

CERTIFICATION OF ENROLLMENT  
ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1572

56th Legislature  
2000 Regular Session

Passed by the House February 11, 2000  
Yeas 96 Nays 0

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Speaker of the House of Representatives

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Speaker of the House of Representatives

Passed by the Senate March 2, 2000  
Yeas 43 Nays 1

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President of the Senate

Approved

\_\_\_\_\_  
Governor of the State of Washington

CERTIFICATE

We, Timothy A. Martin and Cynthia Zehnder, Co-Chief Clerks of the House of Representatives of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1572** as passed by the House of Representatives and the Senate on the dates hereon set forth.

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Chief Clerk

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Chief Clerk

FILED

Secretary of State  
State of Washington

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ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1572

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Passed Legislature - 2000 Regular Session

State of Washington                      56th Legislature                      2000 Regular Session

By House Committee on Education (originally sponsored by Representatives Wensman, Tokuda, Santos, Quall, Voloria, 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

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

8

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

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

14        (2) The federal commission on wartime relocation and internment of  
15 civilians was established by congress in 1980 to review the facts and  
16 circumstances surrounding executive order 9066, issued on February 19,  
17 1942, and the impact of the executive order on American citizens and  
18 permanent residents, and to recommend appropriate remedies.

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

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

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

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

38

39 NEW SECTION. **Sec. 2.** The legislature intends to develop a grant

1 program to fund public educational activities and development of  
2 educational materials to ensure that the events surrounding the  
3 exclusion, forced removal, and internment of civilians and permanent  
4 resident aliens of Japanese ancestry will be remembered, and so that  
5 the causes and circumstances of this and similar events may be  
6 illuminated and understood.

7

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

11

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

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

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

28

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

34 (2) The superintendent of public instruction may contract with  
35 independent review panelists and establish an advisory panel to  
36 evaluate and make recommendations to the superintendent of public  
37 instruction based on grant applications.

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

- 1 (a) The capability to administer and complete the proposed project  
2 within specified deadlines and within the specified budget;
- 3 (b) The experience, knowledge, and qualifications necessary to  
4 conduct quality educational activities regarding the exclusion and  
5 detention of Japanese-Americans during World War II;
- 6 (c) Projects that relate the Japanese-American exclusion and  
7 detention experience with civil rights included in the Declaration of  
8 Independence and the Constitution so that this event may be  
9 illuminated and understood in order to prevent similar violations of  
10 civil rights in the future;
- 11 (d) Projects that are designed to maximize the long-term  
12 educational impact of this chapter;
- 13 (e) Projects that build upon, contribute to, and expand upon the  
14 existing body of educational and research materials on the exclusion  
15 and detention of Japanese-Americans during World War II; and
- 16 (f) Projects that include the variety of experiences regarding the  
17 exclusion and detention of Japanese-Americans and its impact before,  
18 during, and after World War II including those Japanese-Americans who  
19 served in the military and those who were interned in department of  
20 justice camps.
- 21 (4) Applicants for grants under the program are encouraged to do  
22 each of the following:
- 23 (a) Involve former detainees, those excluded from the military  
24 area, and their descendants in the development and implementation of  
25 projects;
- 26 (b) Develop a strategy and plan for raising the level of awareness  
27 and understanding among the American public regarding the exclusion  
28 and detention of Japanese-Americans during World War II so that the  
29 causes and circumstances of this and similar events may be illuminated  
30 and understood;
- 31 (c) Develop a strategy and plan for reaching the broad,  
32 multicultural population through project activities;
- 33 (d) Develop local and regional consortia of organizations and  
34 individuals engaged in similar educational, research, and development  
35 efforts;
- 36 (e) Coordinate and collaborate with organizations and individuals  
37 engaging in similar educational, research, and development endeavors  
38 to maximize the effect of grants;
- 39 (f) Utilize creative and innovative methods and approaches in the

1 research, development, and implementation of their projects;

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

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

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

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

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

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

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

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

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

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

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

1 terms.

2

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

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

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

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