

About the Set

Essential Primary Source titles are part of a ten-volume set of books in the Social Issues Primary Sources Collection designed to provide primary source documents on leading social issues of the nineteenth, twentieth, and twenty-first centuries. International in scope, each volume is devoted to one topic and will contain approximately 150 to 175 documents that will include and discuss speeches, legislation, magazine and newspaper articles, memoirs, letters, interviews, novels, essays, songs, and works of art essential to understanding the complexity of the topic.

Each entry will include standard subheads: key facts about the author; an introduction placing the piece in context; the full or excerpted document; a discussion of the significance of the document and related event; and a listing of further resources (books, periodicals, Web sites, and audio and visual media).

Each volume will contain a topic-specific introduction, topic-specific chronology of major events, an

index especially prepared to coordinate with the volume topic, and approximately 150 images.

Volumes are intended to be sold individually or as a set.

THE ESSENTIAL PRIMARY SOURCE SERIES

- *Terrorism: Essential Primary Sources*
- *Medicine, Health, and Bioethics: Essential Primary Sources*
- *Environmental Issues: Essential Primary Sources*
- *Crime and Punishment: Essential Primary Sources*
- *Gender Issues and Sexuality: Essential Primary Sources*
- *Human and Civil Rights: Essential Primary Sources*
- *Government, Politics, and Protest: Essential Primary Sources*
- *Social Policy: Essential Primary Sources*
- *Immigration and Multiculturalism: Essential Primary Sources*
- *Family in Society: Essential Primary Sources*

Introduction

Immigration and Multiculturalism: Essential Primary Sources provides readings into two centuries of global changes in populations and cultures—and insights into both historical and modern political flashpoints.

Multiculturalism is a phrase used to articulate the existence, distinction, and preservation of different cultures within a larger political or social entity such as a nation, state, or society. Multiculturalism is argued to be a fundamental human right, the right to maintain culture and heritage, and this view is enshrined in the UNESCO Universal Declaration on Cultural Diversity. Akin to the human genome, the diversity of cultures is often considered a social strength, a source of robustness and capacity. Critics of multiculturalism, however, characterize cultural diversity as a social weakness. Regardless, understanding of the debate surrounding multiculturalism, its manifest joys and possible perils, is essential at a time in human history when the basis for war and terrorism is essentially and deeply rooted in a clash of cultures.

If multiculturalism reflects existing diversity, immigration describes how societies and populations evolve in term of populations. Such evolution, in turn, often alters the cultural landscape and provides the basis for the multicultural state or society.

The resources in *Immigration and Multiculturalism: Essential Primary Sources* provide ample evidence that tensions exist between the range of ideals embodied in

“open immigration” and “closed border policies.” The readings also provide evidence of the tensions that exist between the ideals of multiculturalism and those of assimilation. The struggles over how to define these terms, and how to put ideals into law foster contentious political debate around the world. The issues are not unique to any one nation. Many countries and societies struggle to balance progressive and tolerant policies toward immigration and multiculturalism with sometimes deeply rooted policies supporting monoculturalism.

Although the primary sources contained in *Immigration and Multiculturalism: Essential Primary Sources* are oriented toward debates taking place in Western society (mainly the United States and Europe) there is a deliberate attempt to provide a glimpse into the larger and far wider ranging global debates. The editors intend that *Immigration and Multiculturalism: Essential Primary Sources* provides readers a wide-ranging and readable collection of sources designed to stimulate interest and critical thinking, and to highlight the complexity of the issues and depth of passions related to immigration and multiculturalism debates.

**K. Lee Lerner, Brenda Wilmoth Lerner, &
Adrienne Wilmoth Lerner, editors**
Paris, London, and Jacksonville, FL
July, 2006

About the Entry

The primary source is the centerpiece and main focus of each entry in *Immigration and Multiculturalism: Essential Primary Sources*. In keeping with the philosophy that much of the benefit from using primary sources derives from the reader's own process of inquiry, the contextual material surrounding each entry provides access and ease of use, as well as giving the reader a springboard for delving into the primary source. Rubrics identify each section and enable the reader to navigate entries with ease.

ENTRY STRUCTURE

- Primary Source/Entry Title, Subtitle, Primary Source Type
- Key Facts—essential information about the primary source, including creator, date, source citation, and notes about the creator.
- Introduction—historical background and contributing factors for the primary source.
- Primary Source—in text, text facsimile, or image format; full or excerpted.
- Significance—importance and impact of the primary source related events.
- Further Resources—books, periodicals, websites, and audio and visual material.

NAVIGATING AN ENTRY

Entry elements are numbered and reproduced here, with an explanation of the data contained in these elements explained immediately thereafter according to the corresponding numeral.

Primary Source/Entry Title, Subtitle, Primary Source Type

[1] **Message from President of United States Favoring Repeal of the Chinese Exclusion Law**

[2]

[3] **Speech**

[1] **Primary Source/Entry Title:** The entry title is usually the primary source title. In some cases where long titles must be shortened, or more generalized topic titles are needed for clarity primary source titles are generally depicted as subtitles. Entry titles appear as catchwords at the top outer margin of each page.

[2] **Subtitle:** Some entries contain subtitles.

[3] **Primary Source Type:** The type of primary source is listed just below the title. When assigning source types, great weight was given to how the author of the primary source categorized the source.

Key Facts

[4] **Author:** Franklin Delano Roosevelt

[5] **Date:** October 11, 1943

[6] **Source:** Roosevelt, Franklin Delano. "Message to Congress Favoring Repeal of the Chinese Exclusion Law." Washington, D.C., October 11, 1943.

[7] **About the Author:** Franklin Delano Roosevelt (1882–1945) was the thirty-second President of the United States, serving from 1933 until his death in April 1945.

Roosevelt presided over two of the most difficult periods in American history, the Great Depression and World War II.

[4] **Author, Artist, or Organization:** The name of the author, artist, or organization responsible for the creation of the primary source begins the Key Facts section.

[5] **Date of Origin:** The date of origin of the primary source appears in this field and may differ from the date of publication in the source citation below it; for example, speeches are often delivered before they are published.

[6] **Source Citation:** The source citation is a full bibliographic citation, giving original publication data as well as reprint and/or online availability.

[7] **About the Author:** A brief bio of the author or originator of the primary source gives birth and death dates and a quick overview of the person's work. This rubric has been customized in some cases. If the primary source is a written document, the term "author" appears; however, if the primary source is a work of art, the term "artist" is used, showing the person's direct relationship to the primary source. For primary sources created by a group, "organization" may have been used instead of "author." Other terms may also be used to describe the creator or originator of the primary source. If an author is anonymous or unknown, a brief "About the Publication" sketch may appear.

Introduction Essay

[8] INTRODUCTION

The prohibitions against the immigration of Chinese persons to the United States had been a part of American law for over sixty years when President Roosevelt urged the repeal of this legislation in October 1943. The Chinese Exclusion Act of 1882 was the first of a series of laws directed at Asian immigration to the United States.

The historical focus of the Exclusion Act and its successors was economic. In response to reports of the discovery of gold in California, the first Chinese immigrants arrived in that state in 1849. Chinese laborers also formed a significant part of the workforce necessary to build the American transcontinental railroad, an engineering work completed in 1869. Following the completion of the railroad, Chinese workers were increasingly seen as a threat to the ability of the white labor force to secure jobs at a living wage.

The initial Chinese Exclusion Act was in effect for a period of ten years. This law was later extended in its scope to include most persons of Asian ancestry—Indians, Koreans, and the Japanese. In addition to the

economic impetus underlying the desire to stem Asian immigration, particularly along the West Coast of the United States, racial profiling of Asians played a role in the exclusion efforts. The Chinese and Japanese, in particular, were seen by some as a general threat to the white population of America.

In 1913, California passed the Alien Land Law to prohibit any person ineligible for American citizenship from owning property in the state. As in most areas of the United States, there was little distinction drawn between Asian groups in either legislation or public opinion. At the time, many Americans held negative attitudes towards all Asians.

American attitudes towards the Japanese and Chinese diverged as political and military events unfolded in the 1930s. Japan began a significant military build-up that culminated in the invasion of Manchuria, a region adjacent to China, in 1931. By 1937, Japan and China were engaged in a war, known as the Second Sino-Japanese War, a conflict that ultimately merged into World War II. China, a country that was also involved in a civil war between its Nationalist forces led by Chiang Kai Shek, and Communist rebels led by Mao Zedong, was now an American ally against Japanese expansionism in the Pacific region.

Proof of the new divergence in the status of the Chinese and the Japanese in the eyes of the American government was Executive Order 9066, issued by President Roosevelt in March 1942. This order mandated the construction of internment camps that would ultimately accommodate over 120,000 Japanese males. Over sixty percent of those interned in the camps were American citizens.

[8] **Introduction:** The introduction is a brief essay on the contributing factors and historical context of the primary source. Intended to promote understanding and equip the reader with essential facts to understand the context of the primary source.

To maintain ease of reference to the primary source, spellings of names and places are used in accord with their use in the primary source. Accordingly names and places may have different spellings in different articles. Whenever possible, alternative spellings are provided to provide clarity.

To the greatest extent possible we have attempted to use Arabic names instead of their Latinized versions. Where required for clarity we have included Latinized names in parentheses after the Arabic version. Alas, we could not retain some diacritical marks (e.g. bars over vowels, dots under consonants). Because there is no generally accepted rule or consensus regarding the format of translated Arabic names, we have adopted

the straightforward, and we hope sensitive, policy of using names as they are used or cited in their region of origin.

[9] PRIMARY SOURCE

To the Congress of the United States:

There is now pending before the Congress legislation to permit the immigration of Chinese people into this country and to allow Chinese residents here to become American citizens. I regard this legislation as important in the cause of winning the war and of establishing a secure peace.

China is our ally. For many long years she stood alone in the fight against aggression. Today we fight at her side. She has continued her gallant struggle against very great odds.

China has understood that the strategy of victory in this World War first required the concentration of the greater part of our strength upon the European front. She has understood that the amount of supplies we could make available to her has been limited by difficulties of transportation. She knows that substantial aid will be forthcoming as soon as possible—aid not only in the form of weapons and supplies, but also in carrying out plans already made for offensive, effective action. We and our allies will aim our forces at the heart of Japan—in ever-increasing strength until the common enemy is driven from China's soil.

But China's resistance does not depend alone on guns and planes and on attacks on land, on the sea, and from the air. It is based as much in the spirit of her people and her faith in her allies. We owe it to the Chinese to strengthen that faith. One step in this direction is to wipe from the statute books those anachronisms in our law which forbid the immigration of Chinese people into this country and which bar Chinese residents from American citizenship.

Nations like individuals make mistakes. We must be big enough to acknowledge our mistakes of the past and to correct them.

By the repeal of the Chinese exclusion laws, we can correct a historic mistake and silence the distorted Japanese propaganda. The enactment of legislation now pending before the Congress would put Chinese immigrants on a parity with those from other countries. The Chinese quota would, therefore, be only about 100 immigrants a year. There can be no reasonable apprehension that any such number of immigrants will cause unemployment or provide competition in the search for jobs.

The extension of the privileges of citizenship to the relatively few Chinese residents in our country would operate as another meaningful display of friendship. It would be additional proof that we regard China not only as a partner in waging war but that we shall regard her as a partner in days of peace. While it would give the Chinese a preferred status over certain other oriental people, their great contribution to the cause of decency and freedom entitles them to such preference.

I feel confident that the Congress is in full agreement that these measures long overdue should be taken to correct an injustice to our friends. Action by the Congress now will be an earnest of our purpose to apply the policy of the good neighbor to our relations with other peoples.

Franklin D. Roosevelt.

The White House, October 1, 1943.

[9] **Primary Source:** The majority of primary sources are reproduced as plain text. The primary source may appear excerpted or in full, and may appear as text, text facsimile (photographic reproduction of the original text), image, or graphic display (such as a table, chart, or graph).

The font and leading of the primary sources are distinct from that of the context—to provide a visual clue to the change, as well as to facilitate ease of reading. As needed, the original formatting of the text is preserved in order to more accurately represent the original (screenplays, for example). In order to respect the integrity of the primary sources, content some readers may consider sensitive (for example, the use of slang, ethnic or racial slurs, etc.) is retained when deemed to be integral to understanding the source and the context of its creation.

Primary source images (whether photographs, text facsimiles, or graphic displays) are bordered with a distinctive double rule. Most images have brief captions.

The term “narrative break” appears where there is a significant amount of elided (omitted) material with the text provided (for example, excerpts from a work's first and fifth chapters, selections from a journal article abstract and summary, or dialogue from two acts of a play).

Significance Essay

[10] SIGNIFICANCE

The original Chinese Exclusion laws were a form of American economic protectionism. In 1943, the basis for the repeal of these laws was the removal of

an embarrassing symbol from the relations between two military and political allies.

Roosevelt hints at this fact in the course of his speech. He specifically calls the exclusion laws a mistake, one that had to be admitted for the military alliance and support the United States was extending to China to properly function. Roosevelt also obliquely acknowledges concerns regarding the economic impact of greater Chinese immigration and notes that the proposed quotas in the pending legislation will properly address this concern.

Soon after Roosevelt's address to Congress, he, British Prime Minister Winston Churchill (1874–1965), and Chinese Nationalist leader Chiang Kai-Shek (1887–1975) participated in the Cairo Conference of November 1943. In Cairo, the leaders discussed the possible post-war political alignments in the Pacific region, where all three leaders agreed that the ultimate goal in a successful war against Japan was the restoration of lands conquered by the Japanese to their former nations. The positions of China, Great Britain, and the United States in Cairo were confirmed in the publication of an official communique on December 1, 1943.

The repeal of the Chinese Exclusion Act was passed by Congress on December 17, 1943, in legislation that was also known as the Magnuson Act. While the repeal would create future immigration opportunities for tens of thousands of Chinese, the first consequence of the new law was a military one. As a result of the repeal, approximately 14,000 men of Chinese descent became immediately eligible for the American military draft.

The speed with which Roosevelt was able to initiate the desired legislative change to American immigration law was significant. Less than ten weeks passed from the time of Roosevelt's address to Congress urging the repeal of the Chinese exclusion laws to the passage of the Magnuson Act.

The American legislative action also sent a message to other nations that had constructed legislative barriers against Chinese immigration. Canada had passed its first exclusionary law against the Chinese in 1885, and like the United States, Canada had maintained its immigration restrictions with a series of amendments through the 1920s. Canada also ordered the internment of the Japanese male population on its West Coast in 1942. Canada followed the American repeal of the Chinese exclusion laws with similar legislation in 1947.

When viewed from a historical perspective, the 1943 repeal of the Chinese exclusion laws is a stepping

stone in the United States to the fuller form of immigration permitted in the Immigration and Naturalization Act of 1952, where specific racial quotas were eliminated and replaced by a framework of rules based upon the applicant's country of origin. The U.S. government further modified its immigration laws with the Immigration Act of 1965.

The great irony of the 1943 legislation and the motivation of Roosevelt to ensure strong relations with his Chinese military ally came after World War II ended in 1945. In 1946, a full scale civil war erupted in China; by 1949, the Communists of Mao Zedong had taken control of the country, driving the Nationalists of Chiang Kai-Shek onto the island of Taiwan. By 1950, the new Chinese government and its army were a de facto enemy of the United States in the Korean War (1950–1953), since China was allied with North Korea against South Korea, the United States, and various allied nations. Since 1949, the United States has continued to support the Nationalist government in Taiwan in the face of significant Chinese governmental pressure to renounce this tie.

[10] **Significance:** The significance discusses the importance and impact of the primary source and the event it describes.

Further Resources

[11] FURTHER RESOURCES

Books

Dower, John W. *War without Mercy: Race and Power in the Pacific War*. New York: Pantheon, 1987.

Tucker, Nancy Bernkoff, ed. *China Confidential: American Diplomats and Sino-American Relations 1945–1996*. New York: Columbia University Press, 2001.

Periodicals

Ma, Xiaohua. "A Democracy at War: The American Campaign to Repeal Chinese Exclusion in 1943." *Japanese Journal of American Studies* 9 (1998): 121–142.

[11] **Further Resources:** A brief list of resources categorized as Books, Periodicals, Web sites, and Audio and Visual Media provides a stepping stone to further study.

SECONDARY SOURCE CITATION FORMATS (HOW TO CITE ARTICLES AND SOURCES)

Alternative forms of citations exist and examples of how to cite articles from this book are provided below:

APA Style

Books: Dublin, Thomas, ed. (1993). *Immigrant Voices: New Lives in America, 1773–1986*. Urbana: University of

Illinois Press. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., (2006) *Immigration and Multiculturalism: Essential Primary Sources*, Farmington Hills, Mich.: Thomson Gale.

Periodicals: Eldershaw, Philip S. (September 1909). "The Exclusion of Asiatic Immigrants in Australia." *The Annals of the American Academy of Political and Social Science* 34 : 190–203. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., (2006) *Immigration and Multiculturalism: Essential Primary Sources*, Farmington Hills, Mich.: Thomson Gale.

Web sites: *Coalition of Student Advocates*. "Amy's Story." Retrieved from <http://www.cosaonline.org/amy.html>. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., (2006) *Immigration and Multiculturalism: Essential Primary Sources*, Farmington Hills, Mich.: Thomson Gale.

Chicago Style

Books: Dublin, Thomas, ed. *Immigrant Voices: New Lives in America, 1773–1986*. Urbana: University of Illinois Press, 1993. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., *Immigration and Multiculturalism: Essential Primary Sources*, Farmington Hills, Mich.: Thomson Gale, 2006.

Periodicals: Eldershaw, Philip S. "The Exclusion of Asiatic Immigrants in Australia." *The Annals of the American Academy of Political and Social Science* 34 (September 1909): 190–203. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., *Immigration and Multiculturalism: Essential Primary Sources*, Farmington Hills, Mich.: Thomson Gale, 2006.

Web sites: *Coalition of Student Advocates*. "Amy's Story." <<http://www.cosaonline.org/amy.html>> (accessed July 1, 2006). Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., *Immigration and Multiculturalism: Essential Primary Sources*, Farmington Hills, Mich.: Thomson Gale, 2006.

MLA Style

Books: Dublin, Thomas, ed. *Immigrant Voices: New Lives in America, 1773–1986*, Urbana: University

of Illinois Press, 1993. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., *Immigration and Multiculturalism: Essential Primary Sources*, Farmington Hills, Mich.: Thomson Gale, 2006.

Periodicals: Eldershaw, Philip S. "The Exclusion of Asiatic Immigrants in Australia." *The Annals of the American Academy of Political and Social Science*, 34, September 1909: 190–203. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., *Immigration and Multiculturalism: Essential Primary Sources*, Farmington Hills, Mich.: Thomson Gale, 2006.

Web sites: "Amy's Story." *Coalition of Student Advocates*. 1 July, 2006. <<http://www.cosaonline.org/amy.html>> Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., *Immigration and Multiculturalism: Essential Primary Sources*, Farmington Hills, Mich.: Thomson Gale, 2006.

Turabian Style

Books: Dublin, Thomas, ed. *Immigrant Voices: New Lives in America, 1773–1986* (Urbana: University of Illinois Press, 1993). Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., *Immigration and Multiculturalism: Essential Primary Sources* (Farmington Hills, Mich.: Thomson Gale, 2006).

Periodicals: Eldershaw, Philip S. "The Exclusion of Asiatic Immigrants in Australia." *The Annals of the American Academy of Political and Social Science* 34 (September 1909): 190–203. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., *Immigration and Multiculturalism: Essential Primary Sources* (Farmington Hills, Mich.: Thomson Gale, 2006).

Web sites: *Coalition of Student Advocates*. "Amy's Story." available from <http://www.cosaonline.org/amy.html>; accessed 1 July, 2006. Excerpted in K. Lee Lerner and Brenda Wilmoth Lerner, eds., *Immigration and Multiculturalism: Essential Primary Sources* (Farmington Hills, Mich.: Thomson Gale, 2006).

Using Primary Sources

The definition of what constitutes a primary source is often the subject of scholarly debate and interpretation. Although primary sources come from a wide spectrum of resources, they are united by the fact that they individually provide insight into the historical *milieu* (context and environment) during which they were produced. Primary sources include materials such as newspaper articles, press dispatches, autobiographies, essays, letters, diaries, speeches, song lyrics, posters, works of art—and in the twenty-first century, web logs—that offer direct, first-hand insight or witness to events of their day.

Categories of primary sources include:

- Documents containing firsthand accounts of historic events by witnesses and participants. This category includes diary or journal entries, letters, email, newspaper articles, interviews, memoirs, and testimony in legal proceedings.
- Documents or works representing the official views of both government leaders and leaders of terrorist organizations. These include primary sources such as policy statements, speeches, interviews, press releases, government reports, and legislation.
- Works of art, including (but certainly not limited to) photographs, poems, and songs, including advertisements and reviews of those works that help establish an understanding of the cultural milieu (the cultural environment with regard to attitudes and perceptions of events).
- Secondary sources. In some cases, secondary sources or tertiary sources may be treated as primary sources. In some cases articles and sources are created many years after an event. Ordinarily,

a historical retrospective published after the initial event is not be considered a primary source. If, however, a resource contains statement or recollections of participants or witnesses to the original event, the source may be considered primary with regard to those statements and recollections.

ANALYSIS OF PRIMARY SOURCES

The material collected in this volume is not intended to provide a comprehensive overview of a topic or event. Rather, the primary sources are intended to generate interest and lay a foundation for further inquiry and study.

In order to properly analyze a primary source, readers should remain skeptical and develop probing questions about the source. As in reading a chemistry or algebra textbook, historical documents require readers to analyze them carefully and extract specific information. However, readers must also read “beyond the text” to garner larger clues about the social impact of the primary source.

In addition to providing information about their topics, primary sources may also supply a wealth of insight into their creator’s viewpoint. For example, when reading a news article about an outbreak of disease, consider whether the reporter’s words also indicate something about his or her origin, bias (an irrational disposition in favor of someone or something), prejudices (an irrational disposition against someone or something), or intended audience.

Students should remember that primary sources often contain information later proven to be false, or contain viewpoints and terms unacceptable to future generations. It is important to view the primary source

within the historical and social context existing at its creation. If for example, a newspaper article is written within hours or days of an event, later developments may reveal some assertions in the original article as false or misleading.

TEST NEW CONCLUSIONS AND IDEAS

Whatever opinion or working hypothesis the reader forms, it is critical that they then test that hypothesis against other facts and sources related to the incident. For example, it might be wrong to conclude that factual mistakes are deliberate unless evidence can be produced of a pattern and practice of such mistakes with an intent to promote a false idea.

The difference between sound reasoning and preposterous conspiracy theories (or the birth of urban legends) lies in the willingness to test new ideas against other sources, rather than rest on one piece of evidence such as a single primary source that may contain errors. Sound reasoning requires that arguments and assertions guard against argument fallacies that utilize the following:

- false dilemmas (only two choices are given when in fact there are three or more options)
- arguments from ignorance (*argumentum ad ignorantiam*; because something is not known to be true, it is assumed to be false)
- possibilist fallacies (a favorite among conspiracy theorists who attempt to demonstrate that a factual statement is true or false by establishing the possibility of its truth or falsity. An argument

where “it could be” is usually followed by an unearned “therefore, it is.”)

- slippery slope arguments or fallacies (a series of increasingly dramatic consequences is drawn from an initial fact or idea)
- begging the question (the truth of the conclusion is assumed by the premises)
- straw man arguments (the arguer mischaracterizes an argument or theory and then attacks the merits of their own false representations)
- appeals to pity or force (the argument attempts to persuade people to agree by sympathy or force)
- prejudicial language (values or moral judgments are attached to certain arguments or facts)
- personal attacks (*ad hominem*; an attack on a person’s character or circumstances)
- anecdotal or testimonial evidence (stories that are unsupported by impartial facts or data that is not reproducible)
- *post hoc* (after the fact) fallacies (because one thing follows another, it is held to cause the other)
- the fallacy of the appeal to authority (the argument rests upon the credentials of a person, not the evidence).

Despite the fact that some primary sources can contain false information or lead readers to false conclusions based on the “facts” presented, they remain an invaluable resource regarding past events. Primary sources allow readers and researchers to come as close as possible to understanding the perceptions and context of events and thus, to more fully appreciate how and why misconceptions occur.