

2 **2SHB 1572 - H AMD 442 ADOPTED 2-11-00**

3 By Representative

4

5 Strike everything after the enacting clause and insert the  
6 following:

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

26 (3) The lessons to be learned from the internment of Japanese-  
27 Americans during World War II are embodied in "Personal Justice Denied-  
28 Part II, Recommendations" which found that executive order 9066 was not  
29 justified by military necessity, and the decisions that followed from  
30 it were not founded upon military considerations. These decisions  
31 included the exclusion and detention of American citizens and resident  
32 aliens of Japanese descent. The broad historical causes that shaped  
33 these decisions were race prejudice, war hysteria, and a failure of  
34 political leadership. Widespread ignorance about Americans of Japanese  
35 descent contributed to a policy conceived in haste and executed in an  
36 atmosphere of fear and anger at Japan. A grave personal injustice was

1 done to the American citizens and resident aliens of Japanese ancestry  
2 who, without individual review or any probative evidence against them  
3 were excluded, removed, and detained by the United States during World  
4 War II.

5 (4) A grave injustice was done to both citizens and permanent  
6 residents of Japanese ancestry by the evacuation, relocation, and  
7 internment of civilians during World War II. These actions were  
8 carried out without adequate security reasons and without any  
9 documented acts of espionage or sabotage, and were motivated largely by  
10 racial prejudice, wartime hysteria, and a failure of political  
11 leadership. The excluded individuals of Japanese ancestry suffered  
12 enormous damages, both material and intangible, and there were  
13 incalculable losses in education and job training, all of which  
14 resulted in significant human suffering for which appropriate  
15 compensation has not been made. For these fundamental violations of  
16 the basic civil liberties and constitutional rights of these  
17 individuals of Japanese ancestry, the United States congress apologized  
18 on behalf of the nation in the federal civil liberties act of 1988.

19 NEW SECTION. **Sec. 2.** The legislature intends to develop a grant  
20 program to fund public educational activities and development of  
21 educational materials to ensure that the events surrounding the  
22 exclusion, forced removal, and internment of civilians and permanent  
23 resident aliens of Japanese ancestry will be remembered, and so that  
24 the causes and circumstances of this and similar events may be  
25 illuminated and understood.

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

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

1 (1) Educate the public regarding the history and the lessons of the  
2 World War II exclusion, removal, and detention of persons of Japanese  
3 ancestry through the development, coordination, and distribution of new  
4 educational materials and the development of curriculum materials to  
5 complement and augment resources currently available on this subject  
6 matter; and

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

10 NEW SECTION. Sec. 5. (1) The superintendent of public instruction  
11 shall allocate grants under the program established in chapter . . . ,  
12 Laws of 2000 (this act) from private donations or within amounts  
13 appropriated for this specific purpose. The grants shall be awarded on  
14 a competitive basis.

15 (2) The superintendent of public instruction may contract with  
16 independent review panelists and establish an advisory panel to  
17 evaluate and make recommendations to the superintendent of public  
18 instruction based on grant applications.

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

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

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

26 (c) Projects that relate the Japanese-American exclusion and  
27 detention experience with civil rights included in the Declaration of  
28 Independence and the Constitution so that this event may be illuminated  
29 and understood in order to prevent similar violations of civil rights  
30 in the future;

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

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

36 (f) Projects that include the variety of experiences regarding the  
37 exclusion and detention of Japanese-Americans and its impact before,  
38 during, and after World War II including those Japanese-Americans who

1 served in the military and those who were interned in department of  
2 justice camps.

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

5 (a) Involve former detainees, those excluded from the military  
6 area, and their descendants in the development and implementation of  
7 projects;

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

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

15 (d) Develop local and regional consortia of organizations and  
16 individuals engaged in similar educational, research, and development  
17 efforts;

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

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

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

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

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

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

37 (5) The superintendent of public instruction may adopt other  
38 criteria as it deems appropriate for its review of grant proposals. In  
39 reviewing projects for funding, scoring shall be based on an evaluation

1 of all application materials including narratives, attachments, support  
2 letters, supplementary materials, and other materials that may be  
3 requested of applicants.

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

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

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

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

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

18 (8) The office may accept gifts, grants, or endowments from public  
19 or private sources for the program and may spend any gifts, grants, or  
20 endowments or income from public or private sources according to their  
21 terms.

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

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

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

31 Correct the title.

EFFECT: Specifies that projects awarded grants under the program shall relate the Japanese-American exclusion and detention experience with civil rights included in the Declaration of Independence and the

Constitution; directs superintendent of public instruction to determine types of applicants eligible to apply for grants; makes technical corrections.

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