
ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1572

State of Washington

56th Legislature

2000 Regular Session

By House Committee on Education (originally sponsored by Representatives Wensman, Tokuda, Santos, Quall, Veloria, Schoesler, Conway, Murray, Constantine, Ogden, Rockefeller, Kenney, O'Brien, D. Schmidt and Haigh)

Read first time 01/27/2000. Referred to Committee on .

1 AN ACT Relating to providing educational and instructional
2 materials about the experiences of persons of Japanese descent during
3 World War II to K-12 and postsecondary students and other citizens of
4 the state of Washington; and adding new sections to chapter 28A.300
5 RCW.

6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

7 NEW SECTION. **Sec. 1.** The legislature finds that:

8 (1) In order to adequately prepare our youth for their meaningful
9 participation in our democratic institutions and processes, there must
10 be strong educational resources aimed at teaching students and the
11 public about the fragile nature of our constitutional rights.

12 (2) The federal commission on wartime relocation and internment of
13 civilians was established by congress in 1980 to review the facts and
14 circumstances surrounding executive order 9066, issued on February 19,
15 1942, and the impact of the executive order on American citizens and
16 permanent residents, and to recommend appropriate remedies.

17 The commission of wartime relocation and internment of civilians
18 issued a report of its findings in 1983 with the reports "Personal
19 Justice Denied" and "Personal Justice Denied-Part II, Recommendations."

1 The reports were based on information gathered through twenty days of
2 hearings in cities across the country, particularly the West coast.
3 Testimony was heard from more than seven hundred fifty witnesses,
4 including evacuees, former government officials, public figures,
5 interested citizens, historians, and other professionals who have
6 studied the internment of Japanese-Americans during World War II.

7 (3) The lessons to be learned from the internment of Japanese-
8 Americans during World War II are embodied in "Personal Justice Denied-
9 Part II, Recommendations" which found that executive order 9066 was not
10 justified by military necessity, and the decisions that followed from
11 it were not founded upon military considerations. These decisions
12 included the exclusion and detention of American citizens and resident
13 aliens of Japanese descent. The broad historical causes that shaped
14 these decisions were race prejudice, war hysteria, and a failure of
15 political leadership. Widespread ignorance about Americans of Japanese
16 descent contributed to a policy conceived in haste and executed in an
17 atmosphere of fear and anger at Japan. A grave personal injustice was
18 done to the American citizens and resident aliens of Japanese ancestry
19 who, without individual review or any probative evidence against them
20 were excluded, removed, and detained by the United States during World
21 War II.

22 (4) A grave injustice was done to both citizens and permanent
23 residents of Japanese ancestry by the evacuation, relocation, and
24 internment of civilians during World War II. These actions were
25 carried out without adequate security reasons and without any
26 documented acts of espionage or sabotage, and were motivated largely by
27 racial prejudice, wartime hysteria, and a failure of political
28 leadership. The excluded individuals of Japanese ancestry suffered
29 enormous damages, both material and intangible, and there were
30 incalculable losses in education and job training, all of which
31 resulted in significant human suffering for which appropriate
32 compensation has not been made. For these fundamental violations of
33 the basic civil liberties and constitutional rights of these
34 individuals of Japanese ancestry, the United States congress apologized
35 on behalf of the nation in the federal civil liberties act of 1988.

36 NEW SECTION. **Sec. 2.** The legislature intends to develop a grant
37 program to fund public educational activities and development of
38 educational materials to ensure that the events surrounding the

1 exclusion, forced removal, and internment of civilians and permanent
2 resident aliens of Japanese ancestry will be remembered, and so that
3 the causes and circumstances of this and similar events may be
4 illuminated and understood.

5 NEW SECTION. **Sec. 3.** As used in chapter . . . , Laws of 2000 (this
6 act), "program" means the Washington civil liberties public education
7 program, unless the context clearly requires otherwise.

8 NEW SECTION. **Sec. 4.** Consistent with the legislative findings in
9 section 1 of this act, the legislature shall establish the Washington
10 civil liberties public education program. The program provides grants
11 for the purpose of establishing a legacy of remembrance as part of a
12 continuing process of recovery from the World War II exclusion and
13 detention of individuals of Japanese ancestry. The program is created
14 to do one or both of the following:

15 (1) Educate the public regarding the history and the lessons of the
16 World War II exclusion, removal, and detention of persons of Japanese
17 ancestry through the development, coordination, and distribution of new
18 educational materials and the development of curriculum materials to
19 complement and augment resources currently available on this subject
20 matter; and

21 (2) Develop videos, plays, presentations, speaker bureaus, and
22 exhibitions for presentation to elementary schools, secondary schools,
23 community colleges, and to other interested parties.

24 NEW SECTION. **Sec. 5.** (1) The superintendent of public instruction
25 shall allocate grants under the program established in chapter . . . ,
26 Laws of 2000 (this act) from private donations or within amounts
27 appropriated for this specific purpose. The grants shall be awarded on
28 a competitive basis.

29 (2) The superintendent of public instruction may contract with
30 independent review panelists and establish an advisory panel to
31 evaluate and make recommendations to the superintendent of public
32 instruction based on grant applications.

33 (3) The superintendent of public instruction shall select grant
34 recipients from applicants who meet all of the following criteria:

35 (a) The capability to administer and complete the proposed project
36 within specified deadlines and within the specified budget;

1 (b) The experience, knowledge, and qualifications necessary to
2 conduct quality educational activities regarding the exclusion and
3 detention of Japanese-Americans during World War II;

4 (c) Projects that relate the Japanese-American exclusion and
5 detention experience with civil rights included in the Declaration of
6 Independence and the Constitution so that this event may be illuminated
7 and understood in order to prevent similar violations of civil rights
8 in the future;

9 (d) Projects that are designed to maximize the long-term
10 educational impact of this chapter;

11 (e) Projects that build upon, contribute to, and expand upon the
12 existing body of educational and research materials on the exclusion
13 and detention of Japanese-Americans during World War II; and

14 (f) Projects that include the variety of experiences regarding the
15 exclusion and detention of Japanese-Americans and its impact before,
16 during, and after World War II including those Japanese-Americans who
17 served in the military and those who were interned in department of
18 justice camps.

19 (4) Applicants for grants under the program are encouraged to do
20 each of the following:

21 (a) Involve former detainees, those excluded from the military
22 area, and their descendants in the development and implementation of
23 projects;

24 (b) Develop a strategy and plan for raising the level of awareness
25 and understanding among the American public regarding the exclusion and
26 detention of Japanese-Americans during World War II so that the causes
27 and circumstances of this and similar events may be illuminated and
28 understood;

29 (c) Develop a strategy and plan for reaching the broad,
30 multicultural population through project activities;

31 (d) Develop local and regional consortia of organizations and
32 individuals engaged in similar educational, research, and development
33 efforts;

34 (e) Coordinate and collaborate with organizations and individuals
35 engaging in similar educational, research, and development endeavors to
36 maximize the effect of grants;

37 (f) Utilize creative and innovative methods and approaches in the
38 research, development, and implementation of their projects;

1 (g) Seek matching funds, in-kind contributions, or other sources of
2 support to supplement their proposal;

3 (h) Use a variety of media, including new technology, and the arts
4 to creatively and strategically appeal to a broad audience while
5 enhancing and enriching community-based educational efforts;

6 (i) Include in the grant application, scholarly inquiry related to
7 the variety of experiences and impact of the exclusion and detention of
8 persons of Japanese ancestry during World War II; and

9 (j) Add relevant materials to or catalogue relevant materials in
10 libraries and other repositories for the creation, publication, and
11 distribution of bibliographies, curriculum guides, oral histories, and
12 other resource directories and supporting the continued development of
13 scholarly work on this subject by making a broad range of archival,
14 library, and research materials more accessible to the American public.

15 (5) The superintendent of public instruction may adopt other
16 criteria as it deems appropriate for its review of grant proposals. In
17 reviewing projects for funding, scoring shall be based on an evaluation
18 of all application materials including narratives, attachments, support
19 letters, supplementary materials, and other materials that may be
20 requested of applicants.

21 (6)(a) In the review process, the superintendent of public
22 instruction shall assign the following order of priority to the
23 criteria set forth in subsection (3) of this section:

24 (i) Subsection (3)(a) through (d) of this section, inclusive, shall
25 be given highest priority; and

26 (ii) Subsection (3)(e) through (f) of this section, inclusive,
27 shall be given second priority.

28 (b) The superintendent of public instruction shall consider the
29 overall breadth and variety of the field of applicants to determine the
30 projects that would best fulfill its program and mission. Final grant
31 awards may be for the full amount of the grant requests or for a
32 portion of the grant request.

33 (7) The superintendent of public instruction shall determine the
34 types of applicants eligible to apply for grants under this program.

35 (8) The office may accept gifts, grants, or endowments from public
36 or private sources for the program and may spend any gifts, grants, or
37 endowments or income from public or private sources according to their
38 terms.

1 NEW SECTION. **Sec. 6.** On or before January 1, 2002, the
2 superintendent of public instruction shall report to the governor and
3 the appropriate fiscal and policy committees of each house of the
4 legislature on the types of grants awarded and the accomplishments of
5 the program established under sections 1 through 5 of this act.

6 NEW SECTION. **Sec. 7.** This act shall be known as the Washington
7 civil liberties public education act.

8 NEW SECTION. **Sec. 8.** Sections 1 through 7 of this act are each
9 added to chapter 28A.300 RCW.

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