The following are a few of the many news items about both the NEH and NPS grants provided to the CSU archives: Amy Bentley-Smith, "University to Lead NEH-Funded Archives Project to Digitize Japanese American Internment Documents," *Dateline Dominguez*, April 24, 2014, <http://www.csudhnews.com/2014/04/neh-archives-grant/> and Nereida Mereno, "CSU System Will Digitize Experiences of Japanese-American World War II Internees," *Daily Breeze*, 6/23/2015, <http://www.dailybreeze.com/events/20150623/csu-system-will-digitize-experiences-of-japanese-american-world-war-ii-internees>

¹⁷ Fehmida Bholat, "Symposium Paves Way for First-Of-Its-Kind Japanese American Incarceration Archive Project," *Dateline Dominguez*, June 23, 2014, <http://www.csudhnews.com/2014/06/japanese-american-incarceration-archives/>

¹⁸ Greg Williams and Maureen Burns will be presenting on the CSUJAD project, specifically discussing the terminology and associated issues, in a session entitled "Connecting the Past to the Present: Promoting Cultural Understanding through Collections and Exhibitions" at the ARLIS+VRA 3rd Joint Conference in Seattle on March 9th.

¹⁹ See the table above for links to more information about the Dublin Core metadata schema. The Audio Engineering Society standards information can be found here: <http://www.aes.org/standards/about/>

²⁰ See the table above for links to more information about CONTENTdm. For information about WorldCat Sync, see: <https://www.oclc.org/support/services/contentdm/help/server-admin-help/worldcat-sync.en.html> For the Open Archives Initiative, see: <https://www.openarchives.org/>

²¹ The CSU archivists are discussing whether to put the full scanning specifications and other similar information up on the CSUJAD website. To obtain the full document, please contact Maureen Burns at moaburns@gmail.com for a digital copy.

²² Lane Ryo Hirabayashi, "Everyday Sources about Life in the Camps: The Value of the Vernacular," Essay written for CSU Japanese American Digitization Project, April 2015, http://www.csujad.com/images/HolisticRepresentations_Hirabayashi.pdf

²³ For more information about the Metadata Encoding and Transmission Standard, see the Library of Congress website at: <http://www.loc.gov/standards/mets/>

²⁴ For more information about the Densho Digital Respository collections, see <http://ddr.densho.org/collections/>

²⁵ For more information about Scalar, see: <http://scalar.usc.edu/>. For information about Omeka, see: <http://omeka.org/>

²⁶ The visual resources curators at CSU have been involved in a number of collaborative projects, past and present, including: the Delta Project, WorldArt, CIELO, WorldImages <http://worldimages.sjsu.edu/> & the Visual Collective <http://visualcollective.calstate.edu/>. For extended information, contact Sheryl Frisch, sfrisch@calpoly.edu