

September 18, 1942, nearly one year after the attack on Pearl Harbor, the first of nearly 17,000 Japanese Americans began arriving from the west coast by train rail to internment camps in Rohwer and Jerome, Arkansas.

**TO LEASE**

**MADISON  
AND  
BURKE**

**80 POST**

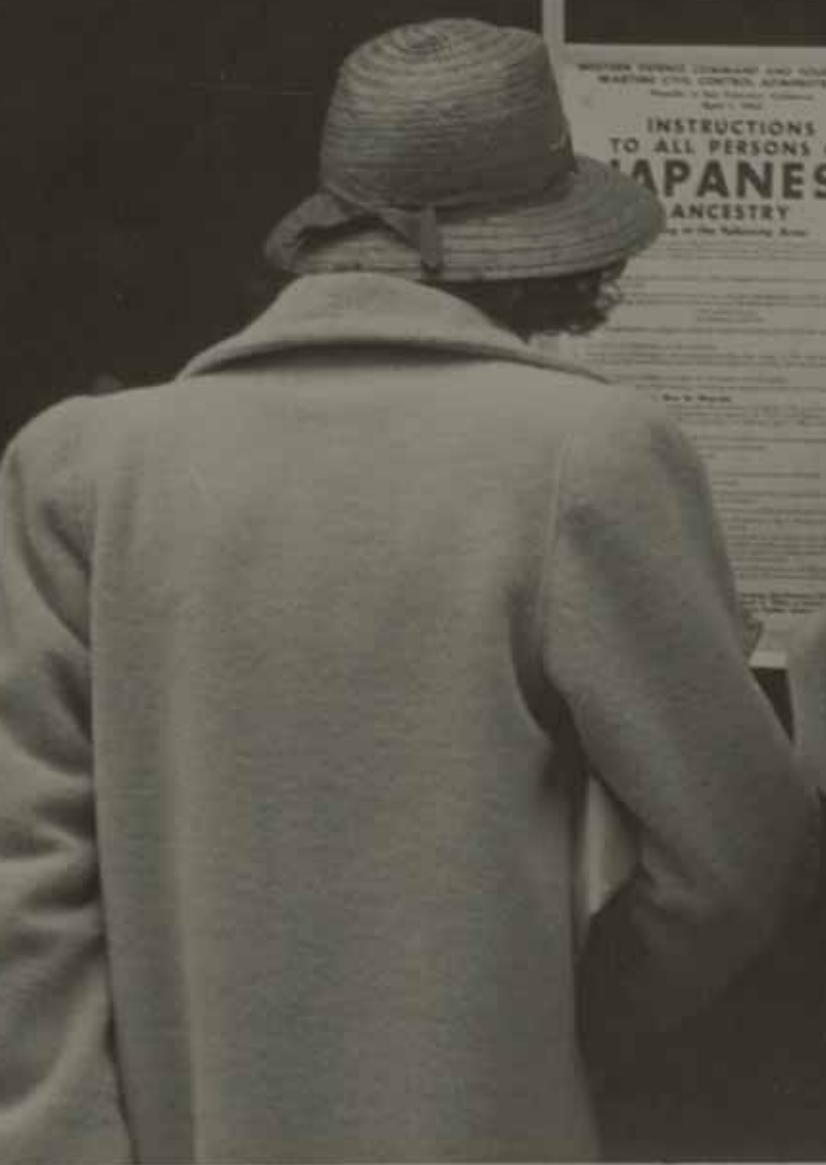
WESTERN FRONTIER COMMAND AND TROOP ARMY  
WARING CIVIL CONTROL ADMINISTRATION  
Headquarters, San Francisco, California  
April 1, 1942

**INSTRUCTIONS  
TO ALL PERSONS OF  
JAPANESE  
ANCESTRY**

Living in the Following Area:

1. All persons of Japanese ancestry living in the following area shall be required to register with the War Relocation Authority (WRA) within the time specified in this order. Failure to register as required may result in the suspension of the privilege of residing in the area.

**NO**





“War is between countries, not between people.”

~ English teacher in California to a young Tsukasa Matsueda as he boarded the train to Arkansas.

A MESSAGE FROM THE PRESIDENT



In May 2000, one of the Winthrop Rockefeller Foundation board members and I visited the Japanese American National Museum in Los Angeles. A brochure and some note cards had caught my attention and hinted at what I might find there.

Our purpose was to seek out yet another untold story of social justice in Arkansas. Little did I know that we had taken the first steps of a pilgrimage – a meaningful journey for me, for the Winthrop Rockefeller Foundation, and for a generation of people whose lives took an unexpected and harrowing detour through Arkansas.

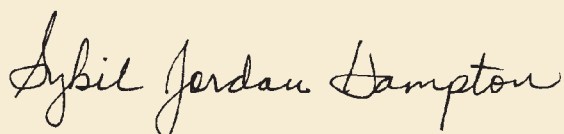
*Life Interrupted: The Japanese American Experience in World War II Arkansas* was launched in June of that year. The Public History program at the University of Arkansas at Little Rock, as lead grantee, and the Japanese American National Museum collaborated on the project. Everyone involved revisited pivotal places and times in our state's history.

It is a challenge to adequately express the full range of emotions I felt as I came to understand the Japanese American experience in World War II Arkansas. For me, there was an intensely personal connection with what I felt in August 1959, when I entered Little Rock's Central High School two years after its news-making desegregation and experienced firsthand the disruption of life as I had known it. That sense of shared experience affirms for me that the *Life Interrupted* project is significant on a much broader scale than just the study of a World War II event. It is a current, relevant, real-life exercise in the complexities of racial and social justice – not just for Japanese Americans in the 1940s, but for all of us, now and in the future.

The far-reaching relevance of *Life Interrupted* made it a groundbreaking project for the Winthrop Rockefeller Foundation, whose three main program areas are economic development; education; and economic, racial, and social justice. This project wove all three areas together and reconnected Arkansans as well as Japanese Americans who lived in Rohwer and Jerome during World War II.

Just as important, the project connected Arkansas schoolchildren and young Japanese Americans to a historic event. I believe that *Life Interrupted* will continue to enrich the lives of Arkansans for many years to come. Because the Foundation funded this project, there are classroom materials, a television documentary, and numerous lasting friendships. The momentum is still felt in efforts to restore and improve the historical sites. The educational component alone – newly created curricula for grades 4 through 12 – is restoring a crucial chapter of our state's history that was all but forgotten in our schools.

*Life Interrupted* is but one of the worthwhile projects the Foundation funded last year. Many endeavors of deserving Arkansans found in the 2004 Grants Lists section of this report earned not only our financial support, but also our respect and admiration. It gives me great pleasure to present to you the 2004 Annual Report of the Winthrop Rockefeller Foundation. My hope is that it deepens your appreciation for our state and its people.



SYBIL JORDAN HAMPTON, Ed.D.

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# Understanding

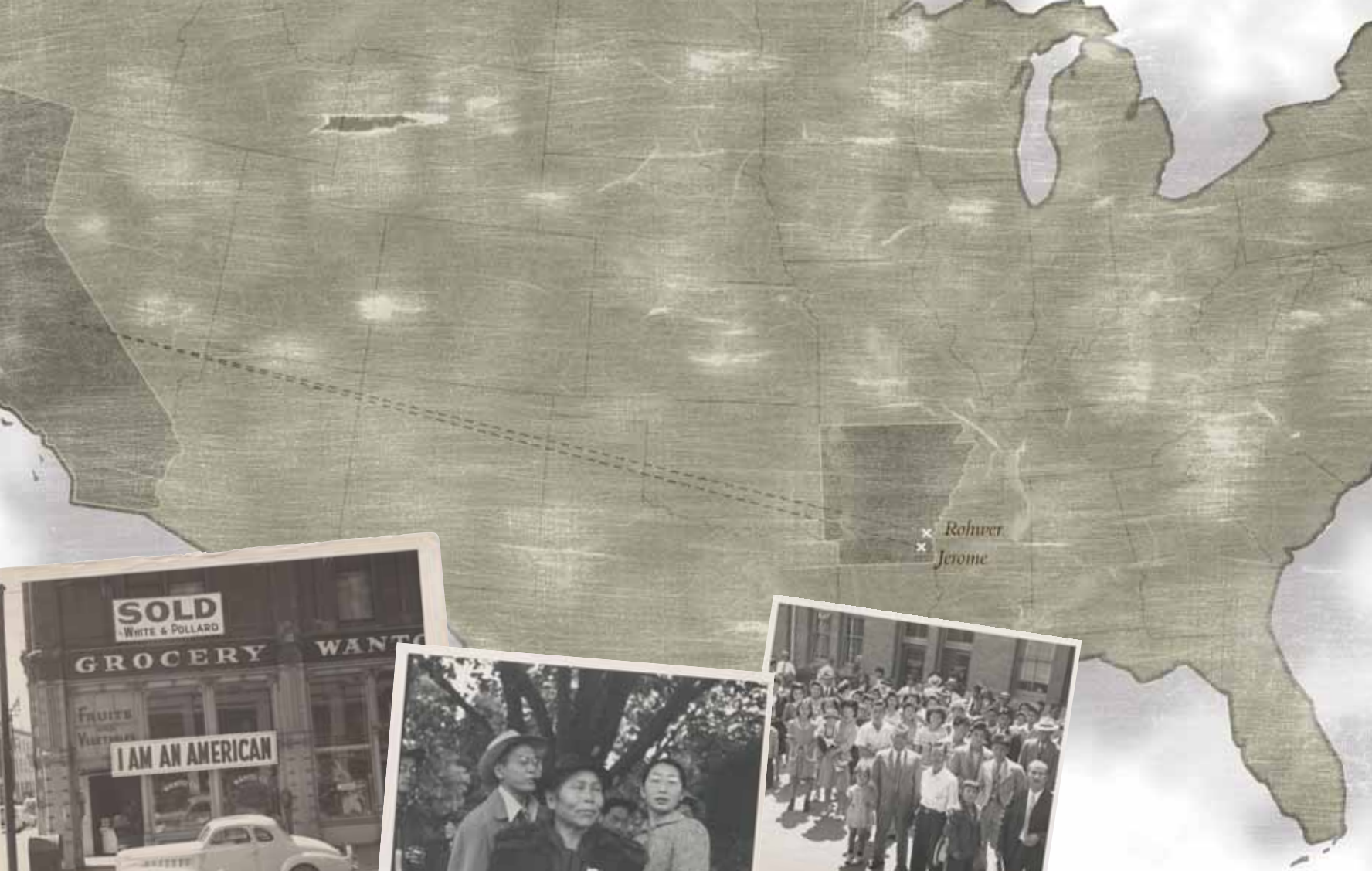
As radios crackled with the impossible news from Pearl Harbor, emotions blazed.

Within hours, an infectious mix of shock, fear, anger, uncertainty, and vengeance blended into national outrage.

From the very moment the U.S. Congress declared war on Japan, a panic-driven hysteria began to take hold. Along the west coast, residents prepared for an invasion, and many feared that their Japanese American neighbors would betray the United States in loyalty to the Japanese emperor. Every person of Japanese ancestry fell under suspicion. It didn't matter that they were citizens of the United States, or that many were

active military personnel, successful business owners, or well-known community leaders. They wore the face of the enemy.

In little more than a week, the U.S. Treasury seized all Japanese banks and businesses. Japanese language schools were closed, shortwave radios and cameras were confiscated, and more than 2,000 Japanese immigrants in Hawai'i and on the mainland were arrested and imprisoned by the U.S. government. Within hours of the bombing of Pearl Harbor, these "Issei" – immigrants born in Japan and eligible for citizenship by law – were singled out because of their positions of



# the past...

leadership in the community, not on the basis of criminal charges.

On recommendation of the secretary of war, President Franklin D. Roosevelt signed Executive Order 9066 on Feb. 19, 1942. That fateful document authorized the establishment of military areas that would exclude “any or all persons” deemed to be a risk. Plans were made to evacuate all Japanese Americans from the new “exclusion zone” along the west coast and part of Arizona.

## Only What They Could Carry

In March 1942, a new federal agency called the War Relocation Authority (WRA) was established, and 16 “assembly centers” were set up in fairgrounds and racetracks to detain approximately 92,000 men, women, and children until permanent incarceration camps could be constructed. Under federal order, Japanese Americans were given only a few days to secure, sell off, or dispose of all their possessions and report to the assembly centers under federal order. Each person was allowed to take only what he or she

could carry in one suitcase. Except for the few homes and businesses that were left in the care of non-Japanese friends, the evacuees lost everything. Photos and family records were burned; homes and businesses were looted.

After months in the makeshift assembly centers, the evacuees were sent on buses and trains to ten hastily constructed “Relocation Centers” located in seven states outside the “militarized exclusion zone.” Eventually, more than 120,000 Japanese Americans would be evacuated and incarcerated. Two of the ten internment camps were located in the small southeast Arkansas towns of Rohwer and Jerome.

## 16,972 Temporary Arkansans

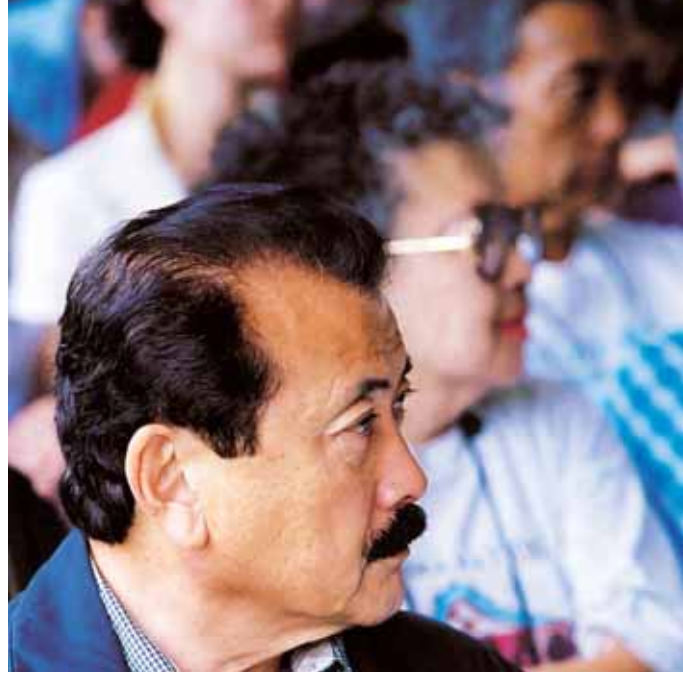
The WRA relocation centers at Jerome and Rohwer housed nearly 17,000 Japanese American inmates between Sept. 18, 1942, and Nov. 30, 1945. Inside the barbed wire and guard towers, the camps were self-contained, self-sufficient communities, complete with schools, hospitals, post offices, farmland, community dining halls,

and commissaries, but the housing was army-style barracks with minimal comforts and almost no privacy.

Within these prison communities, despite loss and uncertainty, families did their best to carry on. Life in the camps included the basic enterprises of daily living – school, jobs, commerce, courtship, gardening, sports, hobbies, art, and cultural traditions. There were organized activities for the children and even a representative form of camp government to ensure effective communications between and among inmates and authorities.







# ...to enlighten

Over time, some internees would be allowed to take jobs outside the camps or were given government jobs, recruited for military service, or transferred to other detention facilities. When the war ended, the remaining internees were allowed to return to the west coast or settle elsewhere. Soon, the camps were disassembled and the federal government ended the WRA program.

Though the injustices of wrongful imprisonment were many, camp life was not completely devoid of dignity and humanity. Today, former internees tell of experiences and relationships they shared with the Arkansans they knew during internment. And just as wartime brought out the worst in some people, history will show that many Arkansans performed noble and compassionate deeds to make the lives of their temporary neighbors a little more bearable.

## Time of Reunion and Remembrance

The World War II internment of Japanese Americans is one of those events in our history

that many would rather forget. Not surprisingly, these events are sparsely recorded in our history texts and rarely taught in our classrooms. At the national level, there have been acknowledgements, apologies, and reparations to former internees and their families. Here in Arkansas, however, a large portion of the population has been unaware that the camps ever existed. But that is changing. At last, some very special people have labored to document and convey this important part of our state's history.

*Life Interrupted: The Japanese American Experience in WWII Arkansas* began as a modest idea in 2000 and culminated in September 2004 with a stirring reunion and conference in Little Rock. The five-day experience attracted a national audience of 1,400 people to participate in exhibits, presentations, and a pilgrimage to the sites at Rohwer and Jerome.

The Winthrop Rockefeller Foundation provided a series of grants totaling more than \$3.9 million over a four-year period to fund *Life Interrupted*. The Public History program at

the University of Arkansas at Little Rock, as lead grantee, and the Japanese American National Museum collaborated.

The *Life Interrupted* project, however, is much more than an event that has come and gone. Thousands of work-hours by students, teachers, historians, artists, writers, war veterans, former internees, family members, and benefactors have contributed to the project's broad reach and relevance. The educational component alone is expected to have a lasting impact on public education in Arkansas, and the public awareness generated by these activities is helping to accelerate restoration and improvement efforts at the historical sites in Rohwer and Jerome.

Perhaps the most compelling purpose of *Life Interrupted* was to bring honor, dignity, and recognition to the people whose lives were forever changed by unwarranted incarceration. To the Japanese Americans who spent the war years in Arkansas, this project is a tribute and a well-deserved remembrance. ✧





# our future.

September 23 and 24, 2004. Crowds gathered to view the eight exhibits in four locations in Little Rock, Arkansas. Above is the exhibit for "Lasting Beauty: Miss Jamison and the Student Muralists" presented September 23 through October 15, 2004, at the University of Arkansas at Little Rock, Fine Arts Building, Gallery I.





EDUCATION CONTINUED:

# Restoring lost history



*Life Interrupted* organizers agree that the project’s educational component holds the greatest purpose and potential for touching the lives of Arkansans.

In Spring 2003, nine Arkansas teachers were selected to become “master teachers” to craft the educational components of *Life Interrupted*. Students, teachers, and project scholars worked hand-in-hand to research, field test, and edit the curriculum. Dr. Kristin Dutcher Mann of the University of Arkansas at Little Rock history department coordinated and compiled their efforts. The result is a curriculum integrating history, geography, civics, literature, and visual arts for students in grades 4 through 12.

The website [LifeInterrupted.org](http://LifeInterrupted.org) – an award-winning collaboration between UALR and Cranford, Johnson, Robinson, Woods of Little Rock – contains links or contact information for all of the educational materials created during the project. The units are themed and organized to serve the ascending learning levels of the students: “Journey Home” curriculum for grades 4–6, “Geography” and “Arkansas History” for grades 7–8, and “Rights and Responsibilities” for grades 9–12. In addition to the curriculum kits, an acclaimed children’s book, *Under One Flag: A Year at Rohwer*, was distributed to every library in the state.

In 2005, workshops continue across the state to introduce teachers to the Japanese American experience in World War II Arkansas. At the time of this writing, more than 30 workshops have been held, hosting more than a thousand teachers from Arkansas, and other states as well.

*Life Interrupted* organizers agree that the project’s educational component holds the greatest purpose and potential for touching the lives of Arkansans. The website contains this statement:

“The primary objective of *Life Interrupted* is to educate – to tell people of all ages about the injustices committed during World War II and how these acts changed the lives of all Americans. But the ultimate goal is to serve as a constant reminder to never allow the same mistakes to happen again.”

One of the highlights of the Camp Connections conference was the chance to see Arkansas students present what they have learned. Their projects included a documentary, a quilt, “history day” projects, and artwork. A community mural, which explores the incarceration experience from a child’s viewpoint, created by students from Parkview High School, is currently on display at the Japanese American National Museum in Los Angeles.

In a unique way, educators provide perhaps the most intimate link to the Japanese Americans incarcerated in Arkansas. Many of the positive memories recalled by former internees at last year’s reunion involve relationships with their teachers. (See article on page 20.) One former internee, Gladys Inouye of Stockton, California, recalls compassion shown on the first day of school. She had to walk to the other side of camp for class, and a biting cold wind whipped her legs. Her new teacher, Mrs. Baxter, greeted her at the door.

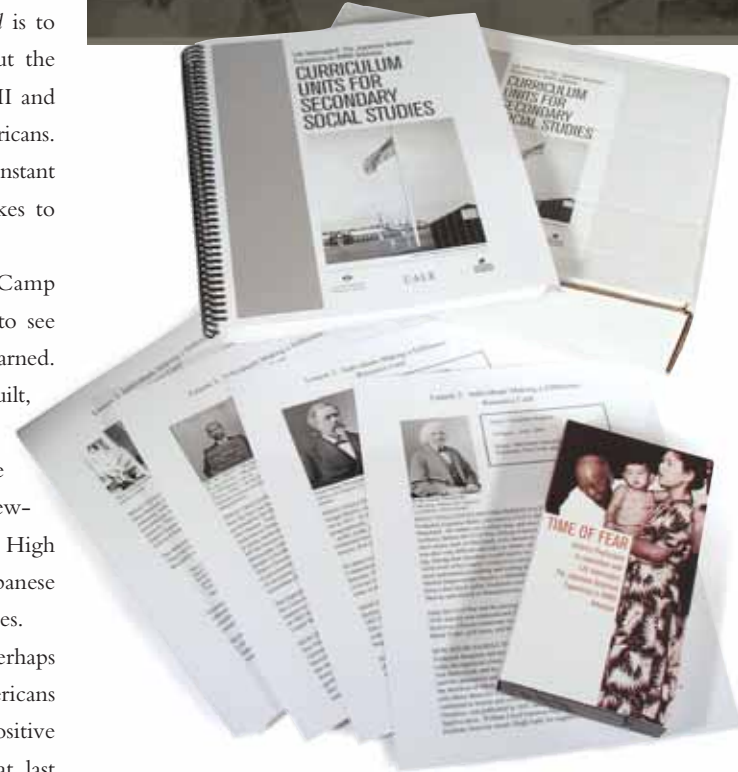
“She hugged me and said, ‘You’re so cold.’ And I said, ‘Yes, especially my knees.’ And she crouched down and rubbed my knees to warm them. It felt so great just having someone show me attention.” ✧



Opposite, two Little Rock students attend the breakout sessions during the Camp Connections conference.

This photo, students in a second-grade class in the Rohwer, Arkansas, internment camp.

Above and below, educational materials included in curriculum units developed as a from workshops for Arkansas teachers. Each includes organized curriculum materials and audio/visual tools.







# Archetypal American: U.S. Senator Daniel K. Inouye

## U.S. Senator Daniel K. Inouye

### MILESTONES

- 1924 Born in Honolulu, September 7
- 1943 Enlisted in 442nd regiment
- 1945 Heroism in battle saves his platoon; costs him his right arm
- 1947 Honorable discharge; held rank of Captain
- 1948 Married Margaret Awamura
- 1952 Graduated law school at George Washington University
- 1954 Elected to first public office
- 1962 Elected to U.S. Senate
- 2000 Awarded Congressional Medal of Honor

### FAMILY

- Parents ~ Hyotaro and Kame Inouye
- Wife ~ Margaret Shinobu Awamura Inouye
- Son ~ Daniel Ken Inouye, Jr., 41

Dan Inouye was an all-American teenager growing up in Hawai'i when the bombs rained down on Pearl Harbor. As Japanese planes flew over his family's home, he understood instantly that the American dream was slipping through his fingers. Today, Senator Daniel K. Inouye (D-Hawai'i) is a senior statesman and a Congressional Medal of Honor recipient. He has represented his home state in the U.S. Senate since 1963 and is an outspoken advocate of "our men and women in uniform." His empty right sleeve reminds us of the price he and so many others paid in serving their country.

Inouye was one of the Japanese American men who eagerly volunteered to serve with the legendary 442nd Regimental Combat Team (see sidebar on p. 25). They were trained at Camp Shelby, Mississippi, near Hattiesburg.

At a time when angry Americans were so hostile toward "Japs," the concerns of Inouye and his fellow volunteers were quickly put to rest by the warmth and hospitality of area residents. "When we got to Mississippi, the coffee and donuts were being served to us

“I spent much time with the young people of Arkansas last fall, and I must say that I was deeply impressed and greatly moved.... I want to thank the educational system that results in something like this.”

by white women, something that never happened in Hawai'i," he said. "We were pleasantly surprised when Mississippi families opened their farms and homes to us on weekends."

So the men were understandably shocked when they learned – long after their arrival in the mainland – about the internment camps just across the state line in Arkansas. That realization became the turning point for a once-troubled combat unit.

"The relationship between the mainland Japanese Americans and the Hawai'ians just didn't click," the senator said. "Although we were all Japanese, we came from different backgrounds and cultures."

Internal friction and fights among the men persisted. There was talk of disbanding the 442nd before it ever saw combat.

"Everything was tried to unify the men – social hours and such," Senator Inouye explained. "Nothing worked until someone had the bright idea to take the Hawai'i people to the [internment] camps.

"About ten of us in my company were invited to Rohwer, Arkansas. I had no idea," he said, laughing. "I thought it was a little town with a Japanese community, and I was looking forward to having some rice or something like that!"

He was not prepared for what he saw.

"At first we thought it was just a military camp, and then we looked in and saw people who looked like us. Suddenly it became a reality.

"Driving over from Camp Shelby, the truck was filled with anticipation – joy and singing and talking – just chattering away," said the senator.

"But on the way home, no one talked or sang. It was just quiet. I think most of the men must have been thinking to themselves, 'Would I have volunteered?' For me, that put those mainland fellows very high on my list. It took extraordinary courage for them to volunteer [from the camps]."

From that time forward, the 442nd was a brotherhood. Their common goal was to be the best Americans they could be – soldiers who would bring pride and honor not just to Japanese Americans, but to everyone back home.

Last fall, Senator Inouye participated in *Life Interrupted* and the Camp Connections conference. He heaped praise on the Arkansans he has met – both in wartime and in recent months.

"I spent much time with the young people of Arkansas last fall, and I must say that I was deeply impressed and greatly moved...," he said. "I want to thank the educational system that results in something like this."

His impression of Arkansas educators was much the same in wartime: "The teachers who volunteered to take those jobs in the camps... were very compassionate men and women who didn't have to go to the camps," he said. "They could have had many other jobs... It did not go unnoticed. They were all, almost without exception, very understanding, sensitive, dedicated, compassionate people." ✧



THE ART OF LIFE:

# A window to the soul





Left, a grandmother and granddaughter view the “Lasting Beauty: Miss Jamison and the Student Muralists” exhibit at the UALR Fine Arts Building.

Top, two viewers at the “Henry Sugimoto: Painting an American Experience” exhibit.

This photo, a man poses in the Rohwer, Arkansas, internment camp.

Below, E.A.S.T. Lab students from Little Rock schools interview conference attendee for a class documentary.



What was life really like in the internment camps of World War II Arkansas? How did those people feel? Did incarceration affect their minds? ...their health? ...their faith? There are books on the subject. There are journals, photos, letters, newspapers, and oral histories that document the facts and events of life in the camps. But there may be no better lens through which to view history – to empathize and truly understand – than through the artistic expression of those who lived it.

When attendees gathered at the Camp Connections conference last fall, they had the

opportunity to view nine major exhibits at four Little Rock venues. The collections included a wide range of works such as photography, paintings, crafts, personal mementos, and student art from the past and present. Collectively, the exhibits provided a fitting backdrop for the sessions and vividly conveyed the daily realities of living in a city encircled by barbed wire.

The Japanese American National Museum in Los Angeles and the University of Arkansas at Little Rock organized the exhibits. The UALR exhibit entitled “Against Their Will: The Japanese American Experience in World War II Arkansas,”

displayed in the Statehouse Convention Center, went on to win a Best Exhibit award from the Arkansas Museum Association. Also exhibited at the convention center was a companion exhibit organized by the National Museum called “America’s Concentration Camps: Remembering the Japanese American Experience,” which addressed the internment of Japanese Americans from a national perspective.

At the UALR Fine Arts Building, the exhibit “Lasting Beauty: Miss Jamison and the Student Muralists” transported visitors back to the high school art classes taught by Mabel Rose Jamison



This page and opposite top, a crowd of viewers at the *Against Their Will: The Japanese American Experience in World War II Arkansas* exhibit at the Statehouse Convention Center atrium in Little Rock, Ark.

Opposite middle, E.A.S.T. Lab students from a Little Rock school interview conference attendee for a class documentary.

Opposite bottom, Henry Sugimoto "Self-portrait" 1931. Oil on canvas. Gift of Madeleine Sugimoto and Naomi Tagawa, Japanese American National Museum (92.97.106)



Vogel – “Miss Jamison” – in the camp at Rohwer. On display were three large restored paintings – tempera poster paint on bedsheets, actually – created by Mrs. Vogel’s art students. The finished murals, executed on beaver board for the Rohwer community building, are gone, but Mrs. Vogel saved the eight preliminary works, which are now part of the permanent collections at the Japanese American National Museum.

The Jamison exhibit revealed that the art teacher’s contribution to her students’ lives went beyond art instruction. Her personal journals chronicle how she encouraged and counseled

the students and taught them how to view and process their experiences through their art.

“A good painting is a thing of lasting beauty,” she wrote in 1944. “Long after the poster paint has peeled off the beaver boards, these murals, painted by these eight high school students, will be remembered. For the story and history of the evacuation are not likely to be forgotten too soon.”

Almost exactly 60 years after the Rohwer students’ mural project, another group of high school students, inspired by the lessons learned from the story of Miss Jamison – this time from Parkview High School in Little Rock – conducted

a “community mural” project in tribute to the Japanese Americans interned in Arkansas. To create the mural, students reproduced National Archives photos of the camps in large scale on canvas. The images were drawn in bold lines and left unpainted, like a giant page from a coloring book. The work-in-progress was then displayed at the UALR Fine Arts Building during the *Life Interrupted* events, and visitors to the gallery were invited to fill in the colors using a rainbow variety of exterior house paint. Full-color images were provided as a guide for whomever wanted to contribute to the effort. Participants ranged from





## Henry Sugimoto

(1900–1990)

toddlers to octogenarians formerly interned at Rohwer or Jerome.

Also exhibited at the UALR gallery was “Arts & Crafts from the Camps: The Arkansas Camp Experience,” featuring handmade personal items and art created by men and women at Rohwer and Jerome.

At Cox Creative Arts Center, part of the Central Arkansas Library System, an exhibit entitled “Henry Sugimoto: Painting an American Experience” contained 44 works by Sugimoto, who was interned at Jerome and then Rowher. (See story below.) Sugimoto was a promising painter when the evacuation occurred, and the internment experience became the subject of his work for the rest of his career.

### Honored for Their Military Service

Four exhibits were hosted at the MacArthur Museum of Arkansas Military History to honor the military contributions of Japanese Americans and other minority groups during World War II. An exhibition opening and reception were followed by a keynote address by Senator Daniel K. Inouye (D-Hawai’i), who served in the 442nd

Regimental Combat Team. These were the *Life Interrupted* military exhibits on display at the museum:

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 “Undaunted Courage, Proven Loyalty: Japanese American Soldiers in WWII,” organized by UALR

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 “Beyond the Call of Duty: Honoring the 24 Japanese American Medal of Honor Recipients,” curated by the Japanese American National Museum

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 “Witness: Our Brothers’ Keepers,” co-curated by the Japanese American National Museum and the National Museum of American Jewish Military History to bring attention to the discrimination experienced by minority soldiers while serving America

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 “Arkansas’ Nisei Heroes: An Interactive Journey Through the Lives of Japanese American WWII Veterans,” an interactive kiosk organized by the Go For Broke Educational Foundation, an organization aptly named for the 442nd Regiment’s slogan and battle cry ✧

**A**t age 19, Henry Sugimoto arrived in America to pursue his dream of becoming an artist. He found art training in the San Francisco Bay area and participated in exhibits in this country and abroad. In just a few years, he had achieved more than he ever might have expected as a young boy in Wakayama City, Japan.

Sugimoto was 42 when he suddenly found himself and his family among the 8,500 Japanese Americans incarcerated at the Jerome Relocation Center in southeast Arkansas. His view of life was forever altered. The idyllic landscapes and French-inspired scenes of Sugimoto’s early career gave way to a darker, more intimate and powerful focus, as life in the internment camp became the dominant subject of his work. After the war, Sugimoto’s career never returned to its earlier prominence, but his passion was not diminished. He continued to sketch, paint, write, and exhibit

works that revealed the Japanese American experience until his death in 1990.

It was not until the 1980s, when the United States began to re-examine the World War II incarceration of Japanese Americans, that Sugimoto’s work began to attract widespread national attention. Sugimoto’s poignant paintings provide a visual narrative for a bleak chapter in our history.

In 2001, the Japanese American National Museum in Los Angeles hosted a six-month exhibition and related events, sponsored in part by the Winthrop Rockefeller Foundation, to honor and remember Sugimoto. Some of his paintings have been added to the permanent collections at the Smithsonian’s National Museum of American History.

Last fall, the paintings of Henry Sugimoto provided a powerful backdrop and context for the *Life Interrupted* Camp Connections conference in Little Rock. ✧





# Keeping Watch: George Takei



## George Takei

### BORN

George Hosato Takei, April 20, 1939,  
in Los Angeles, Calif.

### FAMILY

Single, never married  
Parents ~ Takekuma Takei and  
Fumiko Emily Takei (both deceased)  
Siblings ~ Henry Takei and  
Nancy Reiko Takei  
Niece ~ Akemi Takei, TV sportscaster

### WWII INTERNMENT

Rohwer, Arkansas, 18 months,  
starting Sept. 1942

### OCCUPATION

Actor

### BEST KNOWN AS

*Star Trek's* Lt. Hikaru Sulu, helmsman  
of the *Starship U.S.S. Enterprise*

Actor and activist George Takei knows a thing or two about life's surprising turns.

He enrolled in college to study architecture, but ended up in theater. He earned fame in the performing arts, but found his passion in political activism. Most notably, he made the leap from earthbound stage actor to intergalactic adventurer, going “where no [one] has gone before.”

But the sharpest detour in Takei's life was the one that transplanted him from a happy childhood in southern California to life as a child inmate in the marshy bottomland of the Arkansas Delta.

He was four when the bombs fell on Pearl Harbor. Within weeks, his family was transported to an “assembly center” at the Santa Anita racetrack in Los Angeles. They lived in horse stables while the camps were under construction, and then spent the next 18 months imprisoned at Rohwer, Arkansas.

“I was really impressed and deeply moved by the *Life Interrupted* events, on so many levels. But I was particularly taken by the young people who created exhibits and demonstrated what they learned.... It is my hope that *Life Interrupted* will serve as a model for what we can do in other states where internment camps existed.”

Internment was unarguably hardest for the adults. Takei's camp memories are mostly boyish adventures, such as exploring wooded marshland and seeing snow for the very first time – “it was magical!” And still today, he is inclined to notice the springtime weather forecasts for Arkansas because he so vividly recalls the tremendous lightning and thunderstorms he witnessed there as a child.

As a public figure, Takei is an outspoken and eloquent advocate for social justice, and an ardent practitioner of what he terms “true American democracy,” so he places a very high value on efforts like the *Life Interrupted* project.

“You know, we get enough about the glorious chapters of American history at school,” he said. “But it's even more important, it seems to me, that we know about the times when the ideals of our democracy wavered. And by understanding those things, we make our democracy that much stronger.”

Today, Takei is Chairman Emeritus of the Japanese American National Museum's Board of Trustees, an active supporter of Senator Daniel Inouye of Hawai'i, an adviser to the California Civil Liberties Public Education Program, and a chronicler of internment camp experiences. He

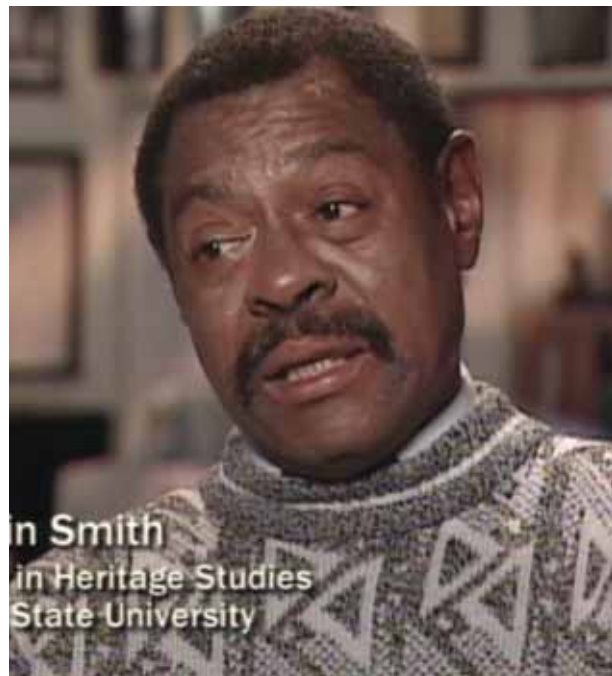
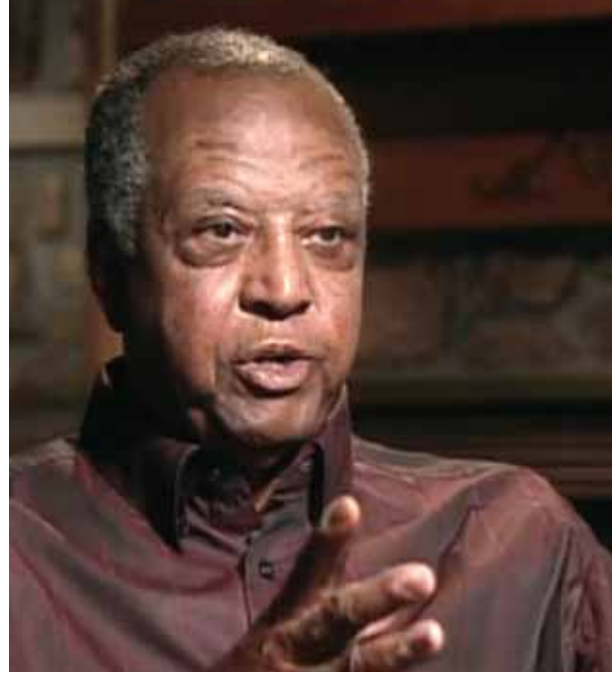
maintains ties with a few people he knew from the internment experience, and he was pleased to establish new friendships during his involvement with *Life Interrupted*. He was a part of *Life Interrupted* from its early planning stages, and he returned to Arkansas last fall as a participant and keynote speaker for the Camp Connections conference in Little Rock.

“I was really impressed and deeply moved by the *Life Interrupted* events, on so many levels,” he said. “But I was particularly taken by the young people who created exhibits and demonstrated what they learned... It is my hope that *Life Interrupted* will serve as a model for what we can do in other states where internment camps existed.”

Like many others, Takei has observed a heightened interest in the Japanese American internment experience since the attacks of Sept. 11, 2001.

“I can relate to how Arab Americans must feel now,” he said. “It is in times of duress like this when we need to be most conscious of what we stand for as a nation. We mustn't become un-American in order to preserve America.” ✧





DOCUMENTING HISTORY:  
**Filling the historical gaps**



## Former internees listened intently to the comments and observations of scholars and guest speakers.

To do justice to a subject as broad and deep as the World War II internment of Japanese Americans, there are dozens of bases to cover. To demonstrate all the components of the *Life Interrupted* project in one forum, organizers planned a five-day conference appropriately named “Camp Connections: A Conversation About Civil Rights and Social Justice in Arkansas.” Nearly 1,400 people attended.

The conference was held September 22–26, 2004, in Little Rock. Exhibits, guest speakers, and breakout sessions provided the perfect opportunity for intense study of a chapter in our history that has been hushed for decades. Notable names like U.S. Senator Daniel K. Inouye of Hawai‘i, former U.S. Secretary of Transportation Rodney E. Slater, actor George Takei, and Arkansas Lieutenant Governor Win Rockefeller were on hand to address audiences and participate in discussions. Downtown Little Rock’s Peabody Hotel was the nucleus of the conference, with events and exhibits also hosted at UALR, the Statehouse Convention Center, Cox Creative Arts Center, and the MacArthur Museum of Arkansas Military History. The conference concluded with a bus trip to the former sites of the two Arkansas internment camps.

One highlight of the conference was the premiere screening of the documentary film, *Time of Fear*, written and produced for the *Life*

*Interrupted* project with major funding from the Winthrop Rockefeller Foundation. For anyone who was not present at the conference and exhibits, this film offers a sampling of the remembrance and personal observations that were shared.

*Time of Fear* was produced by award-winning documentary filmmakers Sue Williams and Kathryn Dietz of Ambrica Productions in New York. Both were on hand for the premiere. It tells the story of the Japanese Americans who were evacuated from the west coast and sent to one of the poorest and most racially segregated areas in America. It also explores the reactions of native Arkansans who watched as their tiny towns were overwhelmed by an influx of outsiders. The film includes rare home movies of the camps and interviews with Japanese Americans and Arkansans who were in and around the camps during the war.

Two weeks after the conference, the Arkansas Educational Television Network aired the documentary and followed it with a live call-in program hosted by Steve Barnes and featuring Dr. Johanna Miller Lewis and Dr. Charles Bolton, both of UALR; and Richard Yada, who was born in the Rohwer internment camp and now lives in Little Rock. In May 2005, the national Public Broadcasting Service included *Time of Fear* in its programming for Asian Pacific American Heritage Month. ✧



Opposite left, attendee viewing the keynote speakers and *Time of Fear* documentary displayed on Sept. 24, 2004.

Opposite right column, three images of interviewees giving personal accounts for the *Time of Fear* documentary.

This page top, Japanese American National Museum President and CEO Irene Y. Hirano addresses the audience.

This photo, woman at Rohwer, Arkansas, internment camp.

This page bottom, Hawai‘i Senator Daniel Inouye gives his keynote address to audience.







# Friend for Life: Florriedeen Wakenight Lyle



## Florriedeen “Florrie” Wakenight Lyle

- 1913 Born in Searcy, Arkansas
- 1944 Married Tom Lyle, also employed at Jerome
- 1946 Daughter Linnie born
- 1956 Tom dies suddenly; Florrie returns to teaching
- 2001 Contacted by UALR history department for *Life Interrupted*
- 2005 Honored by the Japanese American National Museum

## FAMILY

Husband ~ Tom Lyle (deceased)  
Daughter ~ Linnie Lyle, first-grade teacher in Little Rock

## CURRENTLY

Retired in Benton, Arkansas, and sharing a home with daughter, Linnie

A few months after the attack on Pearl Harbor, Florrie Wakenight’s fiancé pitched an intriguing opportunity that would locate them in the same town and pay them both a fine salary. She never anticipated the profound experience that awaited her. Miss Wakenight, as she was known to her students, worked as a third-grade teacher at the Jerome Relocation Center. Her memories of the camp and its detainees are a mix of the tender and the bittersweet.

In 1942, Florrie was 28 and teaching third grade in Searcy. Tom Lyle was working in Little Rock for the Farm Security Administration, but there was a better assignment awaiting him at Jerome.

When Superintendent A.G. Thompson of Lake Village was appointed to establish a special school system for the internment camps, Florrie was one of his first hires. She

“In all my years of teaching, I’ve never had more dedicated parents.”

reported to work at the Pyramid Building in Little Rock in August, where she was instrumental in selecting teachers and curriculum. In October, when the camp was ready for occupants, they relocated to Jerome.

When evacuees arrived from California, and later from Hawai‘i, Florrie was there to help with registration as families stepped off the trains. One memory that saddens her is of Hawai‘ian children wearing shorts and sandals arriving in an Arkansas winter. “The Red Cross quickly provided coats and shoes,” she said.

But most of her memories are reassuringly positive: “In all my years of teaching,” she recalled, “I’ve never had more dedicated parents. They wanted [the children] to have a good education. They were really dedicated.”

She also recalls delicious vegetables that were grown in the camp, as well as beautiful fresh flowers. “Nearly every morning someone would bring them – just anything that was in bloom. They always brought me flowers.”

Florrie married Tom during the year and a half they spent in Jerome; then the newlyweds reported to the Gila River Relocation Center near Phoenix, Ariz. They returned to Arkansas in 1945.

In 1956, Tom died suddenly. Mrs. Lyle recalls an outpouring of sympathy from Japanese American families she had known at Jerome. “They must have seen the obituary,” she said. Seemingly out of nowhere, she received cards and letters, and even money. And that was not the last kindness she would experience.

In 2004, Mrs. Lyle attended the *Life Interrupted* events in Little Rock and participated in one of the panel discussions. During the conference, she was joyfully reunited with former student Esther (Kirita) Noguchi, and the two have established a warm friendship.

In February 5, 2005, Mrs. Lyle was recognized by the Japanese American National Museum in Los Angeles, at its annual gala banquet, for her service to the families imprisoned at Jerome.

During her visit, Mrs. Lyle received a very special “gift” when Esther saw an opportunity to honor her former teacher. Through a mutual friend, Esther had heard this story about Mrs. Lyle: Before they were married, Tom Lyle promised his sweetheart that someday she could “dip her toe in the Pacific Ocean.” Tom died before he and Florrie could visit the west coast.

More than 60 years later, on that February day in 2005, when Esther Noguchi and Florrie Lyle waded together in the Pacific, a promise was fulfilled, and their long journey brought them to a wonderful destination. ✧





CAMP CONNECTIONS:

# A bridge from the past



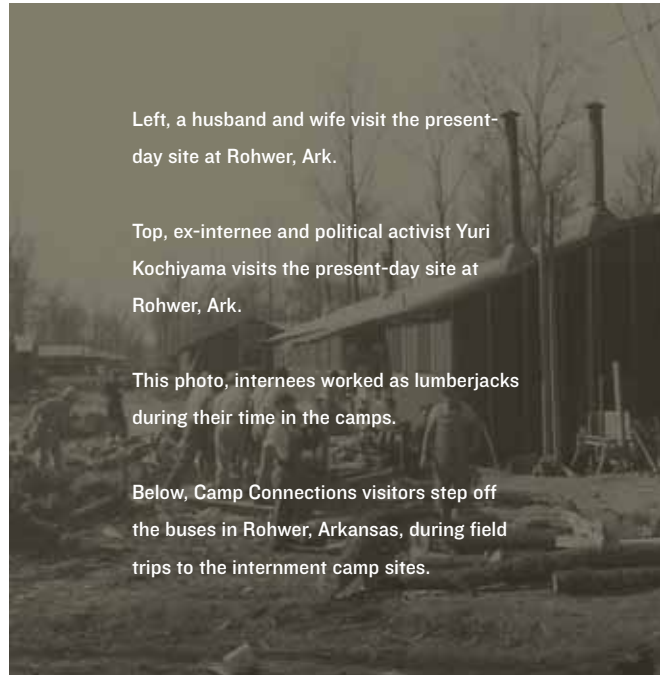


Left, a husband and wife visit the present-day site at Rohwer, Ark.

Top, ex-internee and political activist Yuri Kochiyama visits the present-day site at Rohwer, Ark.

This photo, internees worked as lumberjacks during their time in the camps.

Below, Camp Connections visitors step off the buses in Rohwer, Arkansas, during field trips to the internment camp sites.



Some spoke in whispers. Some pointed across the landscape and spoke to their children. Some stood in tears and silence. But all seemed to experience the same awe and reverence as they stood on the sites where many of them had been imprisoned in wartime internment camps 62 years before.

As part of the Camp Connections conference in September 2004, more than a thousand guests made a pilgrimage to the former internment camp sites in the southeast Arkansas communities of Rohwer and Jerome. It proved to be the

biggest attraction on the conference schedule, and certainly the most affecting.

“I was caught off guard,” said one woman. Another compared it to time travel.

One former internee, Esther Noguchi of Hilo, Hawai‘i, and her former third-grade teacher, Florriedeen Wakenight Lyle of Benton, Arkansas, were reunited at the conference and traveled together to visit Rohwer and Jerome. They walked arm-in-arm toward the monument at Jerome and then stood there holding hands, reading the inscription together, each glad for the other’s company.

## Two Places in History

Rohwer and Jerome are approximately 30 miles apart in an area 120 miles southeast of Little Rock. The round trip by bus is about five hours, but that didn’t seem to discourage anyone.

When the *Life Interrupted* team members were planning the conference, they scheduled one visit to the sites. As registrations began to pour in, organizers had to quickly plan another trip to accommodate the overwhelming number who were signing up for the tour.





IN MEMORY OF OUR SONS  
WHO SACRIFICED THEIR  
LIVES IN THE SERVICE  
OF THEIR COUNTRY. THEY  
FOUGHT FOR FREEDOM.  
THEY DIED THAT THE  
WORLD MIGHT HAVE  
PEACE



Left, an original monument still existing on the camp site in Rohwer, Arkansas.

Top, a camp visitor places flowers on a gravestone in Rohwer, Ark.

This photo, a young girl waits at a train depot before boarding to come to Arkansas.

Below, a member of the Chicago-Nisei Post No. 1183 American Legion.

Opposite page, members of the 442nd Regimental Battalion on parade.





Actor George Takei, who was interned as a child at Rohwer and then at Tule Lake, California, has participated in numerous events and tours related to Japanese American history. But never had he returned to the Rohwer site until he became involved with the *Life Interrupted* project in its early stages. That's how he came to visit the place of his childhood internment about a year before the other conference participants.

That first return to Rohwer, in the company of just a few others, was an especially emotional experience, Takei said. As he traveled toward southeast Arkansas, he felt a certain pull, "an atavistic sense," he called it, to return to a place and time in his past. And then last fall he went back again to Rohwer and Jerome with the tour groups.

"The impact of [the site tour] was so personal and so profound, particularly because I did spend my boyhood there," Takei said. "I've gone on pilgrimages to Tule Lake, as well. But of all the pilgrimages I've been on, the most profoundly moving was to Rohwer with *Life Interrupted*."

Richard Yada of Little Rock, whose father maintained the Rohwer cemetery after the war (see article on page 28), said there have been

other reunion groups who toured the sites in the past, but certainly nothing as large and elaborate as the Camp Connections tours.

Those who had not been back to Arkansas since the war agreed that both the Jerome and the Rohwer sites are almost completely unrecognizable today. All of the camp structures are gone, except for one lone smokestack at Jerome and the cemetery monuments at Rohwer. The once marshy areas are now dry land, and the woodlands have been cleared for farming. Nevertheless, former internees were deeply affected by their return to that place and time.

### Where Do We Go From Here?

Three years of intense study and preparation led up to the exchange of ideas and findings that were presented to the public last fall. Feedback from the Camp Connections conference has been overwhelmingly positive, and the newly published history curriculum is making its way into schools across Arkansas and surrounding states. By any measure, the *Life Interrupted* project was a tremendous success. And it hasn't ended.

Among Japanese American former internees,

"Of all the pilgrimages I've been on, the most profoundly moving was to Rohwer with *Life Interrupted*."

~ GEORGE TAKEI



## The 100th Battalion and the 442nd Regimental Combat Team

One of the most striking ironies in U.S. military history was the profoundly successful 442nd Regimental Combat Team. While more than 120,000 Japanese Americans were held as prisoners of their own government, the most highly decorated combat unit of the U.S. military was made up of Japanese American soldiers.

Thousands of men of Japanese ancestry served as U.S. infantrymen between Feb. 1943 and the war's end in 1945. The "Nisei" – the generation born in America to Japanese immigrant parents – astounded the U.S. military with their legendary effectiveness in combat, unsurpassed patriotism, unquestionable loyalty, and a fierce determination to earn the respect of a nation.

Not surprisingly, the decision to form Nisei combat units didn't come easy to the U.S. Army. Lieutenant General John DeWitt, commanding the Western Defense Command, warned a congressional committee: "A Jap's a Jap... There is no way to determine their loyalty." So the Army began with men they already knew. Over half of the Hawai'i National Guard were Japanese Americans and could be activated for combat. When 1,500 Nisei reported to Camp McCoy, Wisconsin, in summer 1942, the 100th Infantry Battalion was formed. As the harsh Great Lakes winter set in, the 100th was allowed to continue its training at Camp Shelby, Mississippi.

The 100th Battalion was sent to North Africa in June 1943 and then to Italy. By September, their outstanding bravery and discipline were widely

known. It was then that the decision was made to accept Nisei volunteers, and the 442nd Regimental Combat Team was created.

Author Geoffrey Perret recounts the phenomenal response. "When volunteers were called for in 1943, more than 10,000 men applied. Only one in five was accepted. It was like trying to get into an Ivy League college."

The 442nd fought almost continuously for two years in Italy and France. Their slogan, "Go for Broke," said it all. The 442nd, along with the 100th Battalion, became the war's most decorated unit, with more than 18,000 individual decorations and seven Distinguished Unit Citations, some as recently as June 2000, when files were re-examined to ensure that no awards had been withheld because of prejudice.

One source claims that the 442nd recorded the lowest AWOL rate in the war, but Senator Daniel Inouye of Hawai'i recalls it differently:

"Actually, we had thousands of AWOLs," he said. "But most of them were AWOL from the hospital trying to get back to the front line!

"Yes, like me," he confessed. "I didn't want to stay in the hospital. I wanted to be with the men. So I hitchhiked... I couldn't travel during the day, or they would arrest me. Took me about a week, but I caught up with them." \*





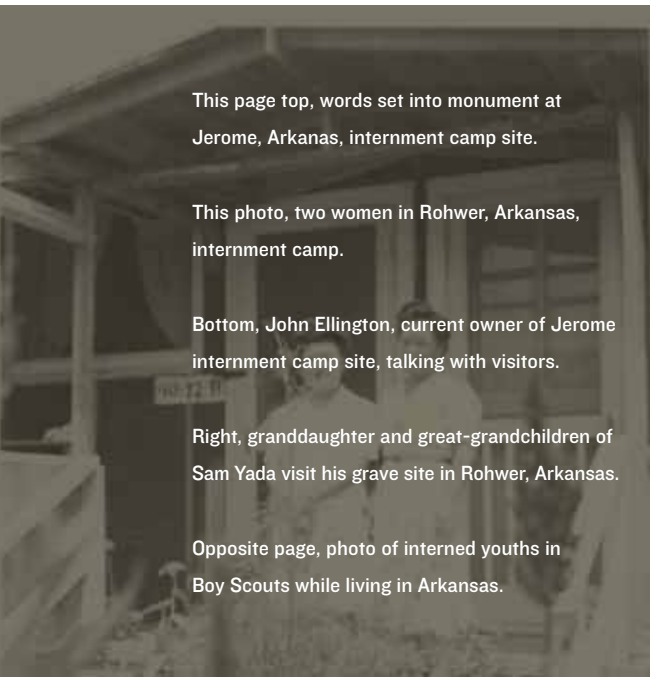
This page top, words set into monument at Jerome, Arkansas, internment camp site.

This photo, two women in Rohwer, Arkansas, internment camp.

Bottom, John Ellington, current owner of Jerome internment camp site, talking with visitors.

Right, granddaughter and great-grandchildren of Sam Yada visit his grave site in Rohwer, Arkansas.

Opposite page, photo of interned youths in Boy Scouts while living in Arkansas.





“May this monument serve to remind us of all these incidents and inspire us to be more vigilant and more alert in the safeguarding of the rights of all Americans...”

~ from the inscription on the Jerome Relocation Center monument

World War II veterans, and history scholars, the message is the same: “Tell the story to whomever will listen so that this sort of thing will never happen again.”

Events of recent years have made their message even more urgent. Because of the injustices done to Japanese Americans during World War II, Sen. Daniel Inouye is keeping a close watch on the nation’s treatment of Arab Americans since Sept. 11, 2001.

“When 9/11 happened, I traveled to Dearborn, Michigan, the largest concentration of Arab Americans in this country, to tell them that I know how it is and to say, ‘I want you to know that we’re standing by you,’ because they were there long before World War I. They’re good Americans.”

Even as Senator Inouye is standing guard on behalf of Arab Americans, he is at the same time very proud of the nation’s response to Japanese Americans in recent years. In 1988, Congress approved \$1.25 billion in reparation to surviving internees. Each received \$20,000. Letters of apology also were issued to them under the administrations of Presidents Reagan, Bush, and Clinton. In Sen. Inouye’s opinion, it’s an admirable gesture.

“I can’t think of a single country or civilization that on its own initiative will voluntarily come forth and just spew out all the negative features of their history,” he said. “No country

wants to do that, including ours... . And I think, of all the countries, the United States has been more forthright than any other. This country took the risk of admitting an error and apologized for it. What other country has done that? That takes a lot of guts – moral guts.”

Winthrop Rockefeller Foundation President Dr. Sybil Hampton is excited about the momentum and potential created by *Life Interrupted*.

“This project not only looks back at where we’ve been; it looks forward, as well,” said Dr. Hampton. “That is found in the school curriculum that was developed.

“The educational component of *Life Interrupted* is the centerpiece of the project,” she said. “What’s the gift that keeps on giving? It’s our gift to the teaching of Arkansas history – the curriculum guides and all those materials – for time immemorial... . The educational component is the way that we can touch and teach young people and open their eyes and minds to the complexities of democracy and justice.

“We want young people to be able to reflect on what it means to be in a democracy and what our expectations should be. That is, as in the case of the Japanese Americans in World War II, what kinds of rights and dignity we can expect.

“And I really think that this struggle for balance and fairness is something that always will exist in a democracy,” she added. “We want to help get it right.” ✧



## Boy Scouts of America, Indeed

For most Japanese American evacuees, internment marked an abrupt end to things like camaraderie, personal achievement, and a sense of belonging. But among them were several hundred boys who brought along something of immeasurable value – something that could not be confiscated or left behind or stolen. It was their proud membership in the Boy Scouts of America.

Not long after the camps at Rohwer and Jerome opened, both had fully functioning, legitimate BSA Troops, complete with their own Japanese American Scoutmasters from home. As it would happen, evacuee groups sent to the camps were organized by geographic areas, so several west coast Scout troops were transplanted to some camps nearly intact. The national BSA organization could have disassociated from the Japanese American internees, but they didn’t, and plenty of merit badges were earned during internment.

Teruo Ego, now an electrical technician for the U.S. Postal Service in Fresno, California, was about 12 when his family arrived at Jerome. His older brother had been very active in Scouting in California, and he helped organize the troop at Jerome. Under the leadership of Scoutmaster George Mochizuki, about two dozen boys enjoyed all of the usual activities and challenges of any all-American Boy Scout. Ego says he can’t imagine how else a youngster might have passed the time in an internment camp.

Fumio Satow was a 12-year-old Boy Scout when his family arrived at Rohwer. He had discovered Scouting in the assembly center at the Santa Anita racetrack and became part of the Los Angeles-area Troop 93 at Rohwer. Another troop at Rohwer originated in Stockton, and Satow has fond memories of the two groups convening for a “camporee” weekend in tents on an open field. Later, the troops from Rohwer would meet up with the Jerome troop and a local troop from Arkansas City for a full-fledged week-long Scout camp near the Mississippi River. ✧





Guardians of a Legacy:

# The Yada Family



**Sam Yutaka Yada (1905–1991)**

Interned at Rohwer, Sept. 1942 to Nov. 1945  
Farmed in Scott, Arkansas  
Built a flower and plant nursery business  
in Sherwood, Arkansas  
Retired about 1980

**Haruye Masada Yada**

Wife of the late Sam Yada  
Retired in Sherwood, Arkansas  
Mother of two sons, younger born at Rohwer

**Robert Yoshiaki Yada**

Age 5 when interned at Rohwer  
Retired civil engineer in Ft. Smith, Arkansas  
Wife ~ Sarah

**Richard Hiroyuki Yada**

Born at Rohwer Relocation Center, Aug. 18, 1943  
Certified Financial Planner in Little Rock  
Wife ~ Barbara

At the end of World War II, the internment camps in Arkansas were dismantled nearly as quickly as they had been built. There remains little visible evidence at either the Jerome or Rohwer sites. Consequently, the wide open, flat farmland of the Arkansas Delta provides a stark backdrop for the 24 grave stones, three monuments, and three concrete markers rising up from the Rohwer Relocation Center Memorial Cemetery.

The cemetery at Rohwer is said to be one of only three still in existence at U.S. internment camp sites. And perhaps the Rohwer graves would be forgotten, too, except for the commitment of one family that stayed behind.

The Sam Yada family is “quite legendary,” said actor George Takei. “They were the only Japanese American family that stayed in Arkansas... Everyone knew that ‘Old-Man Yada’ was the volunteer keeper of the cemetery, and he spent his life there. His family is quite well known,” Takei insisted.

# “May the people of Arkansas keep in beauty and reverence forever this ground where our bodies sleep.”

~ Inscription on weathered concrete obelisk at Rohwer Cemetery, hand-cast and erected by evacuees in October 1944

Released from Rohwer Relocation Center when the war ended, Sam Yada and his family worked as sharecroppers in the small Arkansas community of Scott, just southeast of Little Rock. Later, the family moved to Sherwood, where they established a successful nursery business. Their quality flower and bedding plants attracted high demand from landscape architects and home gardeners alike, and the Yadas were able to send their two sons to the University of Arkansas.

Richard Yada, the younger of Sam and Haruye's boys, was born during internment at Rohwer and now is a successful financial advisor in Little

Rock. He said there were actually seven Japanese American families who remained in Arkansas after the war, so maintaining the cemetery started out as a group effort. But in a few years, all but the Yada family had left Arkansas, Richard said. His father assumed sole responsibility for the cemetery and was dedicated to that duty for the rest of his life, making the long drive from Little Rock to Desha County to mow the grass and make repairs to the crumbling monuments.

The concrete monuments and markers built in 1944 by Rohwer internees have taken a beating from the elements, Richard said. They required so much repair that his father always worried about the long-term preservation of the cemetery. Eventually, Sam spearheaded an effort to erect something more permanent – a granite marker 16 feet tall, which was installed in 1982.

Sam Yada died in 1991, but his caretaker duties were already in good hands. The Yada family heaps praise on Mrs. Rosalie Santine Gould of McGehee for being a faithful ally in protecting and preserving the cemetery. Gould grew up within a few miles of the Rohwer site but didn't even know the camp had existed until she returned to the area after college in the 1960s. Gould served as mayor of McGehee, just a few miles southwest of Rohwer, from 1982 to 1995, during which time she took an active interest in the cemetery. She continues in the caretaker role with help from Desha County Judge Mark McElroy.

Richard Yada pointed out that long-term institutional custodianship of the Rohwer Cemetery is facing one last roadblock. The property it occupies is still owned by the War Relocation Authority, a former federal agency that hasn't existed in decades, so the bureaucracy is going to be complicated. However, the increased public awareness and momentum generated by *Life Interrupted* could be instrumental in expediting a solution. ✧







September 26, 2004, the conference in Little Rock concludes, and the *Life Interrupted* participants make their way home. But the real results have only begun. There is a new appreciation and knowledge to be shared; there is honor and resolve, not just for the former internees and their families, but also for generations of Arkansans who will see and hear and understand.

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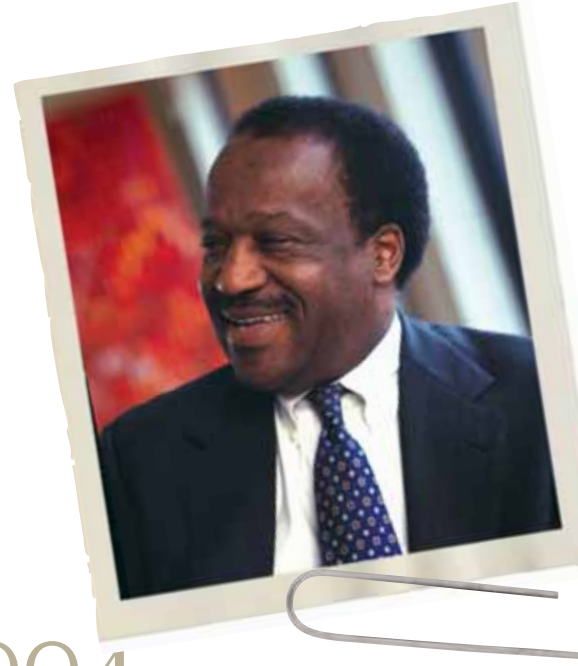
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A MESSAGE FROM THE CHAIRMAN



In presenting the 2004 Annual Report of the Winthrop Rockefeller Foundation, I think it's very appropriate and fitting to spotlight the *Life Interrupted* project as our theme.

Of course, that's not to suggest that our other grantees are less deserving of praise and attention, but, in my experience, it is a rare occurrence that any single endeavor so completely encompasses the Foundation's mission and purpose.

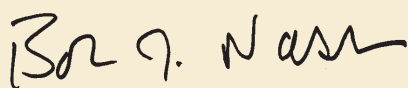
Over a four-year span, we provided grants totaling \$3.9 million toward the various components of *Life Interrupted*. Speaking as a businessman and as chairman of the Foundation's board of directors, I'll admit that such an ambitious proposal looked like a considerable risk. But from my personal viewpoint, it was no less than a moral imperative that we approve the project. Anyone who knows me can attest to my passion for social and racial justice.

It's easy to see how the imprisonment of Japanese Americans was very similar to the treatment of other people in our nation's history, such as slaves on plantations or Native Americans on reservations. So examining the World War II internment camps helps to broaden our view of racial struggles. Too often, especially in the South, we think of racial conflict only in terms of black and white. *Life Interrupted* teaches us that, unless we're vigilant about freedom and justice for everyone, then anything can happen, even here in the greatest country in the world.

People have asked about the remarkable timing of the *Life Interrupted* project. Since September 11, 2001, our nation's social and political climate has taken on a familiar sort of tension. There are obvious parallels between the Japanese American experience of World War II and the fears of Arab Americans today. So people are amazed to learn that our work was under way more than a year before the attacks on New York and Washington. To me, this says a lot about the professional staff and the committed board of directors at the Winthrop Rockefeller Foundation. They are attuned to the issues that face us, and I am very proud of the work they do.

Perhaps the most powerful outcome of *Life Interrupted* is that it not only honors people who suffered injustices in the past, but it also informs the present and enlightens future generations. Last fall at the Camp Connections conference in Little Rock, I was impressed and proud to see how schoolchildren really grasped the significance of what they were presenting. There are many young Arkansans who will say, "I can't believe that ever happened." So in funding *Life Interrupted* and all of its educational components, we're applying the basic principle of knowing one's history so as not to repeat it. Those children now can say, "We'll make sure that never happens again."

It is my pleasure to serve the Winthrop Rockefeller Foundation. I truly believe that the Foundation's resources are wisely distributed and thoughtfully used for the good of Arkansas and its citizens. As you look through the pages of this 2004 Annual Report, I think you will agree.



BOB NASH



# Program Areas

The Winthrop Rockefeller Foundation's mission is to improve the lives of all Arkansans. The Foundation uses its resources to build and sustain strong communities for all Arkansans by supporting and strengthening the organizations that serve them.

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Grantmaking focuses on the following program areas:

## Education

Enabling all children and adults to fully develop their capacities to improve themselves and to contribute to the educational, cultural, economic, civic, and social vitality of their communities.

## Economic Development

Empowering individuals and institutions to improve the standard of living and economic viability of low-income communities.

## Economic, Racial, and Social Justice

Engaging institutions and individuals in the struggle for pervasive justice in the lives of all Arkansans and their communities.

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**Our vision** is Arkansas as a state where economic, racial, and social justice is universally valued and practiced.

# 2004 Grants Lists

In 2004, the Winthrop Rockefeller Foundation's Board of Directors approved a total of \$9.1 million in philanthropic dollars in the areas of education; economic development; and economic, racial, and social justice to improve the lives of Arkansans.

<b>Arkansas Community Foundation – Little Rock, AR</b> .....	<b>\$4,000,000*</b>
Support for science mini-grants for Arkansas public middle school teachers in Arkansas Community Foundation Affiliate communities, and building the ACF endowment.	
<b>Arkansas Humanities Council – Little Rock, AR</b> .....	<b>\$55,000</b>
To continue a mini-grant program to encourage student participation in the <i>Life Interrupted</i> conference and exhibitions.	
<b>Arkansas Science &amp; Technology Authority – Little Rock, AR</b> .....	<b>\$49,830*</b>
To plan for the transition of science and technology mini-grants to Arkansas Community Foundation Affiliates and the Arkansas Regional Math & Science Resource Centers.	
<b>Arkansas Single Parent Scholarship Fund – Springdale, AR</b> .....	<b>\$60,000*</b>
Support for the Arkansas Single Parent Scholarship fund business plan.	
<b>Arkansas Student Loan Authority – Little Rock, AR</b> .....	<b>\$35,250</b>
Planning grant to identify financial needs of students interested in critical careers and a strategy for developing a financial aid information clearinghouse for Arkansas.	
<b>Audubon Arkansas – Little Rock, AR</b> .....	<b>\$402,448*</b>
Support for the “Common Ground” environmental education project at Granite Mountain Nature Center.	
<b>Matt Bradley – Little Rock, AR</b> .....	<b>\$63,878</b>
Support for the production of a video companion to the Urban Institute's portrait of the immigrant population in Arkansas.	
<b>Catticus Corporation – Berkeley, CA</b> .....	<b>\$358,086*</b>
Support for the videotape evaluation of middle school participants in the University of Arkansas for Medical Sciences' Summer Science Discovery Program.	
<b>Center for Arkansas Legal Services – Little Rock, AR</b> .....	<b>\$59,670*</b>
Support to carry out activities identified in the Center for Arkansas Legal Services business plan.	
<b>Fayetteville Community Foundation – Fayetteville, AR</b> .....	<b>\$20,000</b>
Support for the Fayetteville Community Foundation business planning process.	



## 2004 GRANTS LISTS

<b>Local Initiatives Support Corporation – New York, NY</b> .....	\$26,500
Planning grant to enable Delta region community development corporations to measure their community impact and document their histories.	
<b>Mississippi County, Arkansas Economic Opportunity Commission – Blytheville, AR</b> .....	\$60,000*
Support to carry out activities identified in the Mississippi County, Arkansas Economic Opportunity Commission business plan.	
<b>National Conference for Community and Justice / Arkansas Chapter – Little Rock, AR</b> .....	\$143,796
Support for expansion and development of a new delivery model for NCCJ’s “Unitown” program.	
<b>National Conference for Community and Justice / Northwest Chapter – Springdale, AR</b> .....	\$26,959
Planning grant to develop community leadership for racial and ethnic diversity programs.	
<b>New York Foundation for the Arts – New York, NY</b> .....	\$135,775*
Support for production of a video documentary and curriculum guide about Native Americans in Arkansas, 1800–1860.	
<b>Regional Technology Strategies, Inc. – Carrboro, NC</b> .....	\$5,000
Support for Arkansans’ participation in the Community Colleges in Creative Economies conference.	
<b>Southern Growth Policies Board – Research Triangle Park, NC</b> .....	\$22,407
Planning for a pilot project engaging Arkansas and other Southern states with the peoples and institutions of Central America.	
<b>University of Arkansas Foundation – Fayetteville, AR</b> .....	\$140,000*
Support for the University of Arkansas College of Education & Health’s Arkansas A+ Schools Network.	
<b>University of Arkansas Foundation – Fayetteville, AR</b> .....	\$21,000*
Support for the University of Arkansas Fulbright College of Arts and Sciences Minority High School Journalism project.	
<b>University of Arkansas at Monticello – Monticello, AR</b> .....	\$320,580*
Support for a model project to improve writing skills for teachers seeking national board certification.	
<b>University of Arkansas Press – Fayetteville, AR</b> .....	\$13,500
Support for the publication of <i>Winthrop Rockefeller: Philanthropist</i> .	
<b>University of Memphis Foundation – Memphis, TN</b> .....	\$49,762
Support for distributing the documentary film <i>Hoxie: The First Stand</i> and developing a curriculum guide for Arkansas middle and high schools.	

\* indicates multi-year grant

<b>The Urban Institute – Washington, DC</b> .....	<b>\$90,000*</b>
Support for a portrait of the immigrant population in Arkansas.	
<b>Yale University – New Haven, CT</b> .....	<b>\$2,916,190*</b>
Support for the growth and sustainability of the School of the 21st Century Network in Arkansas.	

### Unrestricted Grants – 2004

Arkansas Community Foundation .....	\$20,000
Fellowship Associates Men’s Fraternity .....	\$10,000
Watershed Human & Community Development Agency .....	\$1,000

### Working with Grantmakers – 2004

Association of Small Foundations .....	\$1,000
Grantmakers for Children, Youth & Families .....	\$5,000
Grantmakers for Education .....	\$15,000
Grant Managers Network/Rockefeller Family Fund .....	\$1,000



# 2004 Mini-Grants Lists

## Arkansas Science and Technology Authority

### *Science Mini-Grants*

A three-year grant, made in 2002, provided funding to the Arkansas Science and Technology Authority (ASTA) for science mini-grants for middle-school classrooms to encourage hands-on learning and increase the level of interest in science.

During the January 1, 2004 – December 31, 2004 reporting period, ASTA made 91 awards. The names of the Arkansas schools, cities, and grant amounts are listed below:

Acorn High School – Mena .....	\$500
Acorn High School – Mena .....	\$500
East Hills Middle School – Greenwood .....	\$500
Alma Middle School – Alma .....	\$500
Alma Middle School – Alma .....	\$500
Barton Junior High School – El Dorado .....	\$500
Barton Junior High School – El Dorado .....	\$500
Barton Junior High School – El Dorado .....	\$500
Batesville Middle School – Batesville .....	\$500
Batesville Middle School – Batesville .....	\$500
Batesville Middle School – Batesville .....	\$500
Berryville Middle School – Berryville .....	\$500
Beryl Henry Elementary School – Hope .....	\$500
Blytheville Middle School – Blytheville .....	\$500
Bryant Elementary School – Bryant .....	\$500
Caddo Hills Elementary School – Norman .....	\$500
Calico Rock High School – Calico Rock .....	\$500
Cave City Elementary School – Cave City .....	\$500
Central Elementary School – Corning .....	\$500
Charleston High School – Charleston .....	\$500
College Hill Middle School – Texarkana .....	\$500
College Hill Middle School – Texarkana .....	\$500
Conner Junior High School – McGehee .....	\$500
Conner Junior High School – McGehee .....	\$500
Corning Central Elementary School – Corning .....	\$500
Dermott Elementary School – Dermott .....	\$500
Dermott Elementary School – Dermott .....	\$500

Fordyce Middle School – Fordyce .....	\$500
Fordyce Middle School – Fordyce .....	\$500
Fuller Middle School – Little Rock .....	\$500
Harrisburg Middle School – Harrisburg .....	\$500
Harrisburg Middle School – Harrisburg .....	\$500
Harrisburg Middle School – Harrisburg .....	\$500
Harrisburg Middle School – Harrisburg .....	\$500
Hartford High School – Hartford .....	\$500
Heber Springs Middle School – Heber Springs .....	\$500
Hector Middle School – Hector .....	\$500
Helen Tyson Middle School – Springdale .....	\$500
Horace Mann Arts and Science Magnet School – Little Rock .....	\$500
Horace Mann Arts and Science Magnet School – Little Rock .....	\$500
Horace Mann Arts and Science Magnet School – Little Rock .....	\$500
Hot Springs Middle School – Hot Springs .....	\$500
Hot Springs Middle School – Hot Springs .....	\$500
Hot Springs Middle School – Hot Springs .....	\$500
Humphrey Elementary School – Humphrey .....	\$500
Kirby High School – Kirby .....	\$500
Lamar Middle School – Lamar .....	\$500
Marshall Elementary School – Marshall .....	\$500
Mayflower Middle School – Mayflower .....	\$500
Mayflower Middle School – Mayflower .....	\$500
Mayflower Middle School – Mayflower .....	\$500
Mayflower Middle School – Mayflower .....	\$500
McGehee Elementary School – McGehee .....	\$500
McGehee Elementary School – McGehee .....	\$500
McRae Middle School – Prescott .....	\$500
Melbourne High School – Melbourne .....	\$500
Fox Meadow Intermediate Center – Jonesboro .....	\$500
Norfolk Elementary School – Norfolk .....	\$500
Norfolk Elementary School – Norfolk .....	\$500
Northridge Middle School – Van Buren .....	\$500
Osceola Academic Center of Excellence – Osceola .....	\$500

2004 MINI-GRANTS LISTS

Ozark Junior High School – Ozark .....	\$500
Pinkston Middle School – Mountain Home .....	\$500
Rose Bud Elementary School – Rose Bud .....	\$500
Rose City Middle School – North Little Rock .....	\$500
Siloam Springs Middle School – Siloam Springs .....	\$500
Siloam Springs Middle School – Siloam Springs .....	\$500
Siloam Springs Middle School – Siloam Springs .....	\$500
Smackover High School – Smackover .....	\$500
Southwest Middle School – Searcy .....	\$500
Vilonia Elementary School – Vilonia .....	\$500
Vilonia Junior High School – Vilonia .....	\$500
Vilonia Junior High School – Vilonia .....	\$500
Vilonia Junior High School – Vilonia .....	\$500
Vilonia Middle School – Vilonia .....	\$500
Vilonia Primary School – Vilonia .....	\$500
Vilonia Primary School – Vilonia .....	\$500
Viola High School – Viola .....	\$500
Walnut Ridge Elementary School – Walnut Ridge .....	\$500
Walnut Ridge Elementary School – Walnut Ridge .....	\$500
Washington Junior High School – Bentonville .....	\$500
Washington Middle School – El Dorado .....	\$500
West Fork Middle School – West Fork .....	\$500
Wickes Middle School – Wickes .....	\$500
Wickes Middle School – Wickes .....	\$500
Wickes Middle School – Wickes .....	\$500
Wickes Middle School – Wickes .....	\$500
Wickes Middle School – Wickes .....	\$500
Wickes Middle School – Wickes .....	\$500
Winslow Elementary School – Winslow .....	\$500
Wonderview High School – Hattievville .....	\$500



## Arkansas Science and Technology Authority

### *STUART Grants*

The STUART Grant Program provided funds to establish pilot sites for a demonstration project that allows teachers to electronically monitor student learning in Arkansas public middle schools and to use technology for science instruction. Arkansas teachers in grades 5, 6, 7, and 8 used funds awarded to purchase a classroom participation system, a projector, a laptop computer, and peripheral items.

During the January 1, 2004 – December 31, 2004 reporting period, the Authority made ten awards. The names of the Arkansas schools, cities, and grant amounts are listed below:

<b>Acorn High School – Mena</b> .....	<b>\$5,100</b>
<b>Conner Junior High School – McGehee</b> .....	<b>\$5,100</b>
<b>Corning Central Elementary School – Corning</b> .....	<b>\$5,100</b>
<b>Jasper High School – Jasper</b> .....	<b>\$5,100</b>
<b>Kirby High School – Kirby</b> .....	<b>\$5,100</b>
<b>Lamar Middle School – Lamar</b> .....	<b>\$5,100</b>
<b>Pinkston Middle School – Mountain Home</b> .....	<b>\$5,100</b>
<b>Trumann Junior High School – Trumann</b> .....	<b>\$5,100</b>
<b>Vilonia Middle School – Vilonia</b> .....	<b>\$5,100</b>
<b>Wynne Junior High School – Wynne</b> .....	<b>\$5,100</b>

## Arkansas Humanities Council Mini-Grants

### *Arkansas Humanities Council Education Mini-Grants*

The Winthrop Rockefeller Foundation has provided funding to the Arkansas Humanities Council since 1988. This program has provided funding and assistance to K–12 teachers for special curriculum-related classroom projects in history and other social sciences, English and reading, English as a second language, and foreign languages. The emphasis is on supporting projects that feature accurate and up-to-date humanities content, involve imaginative teaching methods, focus on student learning, and are not likely to be affordable for schools otherwise.

In 2003, the Winthrop Rockefeller Foundation Board approved another round of funding to continue the mini-grant program through 2008.

During the January 1, 2004 – December 31, 2004 reporting period, the AHC made 46 awards. Listed below are the names of the Arkansas schools, cities, and grant amounts:

<b>Alma Intermediate School – Alma</b> .....	<b>\$3,000</b>
<b>Alma Intermediate School – Alma</b> .....	<b>\$3,000</b>

2004 MINI-GRANTS LISTS

Angie Grant Elementary School – Benton	\$1,772
Arkansas Tech University – Russellville	\$3,000
Armored Elementary School – Armored	\$2,869
Armored High School – Armored	\$2,633
Baxter County Alternative School – Mountain Home	\$3,000
Blytheville Intermediate School – Blytheville	\$686
Booneville Elementary School – Booneville	\$3,000
Cabot Middle School North – Cabot	\$2,525
Cabot Middle School South – Cabot	\$2,580
Carl Stuart Elementary School – Conway	\$2,996
Carl Stuart Middle School – Conway	\$3,000
Central Elementary School – Blytheville	\$686
Eagle Heights Elementary School – Harrison	\$3,000
Emerson School District 66 – Emerson	\$3,000
Fairview Kindergarten Center – Blytheville	\$2,886
Flippin Elementary School – Flippin	\$3,000
Flippin Elementary School – Flippin	\$3,000
Flippin Elementary School – Flippin	\$3,000
Flippin Elementary School – Flippin	\$2,991
Flippin Elementary School – Flippin	\$2,999
Forest Heights Elementary School – Harrison	\$2,998
Franklin Primary School – Blytheville	\$2,886
Hillcrest Elementary School – Jonesboro	\$2,204
Horace Mann Arts and Science Magnet Middle School – Little Rock	\$2,600
Hughes School District – Hughes	\$2,935
Jasper High School – Jasper	\$3,000
King Elementary School – Van Buren	\$2,974
Marmaduke Elementary School – Marmaduke	\$3,000
McGehee School District – McGehee	\$1,391
Murrell Taylor Elementary School – Jacksonville	\$2,856
Peel House Foundation – Bentonville	\$2,539
Salem Elementary School – Salem	\$3,000
Salem Elementary School – Salem	\$3,000
Salem Elementary School – Salem	\$2,993

Salem Elementary School – Salem	\$2,997
Salem Elementary School – Salem	\$3,000
Sloan Hendrix Elementary School – Imboden	\$2,274
Sloan Hendrix Elementary School – Imboden	\$2,608
Turrell Elementary School – Turrell	\$2,722
Vilonia Primary School – Vilonia	\$3,000
West Side Elementary School – West Helena	\$963
West Side Elementary School – West Helena	\$2,876
Yellville-Summit Elementary School – Yellville	\$3,000
Yellville-Summit Elementary School – Yellville	\$3,000

### *Arkansas Humanities Council Life Interrupted Education Mini-Grants*

The Arkansas Humanities Council *Life Interrupted* Education Mini-Grants provided support to schools to encourage student participation in the *Life Interrupted* conference and related educational programs that focused on the World War II Japanese American relocation camps in Arkansas.

During the January 1, 2004 – December 31, 2004 reporting period, the AHC made 15 awards. Listed below are the names of the Arkansas schools, cities, and grant amounts:

Arkadelphia High School – Arkadelphia	\$2,153
Bay School District – Bay	\$3,000
Carl Stuart Middle School – Conway	\$1,663
Elkins High School – Elkins	\$2,962
Greenland High School – Greenland	\$3,000
Horace Mann Arts and Science Magnet School – Little Rock	\$3,000
Jackson County High School – Tuckerman	\$3,000
Jefferson Elementary School – Little Rock	\$2,977
Jefferson Elementary School – Little Rock	\$1,719
Little Rock Central High School – Little Rock	\$2,975
Morrilton High School – Morrilton	\$3,000
Parkview Arts and Science Magnet High School – Little Rock	\$2,143
Riverside School District – Lake City	\$2,999
Salem Elementary School – Salem	\$2,882
Valley Springs Middle School – Valley Springs	\$2,463



# How to Apply for a Grant

## CONCEPT PAPER GUIDELINES AND CHECKLIST

### Mission and Funding Priorities

Through its grants, the Winthrop Rockefeller Foundation (WRF) seeks to seed efforts that improve the quality of life for all Arkansans and promote systematic change. The Foundation uses its resources to build and sustain strong communities by supporting and strengthening organizations that serve them. WRF funding priorities address one or more of the following program areas:

#### 1. Economic Development

**Empowering individuals and institutions to improve the standard of living and economic viability of low-income communities.**

#### 2. Education

**Enabling all children and adults to develop fully their capacities to improve themselves and to contribute to the educational, cultural, economic, civic, and social vitality of their communities.**

#### 3. Economic, Racial, and Social Justice

**Engaging institutions and individuals in the struggle for pervasive justice in the lives of all Arkansans and their communities.**

Requests for funding must be in harmony with the Foundation's and the requesting organization's mission. In reviewing requests, WRF places special emphasis on projects that seek to improve lives in rural communities. All funded projects are expected to measure whether and how the activities make a difference in the community and in the lives of the target audience. The Foundation makes grants in Arkansas and, on a limited basis, to regional or national organizations doing work in Arkansas.

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### *Themes*

The themes that guide our grantmaking are:

- ◊ **Expanding economic, education, and cultural opportunities**
- ◊ **Building and sustaining effective communities**

### *Values*

As program staff evaluate grant requests, a high value is placed on approaches to community building or community problem solving that:

- ◊ **Increase collaboration across the face of the community**
- ◊ **Can be replicated in other communities**
- ◊ **Generate sustaining support from other sources**
- ◊ **Lead to systemic change**
- ◊ **Enhance public policy development**

## *Priority Issues for WRF*

- ◊ Unbiased, just, and caring communities
- ◊ Early childhood education and care
- ◊ Arkansas's competitiveness in a knowledge-based economy
- ◊ Liveable wages
- ◊ Workforce education
- ◊ Economic viability for small farmers
- ◊ Capacity and sustainability of nonprofit sector
- ◊ Individual asset development
- ◊ Entrepreneurship
- ◊ Youth technology and community involvement
- ◊ Quality water resource management
- ◊ Access to college and attainment of college degrees

## *Funding Limitations*

While the Foundation endeavors to maintain a high degree of flexibility in our grantmaking, we observe some limitations.

We do not:

- ◊ Make grants or loans to individuals
- ◊ Support capital expenditures (construction, major renovations, equipment, or supplies)
- ◊ Provide operating support to cover budget shortfalls
- ◊ Support fundraising campaigns
- ◊ Support basic research that advances scientific thought
- ◊ Support endowments
- ◊ Support initiatives that do not directly or significantly impact the state of Arkansas

No support is extended for religious activities or programs that serve, or appear to serve, specific religious groups or denominations. However, if a concept paper submitted by a faith-based or similar organization falls clearly within program guidelines and is intended to serve as broad a segment of the population as the program of a comparable non-religious organization, the Foundation will consider the concept paper on the same basis as concept papers from other nonprofit organizations.

## *Eligibility*

- ◊ Tax-exempt, 501(c)(3), nonprofit organizations working to improve the lives of Arkansans are eligible to apply for funding.
- ◊ Government agencies, schools, colleges, and universities seeking funding that will be specifically earmarked for charitable purposes are eligible.

# HOW TO APPLY FOR A GRANT

## *Review and Selection Process*

Grant seekers are asked to submit a concept paper of no more than four pages that conforms to the format provided below. WRF program staff determine the fit between the proposed project and the Foundation's vision, mission, and funding priorities. Concept papers are accepted and reviewed on an ongoing basis and promptly acknowledged.

The review and selection process takes an average of **three to six months** from the time the completed concept paper and related documents are received. Organizations seeking grants should begin the application process at least six months before the start of the proposed grant period.

Organizations whose concept papers receive favorable initial review are asked to submit proposals.

WRF program staff review proposals, develop funding recommendations, for the docket presented to the Winthrop Rockefeller Foundation Board of Directors in March, June, September, and December. The Board discusses and decides to approve or decline the funding recommendation. The Board may award all or some portion of the requested funds.

The Foundation observes strict conflict-of-interest rules for both the staff and Board members. Therefore, all applications must follow the Foundation's standard processing procedures.

## *Concept Paper Guidelines*

Concept papers should be **no more than four pages, single-spaced, using 12-point type, excluding budget pages or other required attachments**. Submissions of more than four pages or type smaller than 12-point will not be reviewed.

Concept paper must address the following:

### I. Organization

- ◊ **Brief history of your organization and its accomplishments**

### II. Project

- ◊ **Brief description of the project and how it fits with the mission of your organization and WRF**
- ◊ **Goals and objectives for the project during the proposed grant period**
- ◊ **Difference this project will make**
- ◊ **Collaborative partners in the project**

### III. Timeline

- ◊ **Timeline with proposed beginning and ending dates, highlighting the critical states of the project**

### IV. Community and target audience

- ◊ **Geographic scope of the project**
- ◊ **Description and projected number of people the project serves or will serve directly within Arkansas (in addition to the total population in your target area)**



## V. Assessment

- ◀ Brief description of how the organization will measure the impact of the project on participants and/or the broader community

## VI. Sustainability

- ◀ Statement of how the project will be sustained beyond the proposed WRF funding period

## *Budget Guidelines*

- ◀ A detailed line-item budget for the project, showing all projected and confirmed sources and amounts of funding for the proposed grant period
- ◀ Most recent institutional budget based upon the organization's fiscal year
- ◀ Refer to the WRF website, [www.wrfoundation.org](http://www.wrfoundation.org), before submission for the latest forms and instructions

## *Submitting Concept Papers*

The Foundation encourages electronic submission of concept papers, budgets, and Request Information Forms (RIFs). The RIF may be downloaded from our website at [www.wrfoundation.org](http://www.wrfoundation.org). Documents may be e-mailed using Word or Excel formats to: [programstaff@wrfoundation.org](mailto:programstaff@wrfoundation.org).

You are required to mail hard copies of concept papers and all supporting documents to:

**Winthrop Rockefeller Foundation**

**Attn: Program Staff**

**308 East Eighth Street**

**Little Rock, AR 72202**

## *Required Information Checklist*

- |  |
|--|
| _____ Concept Paper (e-mail optional; hard copy required)  |
| _____ Request Information Form (RIF) <b>Download at <a href="http://www.wrfoundation.org">www.wrfoundation.org</a></b> |
| _____ IRS Exemption Letter or other verification of eligibility  |
| _____ Detailed line item Project Budget with Budget Narrative  |
| _____ Current Year Operating Budget for the Organization   |

Please refer to the Winthrop Rockefeller Foundation's website at [www.wrfoundation.org](http://www.wrfoundation.org) for the latest grant guidelines and forms.

# Financial Statements

## Statements of Financial Position

December 31, 2004 and 2003

ASSETS	2004	2003
Cash and Cash Equivalents	\$ 5,272,847	\$ 4,018,038
Marketable Securities — At fair value	128,407,870	124,233,215
Program-Related Investments — At cost	5,342,552	5,482,000
Accrued Interest Receivable	125,485	131,992
Land, Building, and Equipment — Net	109,262	122,077
Prepaid Taxes	11,833	172,747
Other Assets	<u>20,440</u>	<u>36,763</u>
Total	<u>\$ 139,290,289</u>	<u>\$ 134,196,832</u>
LIABILITIES AND NET ASSETS		
Grants Payable	\$ 8,022,731	\$ 6,725,444
Accounts Payable	67,297	20,320
Other Liabilities	184,626	133,532
Unrestricted Net Assets	<u>131,015,635</u>	<u>127,317,536</u>
Total	<u>\$ 139,290,289</u>	<u>\$ 134,196,832</u>

Copies of the Foundation's complete, audited financial statements are available on request.

## Statements of Activities and Changes in Net Assets

Years ended December 31, 2004 and 2003

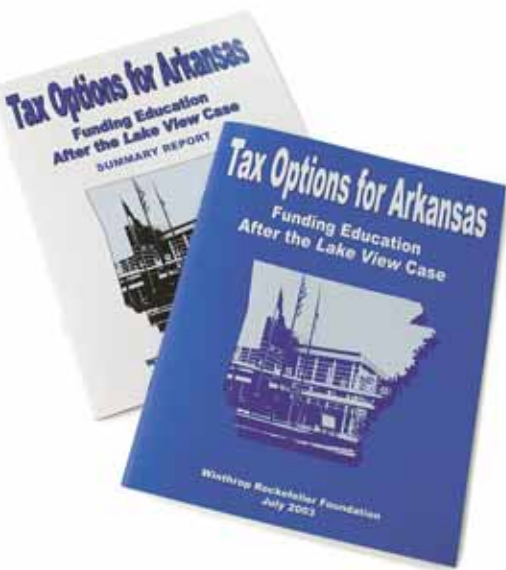
REVENUES AND GAINS	2004	2003
<b>Contributions</b>	\$ 2,357,000	\$ 2,477,000
<b>Investment return including gains</b>	12,650,784	21,255,844
<b>Other</b>	2,999	18,845
<b>Total revenues and gains</b>	15,010,783	23,751,689
<b>EXPENSES</b>		
<b>Program services:</b>		
<b>Grants</b>	8,908,129	6,722,126
<b>Program administration</b>	453,149	348,610
<b>Total program services</b>	9,361,278	7,070,736
<b>Supporting activities:</b>		
<b>Investment management expense</b>	642,407	507,152
<b>Federal excise tax</b>	66,311	23,939
<b>General administration</b>	1,242,688	961,672
<b>Total supporting activities</b>	1,951,406	1,492,763
<b>Total expenses</b>	11,312,684	8,563,499
<b>CHANGE IN UNRESTRICTED NET ASSETS</b>	3,698,099	15,188,190
<b>UNRESTRICTED NET ASSETS — Beginning of year</b>	127,317,536	112,129,346
<b>UNRESTRICTED NET ASSETS — End of year</b>	\$ 131,015,635	\$ 127,317,536



# Foundation Resources

The Winthrop Rockefeller Foundation believes in shining a light of understanding on important Arkansas issues and events, helping us shape a brighter future by learning lessons from the past. We offer a library of information, including research pieces about public policy and teaching guides about notable historical events, so that Arkansans can use this knowledge for the good of their families, their peers, their communities, and, especially, their state.

To request the resources shown here and others, please visit the Publications section of our website at [www.wrfoundation.org](http://www.wrfoundation.org), or call our offices at 501.376.6854. Please allow two to three weeks' processing time for delivery.



## Tax Options for Arkansas: Funding Education After the Lake View Case – Complete Report (2003)

The Arkansas Supreme Court's 2002 Lake View decision is based on findings of constitutional deficiencies in the State's education system. This study, commissioned by WRF, reviews Arkansas's tax system and analyzes an array of funding options that could raise additional revenues to address the constitutional deficiencies identified in the Lake View decision.

The analysis in this study is intended to inform policymakers and the public about the potential advantages and drawbacks of various revenue-raising strategies, as well as the differential impact of these strategies on taxpayers at all income levels.

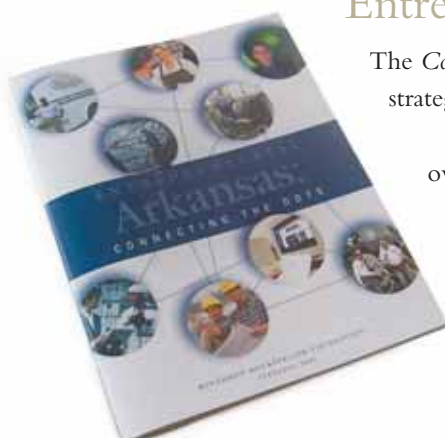
## Tax Options for Arkansas: Funding Education After the Lake View Case – Summary Report (2003)

An executive summary of the *Tax Options* study, commissioned by WRF, reviews Arkansas's tax system and analyzes an array of funding options that could satisfy the Lake View mandate.

## Entrepreneurial Arkansas: Connecting the Dots (2003)

The *Connecting the Dots* study focuses on entrepreneurship as a viable component of an economic development strategy for Arkansas.

This study examines the environment that is supporting current entrepreneurial activity, provides an overview of those activities, and makes recommendations designed to enhance the ability of Arkansans to create and grow successful enterprises.



## HOXIE: THE FIRST STAND Educational Media & Teacher's Guide

In 1957, many around the nation watched the Little Rock Central High School integration crisis unfold on national television. Few people know about the community of Hoxie, Arkansas, where a school board moved bravely and successfully to abolish its dual educational system by integrating 21 black students into its previously all-white schools in the summer of 1955. This educational media package includes the film *Hoxie: The First Stand*, an award-winning documentary telling the little-known story of the successful integration of a small school district in rural northeast Arkansas from 1955 through 1957.

When segregationists and white supremacists from outside the community convened to protest integration, the Hoxie school board, assisted by their Jonesboro attorneys, filed a lawsuit to force the issue of racial integration into the courts on the basis that Arkansas's segregation law was unconstitutional. The events that occurred in Hoxie, and the leadership and courage exhibited by the school board members, had nationwide impact.

The accompanying teacher's guide meets the standards set forth in the Arkansas Social Studies and Arkansas History Curriculum Framework. A limited number of copies are available for educational use in grades 6 through 12.



## The Elaine Riot Educational Media and Teacher's Guide Package

A teacher's guide and a videotape narrated by Ossie Davis for students in grades 5 through 12 is available at no charge. The teacher's guide and video package meets the guidelines and mandate of the Arkansas Social Studies Curriculum Framework and Legislation (ACT 326).

The Elaine Riot occurred in October 1919 near the town of Elaine in Phillips County, and the event tested the judicial system. *The Elaine Riot* is about racial conflict in the Arkansas Delta near the town of Elaine. Historians point to a labor organizing effort by black farm workers as the event that precipitated the riot, where lives were lost and racial tension intensified. This event tested the judicial system and foreshadowed the role of the courts in deciding civil rights issues. Through use of this educational media package, teachers can provide their students with insight into associated issues of race relations, Southern and national history, and the methods and techniques of historical research. This teaching tool will enable students to acquire a better understanding of the history of our state, and to develop skills needed to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society.

For more information about the history of Jim Crow, visit the following sites:

[pbs.org/wnet/jimcrow](http://pbs.org/wnet/jimcrow)  
[www.jimcrowhistory.org](http://www.jimcrowhistory.org)

### Other Resources

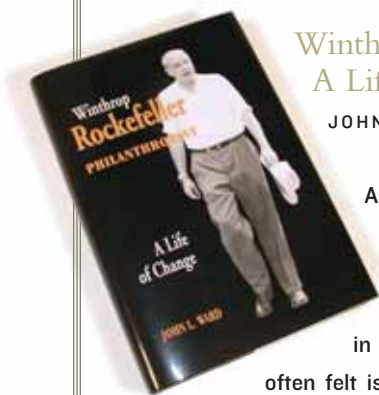
The following books, funded by the Winthrop Rockefeller Foundation, are available for purchase through the University of Arkansas Press. [www.uapress.com](http://www.uapress.com) 800-626-0090

### Winthrop Rockefeller, Philanthropist A Life of Change

JOHN L. WARD

As grandson of oil tycoon John D. Rockefeller, Sr., and son of philanthropist John D., Jr., Winthrop Rockefeller was born into one of the most affluent and influential families in the world. But he was a nonconformist and often felt isolated from the rest of his family. Still, he amazed many when he left the New York elite for a farm in rural Arkansas, where he would ultimately serve two terms as governor and create a philanthropic legacy all his own.

Drawing from his years as Rockefeller's speech writer and campaign advisor, the author, John L. Ward, convincingly argues that Rockefeller's extraordinarily innovative approach to philanthropy changed the way Arkansas was viewed by its citizens and by the rest of the world.



### Doing Development in Arkansas: Using Credit to Create Opportunity for Entrepreneurs Outside the Mainstream

RICHARD P. TAUB

This is the story of the Southern Development Bancorporation, an organization established in 1988 with headquarters in Arkadelphia, Arkansas, for the purpose of stimulating economic and community development in South Arkansas. Based somewhat on the model of ShoreBank Corporation, a Chicago bank-holding corporation that had achieved national recognition through its development efforts in the South Shore community, Southern was established to provide crucial credit opportunities and technical assistance missing from southern Arkansas.

This book chronicles a history of that program as its creators tried to find their footing in new terrain, establish trust, work with borrowers despite legal pitfalls in doing so, and attempt to create new loan and technical assistance products. It is also the story of the towns themselves in which Southern tried to have a substantial impact, including Arkadelphia, Hope, Malvern, Hot Springs, and Pine Bluff.



# 2004 Board of Directors



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CHAIRMAN OF  
THE BOARD  
Vice Chairman  
ShoreBank Corporation  
Chicago, Illinois



THE HONORABLE  
**Win Rockefeller**  
VICE CHAIRMAN  
Lieutenant Governor  
State of Arkansas  
Little Rock, Arkansas



**Greg Hartz**  
Principal  
Foundation Resource Management  
Little Rock, Arkansas



**J. Michael Jones**  
President & CEO  
Merchants & Farmers Bank  
Dumas, Arkansas



**Al Lopez**  
School/Community Liaison  
Springdale School District  
Springdale, Arkansas



**Mary Sanchez**  
Hispanic Education Coordinator  
Credit Counseling of Arkansas  
Fayetteville, Arkansas





**Ivey L. Allen, Ph.D.**  
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**Ruby Takanishi, Ph.D.**  
 President & CEO  
 Foundation for Child Development  
 New York, New York

\*until June 2004

# 2004 Foundation Staff



## Front Row

Donna McGraw Boyles **Administrative Assistant**

Dr. Sybil Jordan Hampton **President**

Andrea M. Dobson **Chief Financial and Operations Officer**

Sarah M. Spencer **Senior Program Manager**

Mary Kaye VannRox **Executive Assistant to the President**

## Back Row

April D. Steward **Receptionist**

Lori E. Kindy **Administrative Assistant**

William F. Rahn **Senior Program Manager**

Amanda G. Poff **Administrative Assistant**

Linda D. Farina [not pictured] **Executive Assistant to the President\***

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\*until July 2004  
\*\*until August 2004

In 1974, the Trustees of Governor Winthrop Rockefeller's estate endowed the Winthrop Rockefeller Foundation to continue the work of The Rockwin Fund.

Governor Rockefeller established The Rockwin Fund in 1954 and, on an annual basis from 1956 until his death in 1973, funded projects and programs he believed were important to improving the quality of life in Arkansas. *The Winthrop Rockefeller Foundation is a private, nonprofit foundation whose mission is to improve the lives of Arkansans by funding programs and projects that improve education; economic development; and economic, racial, and social justice.* During the past 30 years, the Foundation has awarded over \$95 million in grants.



# Photo and subject credits

<p>Courtesy of The Bancroft Library University of California, Berkeley</p>	<p>Page 9: Vol. 26/Sect. D/WRA no.E-370 Student acting as teacher in second-grade class at the Rohwer Relocation Center grammar school.</p>	<p>(fourth from top) &amp; page 19 One woman #10 [in front of building]</p>	<p>----- Courtesy of the Japanese American National Museum</p>
<p>Images from the War Relocation Authority (WRA) collection</p>	<p>Page 24: Vol. 62/Sect. G/WRA no.C-579 Young evacuee guarding the family belongings near the WCCA Control Station.</p>	<p>(bottom) One man #17 [signed "Hasegawa"]</p>	<p>Page 15: Painting; Sugimoto self-portrait. Gift of Madeleine Sugimoto and Naomi Tagawa, Japanese American National Museum (ID# 92.97.106)</p>
<p>Call number: I967.014--PIC</p>	<p>Page 25: Vol. 42/Sect. E/WRA no.H-129 A division of the 442nd Regimental Combat Team passes for review.</p>	<p>Page 6 : (top left) Two women #9 [on porch]</p>	<p>Page 30: B/W photo, Rohwer barracks. Gift of the Walter Muramoto Family, Japanese American National Museum (ID# 97.292.15C)</p>
<p>Inside front cover: (third from top) Vol. 56/Sect. G/WRA no.A-41 Shoppers reading order directing evacuation of persons of Japanese ancestry.</p>	<p>Page 27: Vol. 27/Sect. D/WRA no.G-417 A five-day Boy Scout Camp on the bank of the Mississippi River composed of nearly a hundred boys from Rohwer and a few less from Jerome.</p>	<p>(middle) One woman #3  (bottom) One man #21 [standing in front of house; hands behind back]</p>	<p>----- Ambrica Productions</p>
<p>Page 1: Vol. 56/Sect. G/WRA no.A-36 Newspaper headlines on newsrack.</p>	<p>----- Hold-Atherton Special Collections, University of the Pacific Library</p>	<p>Page 13: One man #2 [squatting]</p>	<p>Subject matter and imagery from documentary, <i>Time of Fear</i>.</p>
<p>Page 4: Vol. 59/Sect. G/WRA no.C-112 Children in line to board bus to assembly center.</p>	<p>Images from the Yoshikawa Family Collection, 1937-1947</p>	<p>----- Courtesy of The Yada Family</p>	<p>Page 1: (Complete quote from documentary) "I went to say goodbye to my friends... . Only one teacher stopped me, my English teacher, and she said, 'I know you have to go, but I want you to know that war is between countries, not between people.' I always felt, um, I was really impressed with that. I always remember that. It still makes me kind of emotional."</p>
<p>Page 5: Vol. 56/Sect. G/WRA no.A-35 Storefront with sign reading I AM AN AMERICAN.</p>	<p>Collection number: Mss235</p>	<p>Page 1: (top) Group on lawn</p>	<p>Page 18: Three images taken directly from documentary interviews.</p>
<p>Vol. 59/Sect. G/WRA no.C-165 Mother and children awaiting evacuation bus.</p>	<p>Page 1: (second from top) Portrait of three boys #2 [on platform]</p>	<p>(bottom right) Small boy</p>	
<p>Vol. 79/Sect. K/WRA no. -52 Former residents of Rohwer, Ark.</p>		<p>Page 23: Internees working as lumberjacks</p>	
<p>Vol. 57/Sect. G/WRA no.A-573 People of Japanese ancestry getting information about the evacuation.</p>		<p>Page 29: Mother and son</p>	

The Winthrop Rockefeller Foundation board and staff would like to express their appreciation to the organizations, families, and individuals who gave so generously of their time, support, and personal experiences, without which this year's annual report would not have been possible. *Thank you.*

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