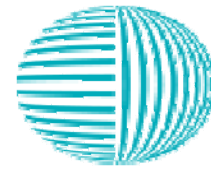


**Miller Creek  
School District**



**FACING  
HISTORY  
AND  
OURSELVES**

**WELCOME!**

**Meeting #1**

**Equity Learning and Action Working Group**

**Please Make a Nametag**

**Brian Fong**

**(he/him)**



# Agenda



- **Purpose of the Equity Working Group:**
  - Develop a shared understanding of educational equity and equitable practices
  - Examine and provide input to the Superintendent regarding District policy and procedures to ensure equitable practices and systems
- **Immediate Equity Working Group Actions:**
  - Adopt a working definition of equity
  - Adopt an equity framework tool that is used to examine district policy and practices

# Agenda



1. The historical origins of inequity and schools
2. Defining equity in the Miller Creek School District

# Facing History's Role



*“History, as nearly no one seems to know, is not merely, something to be read. And it does not refer merely, or even principally, to the past. On the contrary, the great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do.”*

*—James Baldwin*

**Facing History and Ourselves uses lessons of history to challenge teachers and their students to stand up to Bigotry and hate.**



# What Will We Learn?



How can we nurture a community of belonging for all members of the school district?



# Experience Our Approach



FACING  
HISTORY  
AND  
OURSELVES

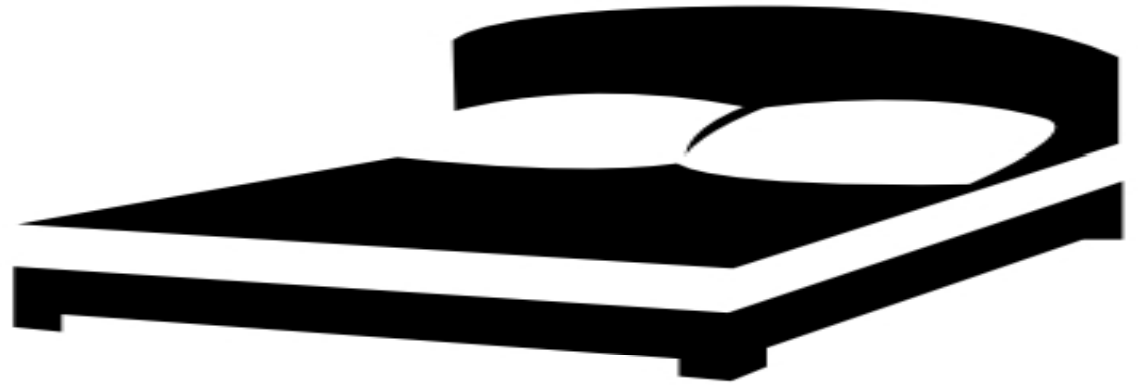


# Defining Belonging

## Guiding Questions:

- *How have ideas like "race" been created and used to define membership in a community?*
- *What are the consequences of creating societies built upon "racial" differences and hierarchies?*

Which One of These is Not Like the Others?

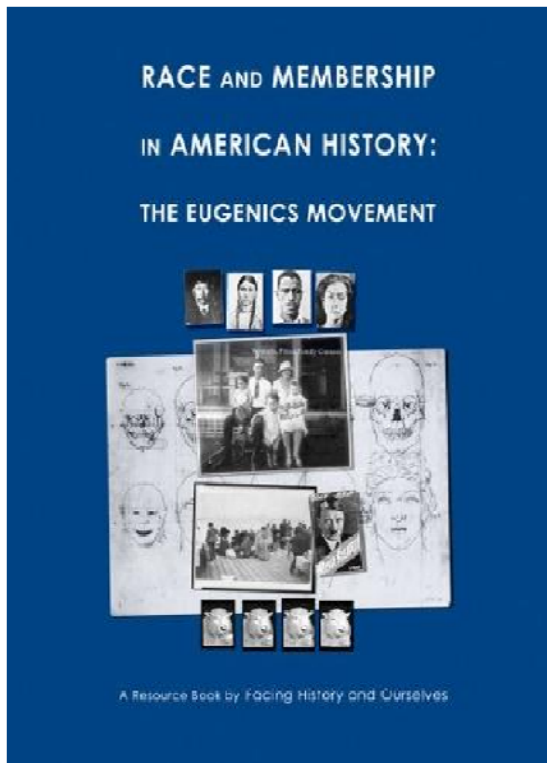


“When we identify one thing as unlike the others, we are dividing the world; we use our language to exclude, to distinguish—to discriminate. . . . Of course, there are “real differences” in the world; each person differs in countless ways from each other person.

But when we simplify and sort, we focus on some traits rather than others, and we assign consequences to the presence and absence of the traits we make significant.”

-Martha Minow – Legal Scholar on International Human Rights Crimes

# Race and Membership in American History



*What is the history of “race” and how has it influenced who belongs in the United States?*

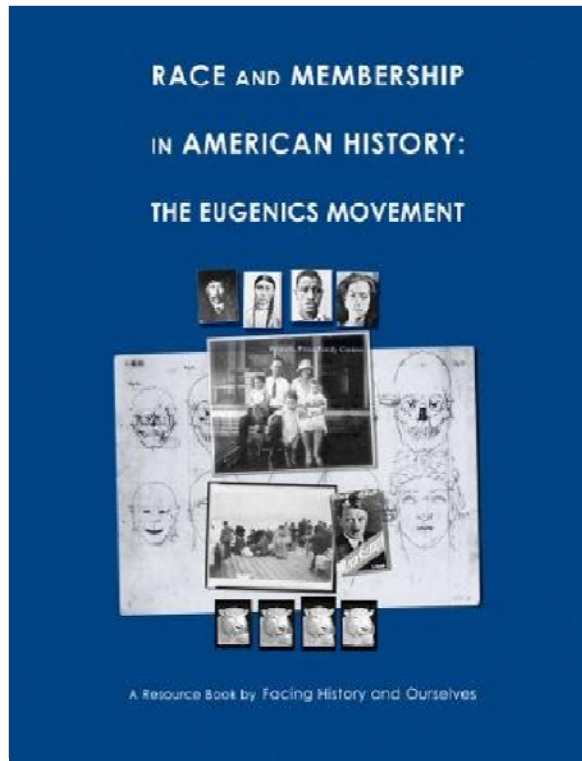
# Group Norms



Which one of these behaviors is most important to you to having meaningful conversations? Why?

1. \_\_\_\_\_ (please add!)
2. Listen with respect and to learn. We are all coming into this with different experiences and knowledge.
3. Share the air: create space and time so that everyone has the opportunity to speak.
4. Assume positive intentions. Ask questions to clarify.
5. Use “I” statements; avoid generalizations about the experiences of other peoples and groups.
6. Challenge the idea and not the person. Respectfully voice your concern.
7. Accept non-closure, seek next steps. This work is both process and product, today is just one step.

## Thomas Jefferson, “Notes on the State of Virginia”



I advance it as a suspicion only, that the blacks, whether originally a distinct race, or made distinct by time and circumstances, are inferior to the whites in the endowments of both body and mind. (1785)

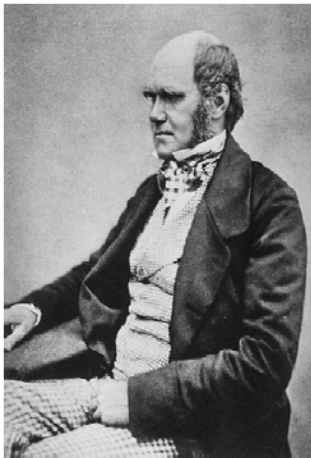


# Race as a Measurable Science

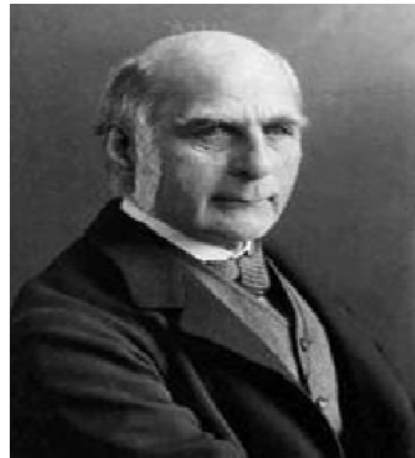
## EUGENICS (1883 - 1950's)

Science of Race Improvement

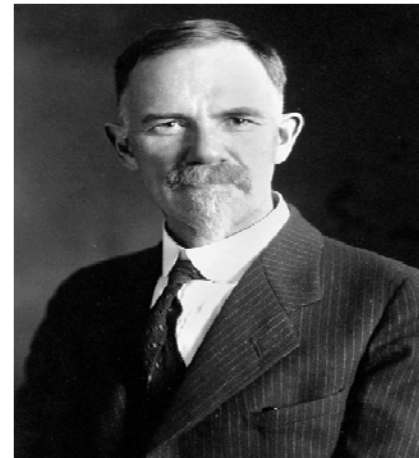
Public Political Policy + Social Attitudes



Charles Darwin



Francis Galton



Charles Davenport



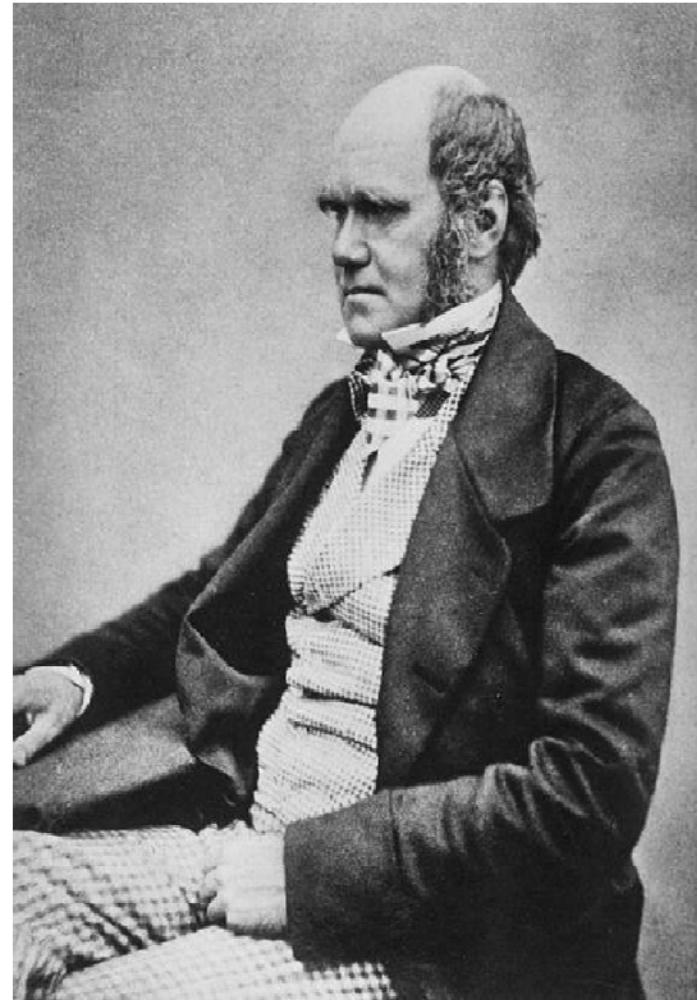
Harry Laughlin

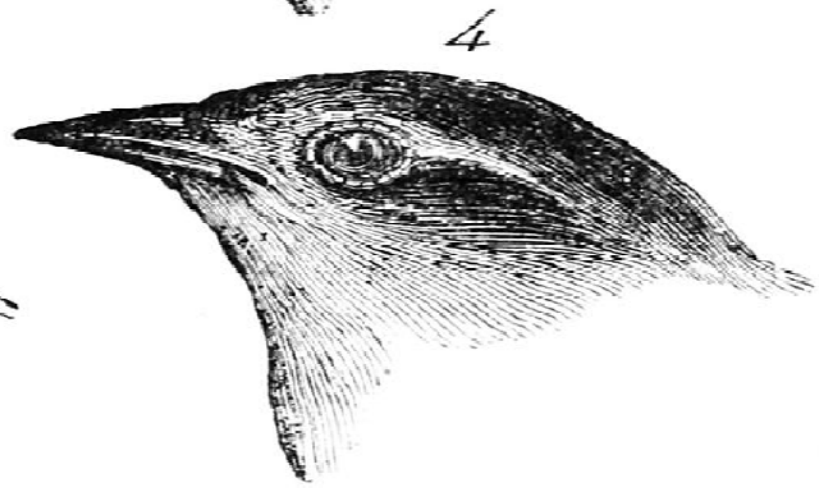
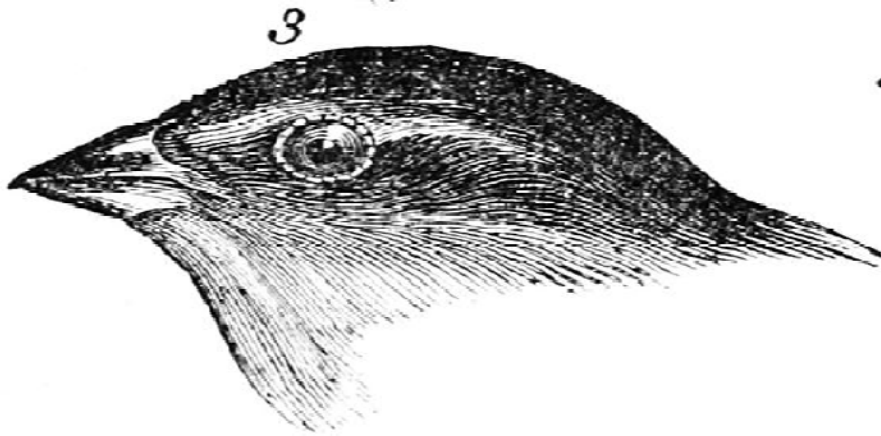
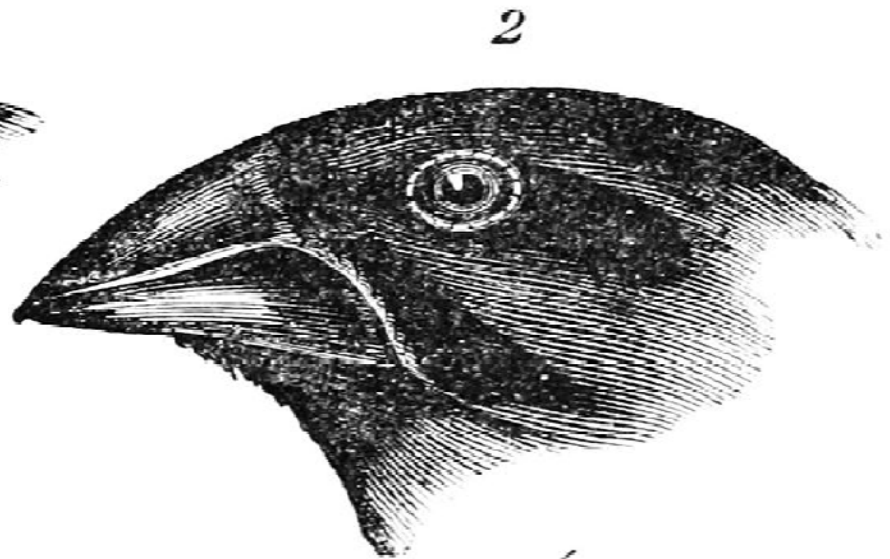
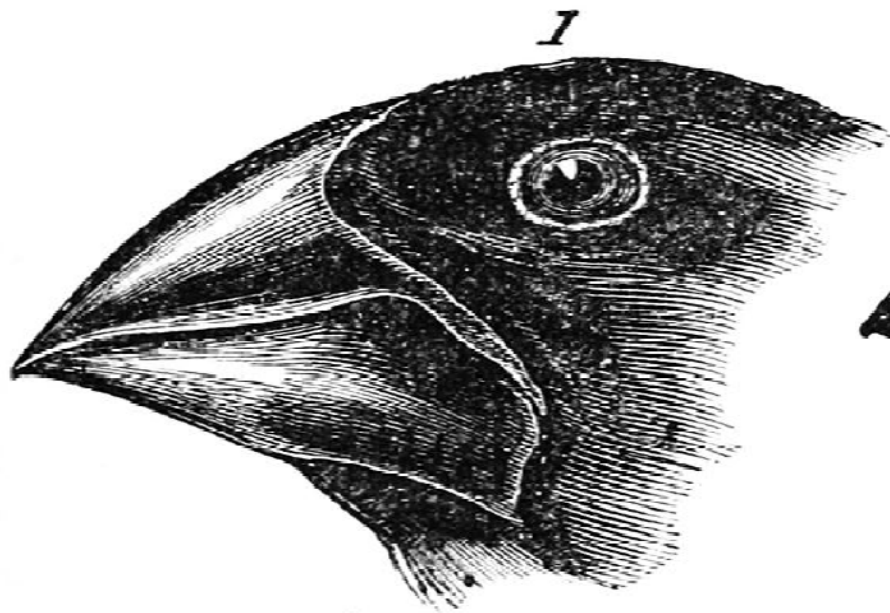
# Natural Selection

Charles Darwin  
1859 *On the Origin of Species*

## Natural Selection

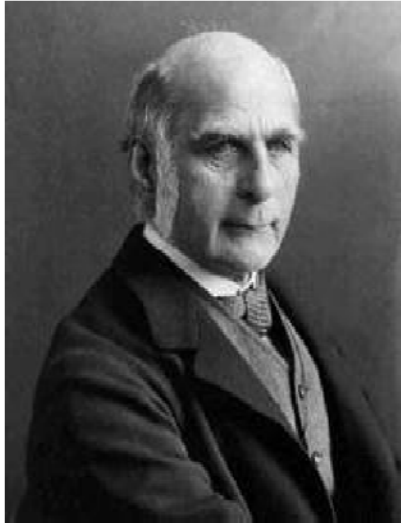
- individuals with certain characteristics have a **greater** survival or reproductive rate than other individuals in a population.
- pass on these inheritable genetic characteristics to their offspring.





1. *Geospiza magnirostris*.  
3. *Geospiza parvula*.

2. *Geospiza fortis*.  
4. *Certhidea olivacea*.



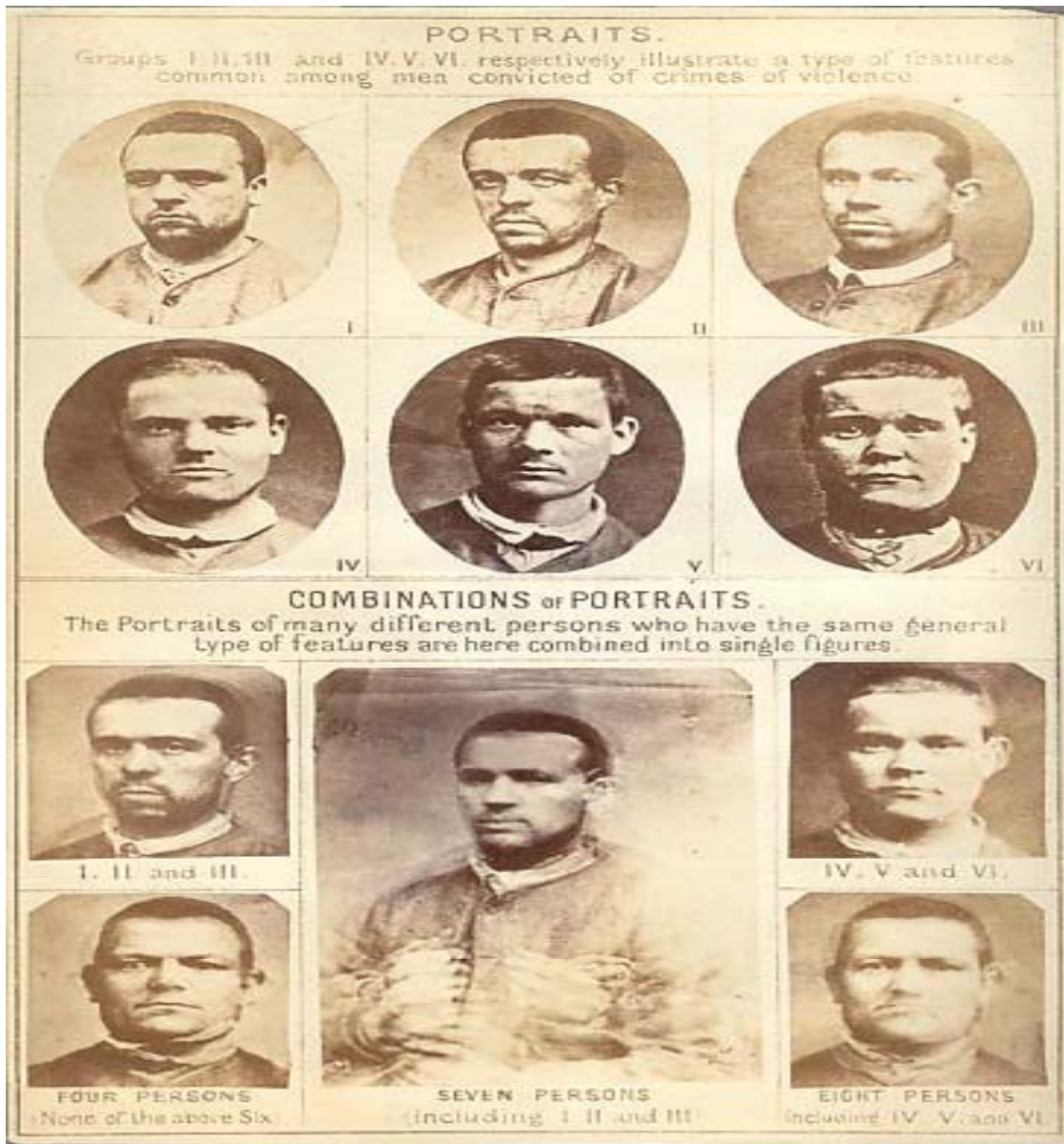
# Creating Eugenics

*eu-* "good" (see [eu-](#)) + *genos* "birth"

**Sir Francis Galton of England  
(Charles Darwin's Cousin)**

1883: Eugenics – improving the race

“Eugenics is the science which deals with all influences that improve and develop the inborn qualities of race....All would agree that it was better to be healthy than sick, vigorous than weak, well fitted than ill fitted for their part in life.”



Galton took portrait photographs of prisoners and combined them together to determine whether specific facial features were associated with different types of criminality.

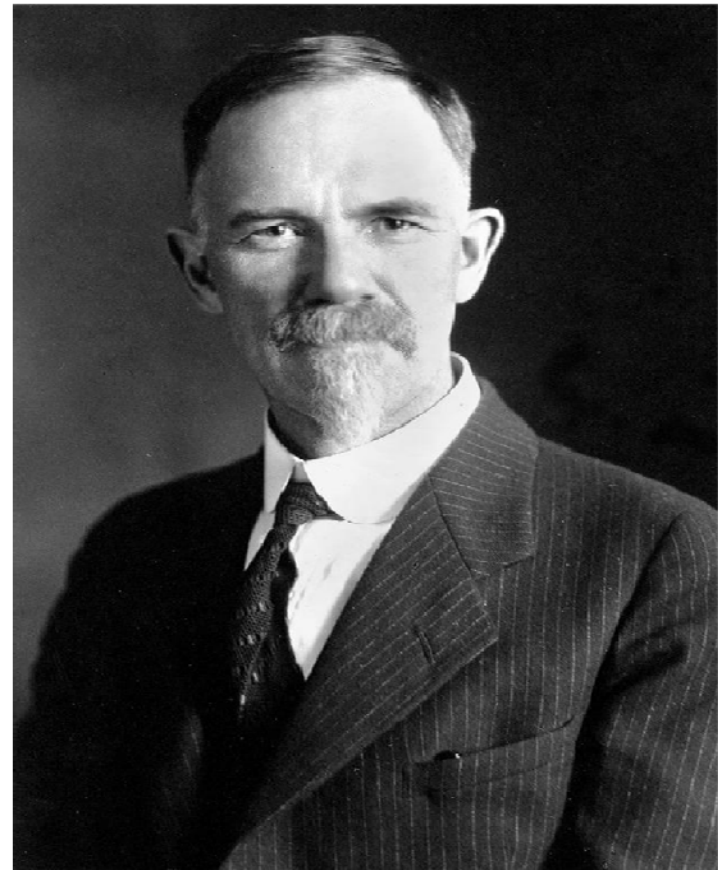


# Charles Davenport

Ph.D. Biology student @  
Harvard reading Galton's  
Eugenics writings

1904 – Director of Station for  
Experimental Evolution at Cold  
Spring Harbor, New York

**Positive Eugenics**  
Reproduction of the fittest



5, 2, a  
DECEMBER

*Record - 100000  
for the  
U.S.*

1921

# BETTER BABIES

Infant Welfare And Race Progress

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*Help to Keep Well Babies Well*

Ten Cents per Copy

# Harry Laughlin

Superintendent of the  
Eugenics Record Office,  
NY from its inception in 1910

## **Negative Eugenics**

Removing Inferior Traits  
Sterilization, Segregation,  
and Quarantine





# DECISION HELD STEP TOWARD A SUPER-RACE

## Health Official Praise Court in Upholding Sterilization Law

WASHINGTON, May 5.—(INS)—An improved race of Americans is on its way as a result of the Supreme

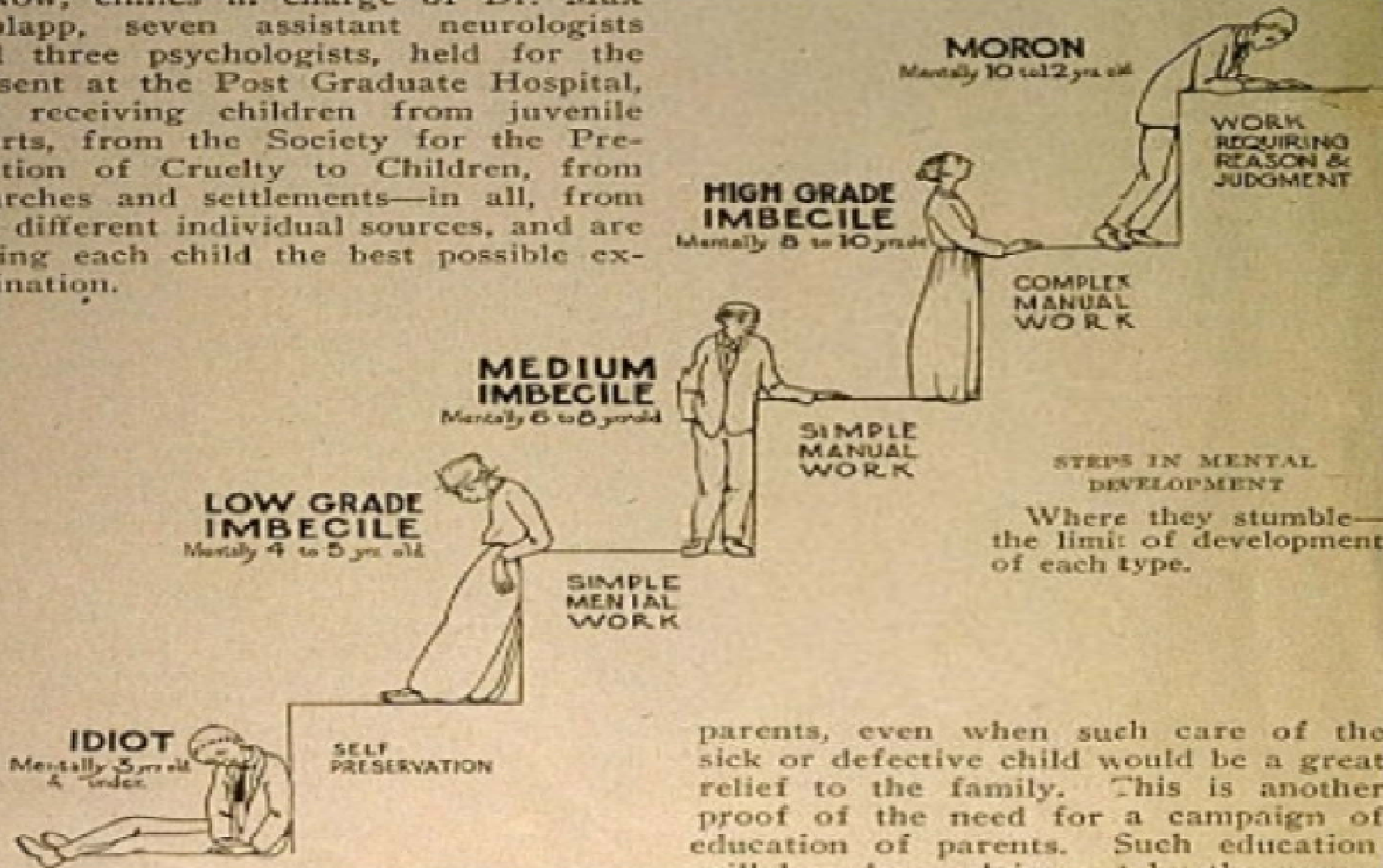
sterilization law, it was said today by government officials.

With twenty states laws to sterilize imbeciles, with many including criminals, the medical will be gradual elimination of defectives from the race. If these laws were rigorously enforced in all the nations, they added, the people would become a "super-race" and generally

"The more unfit removed the more rapid will be the development of a race of super-Americans," said Dr. Claude C. Ransley, surgeon general of the United States. "The supreme court's decision is but a feeble step."

The court itself was criticized for holding the Virginia

NOW, CHIEFS IN CHARGE OF DR. BSA Schlapp, seven assistant neurologists and three psychologists, held for the present at the Post Graduate Hospital, are receiving children from juvenile courts, from the Society for the Prevention of Cruelty to Children, from churches and settlements—in all, from 47 different individual sources, and are giving each child the best possible examination.



parents, even when such care of the sick or defective child would be a great relief to the family. This is another proof of the need for a campaign of education of parents. Such education will be advanced in part by the nurses



Idiocy



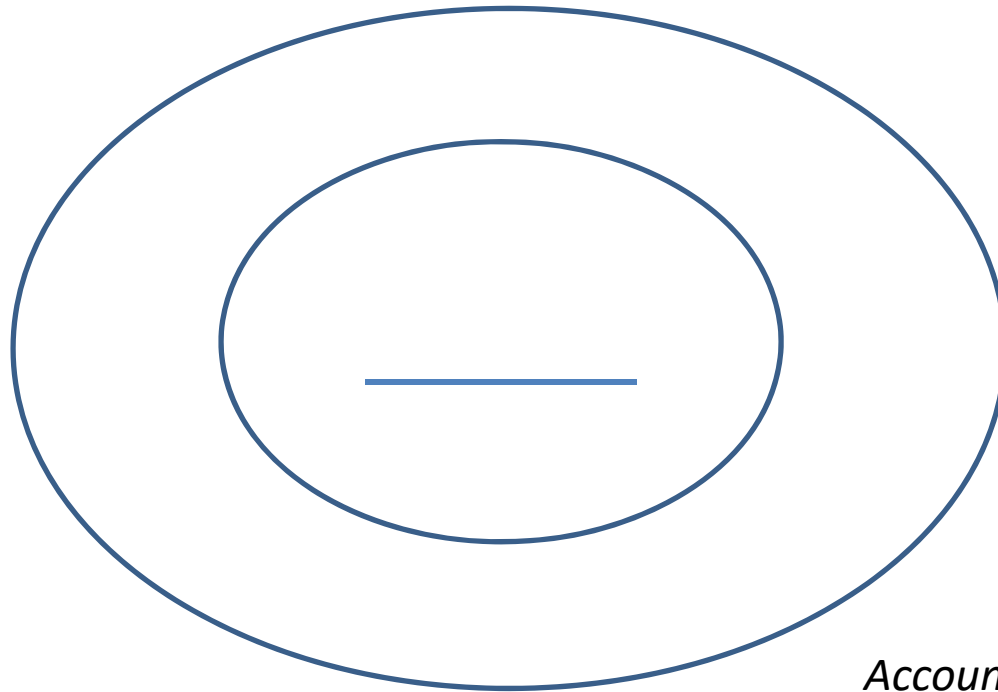
Imbecility



Moron (*High grade Feeble-minded*)

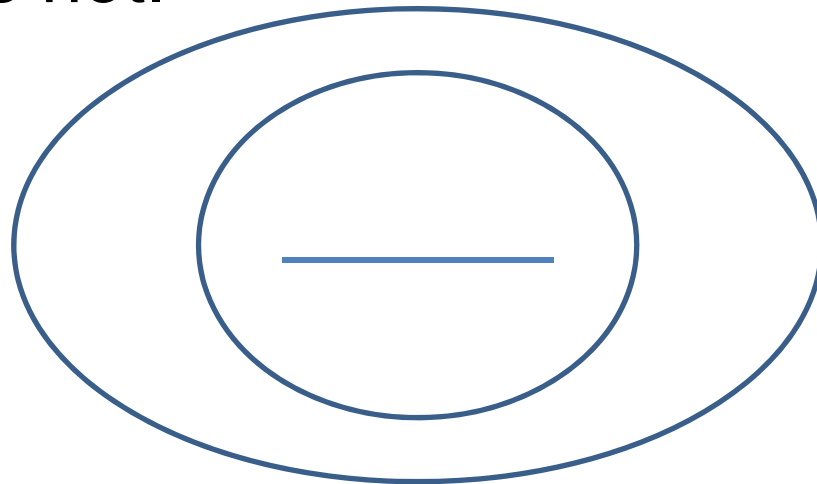
# Universe of obligation

...the name Sociologist Helen Fein has given the circle of individuals and groups “toward whom obligations are owed, to whom rules apply, and whose injuries call for amends.”



*Accounting for Genocide, 1979*

In other words, a society's universe of obligation includes those people who that society believes deserve respect and whose rights it believes are worthy of protection....throughout history, beliefs and attitudes about religion, gender, and race have helped to determine which people a society protects and which people it does not."

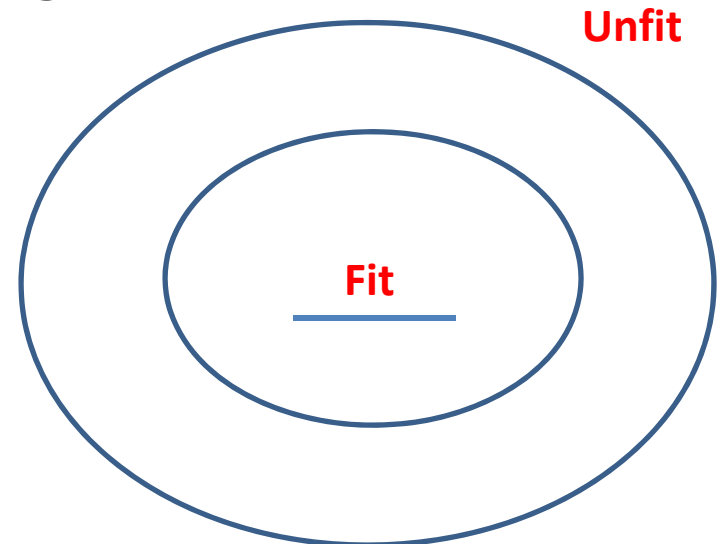


# Eugenic Universe of obligation

What would a society's Universe of Obligation look like under Eugenic Practices and Beliefs?

## DIRECTIONS

1. Small Group Investigation – Examine Eugenic images & text
2. Create a Universe of Obligation diagram
3. Place people into the circle they belong to according to Eugenic ideas. Use the propaganda for ideas

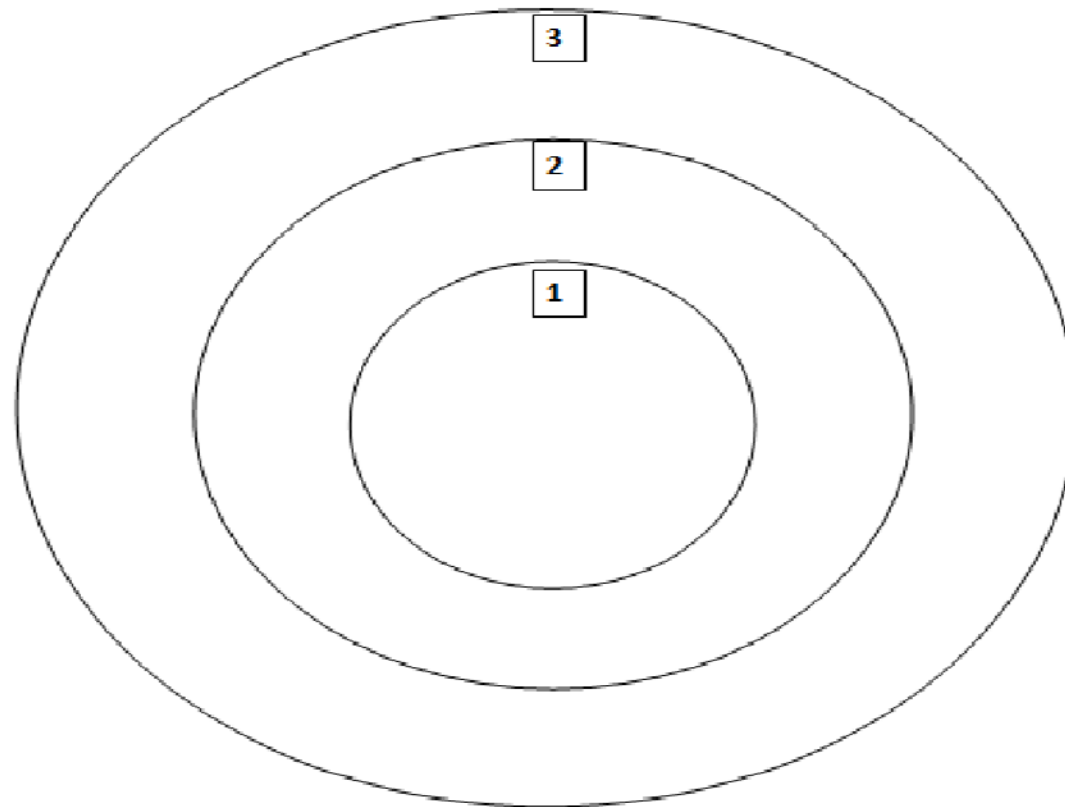


# Universe of Obligation

## Society According to the Eugenics Movement

Who would be the types of people society should care the most about according to Eugenic ideas?

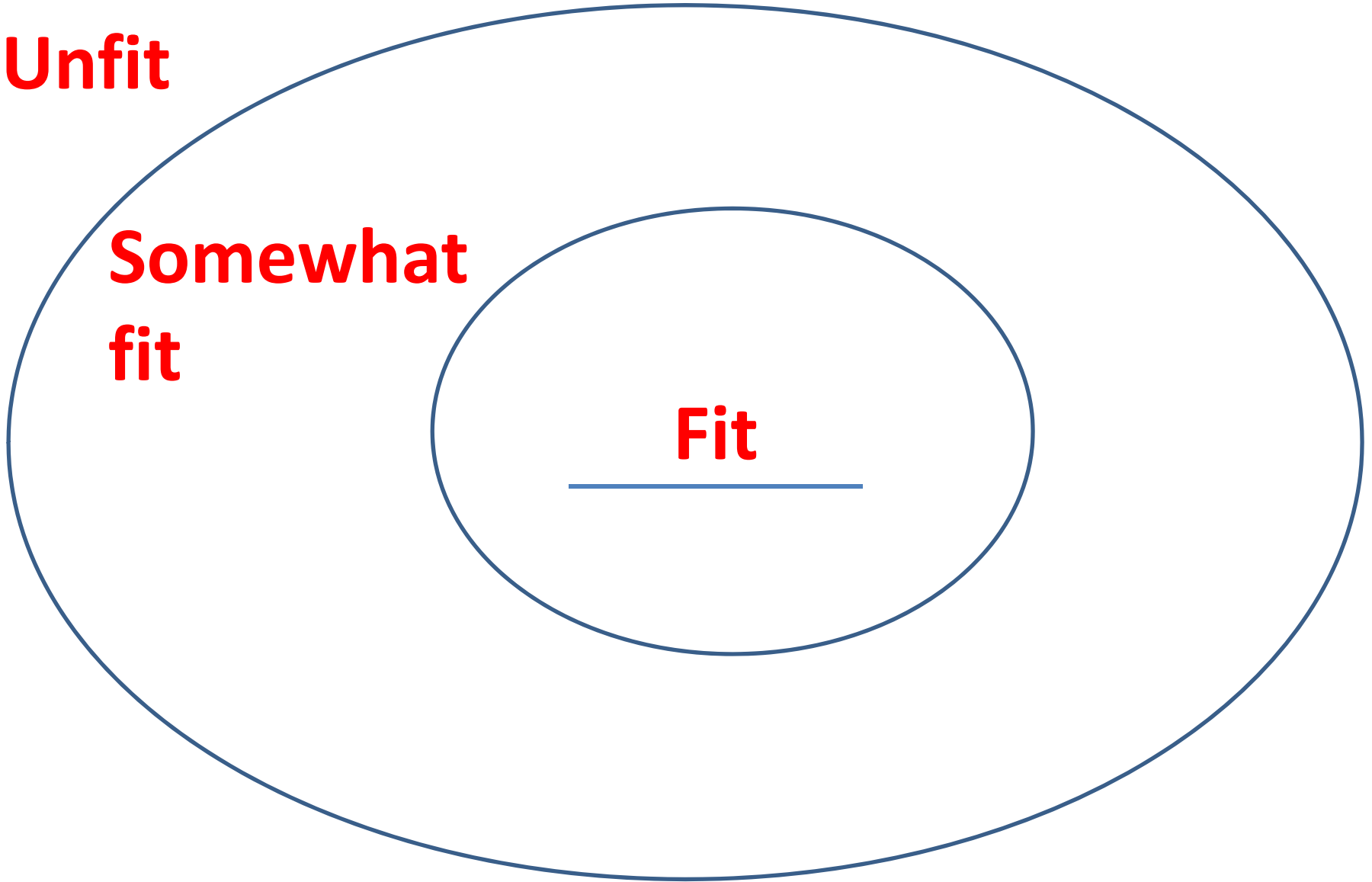
1. Start inside the center circle (circle #1). What type of people would be the most valued and fit?
2. For circle #2, what type of people would have some value to society?
3. Which types of people would have no value to society? Place them in circle 3



**Unfit**

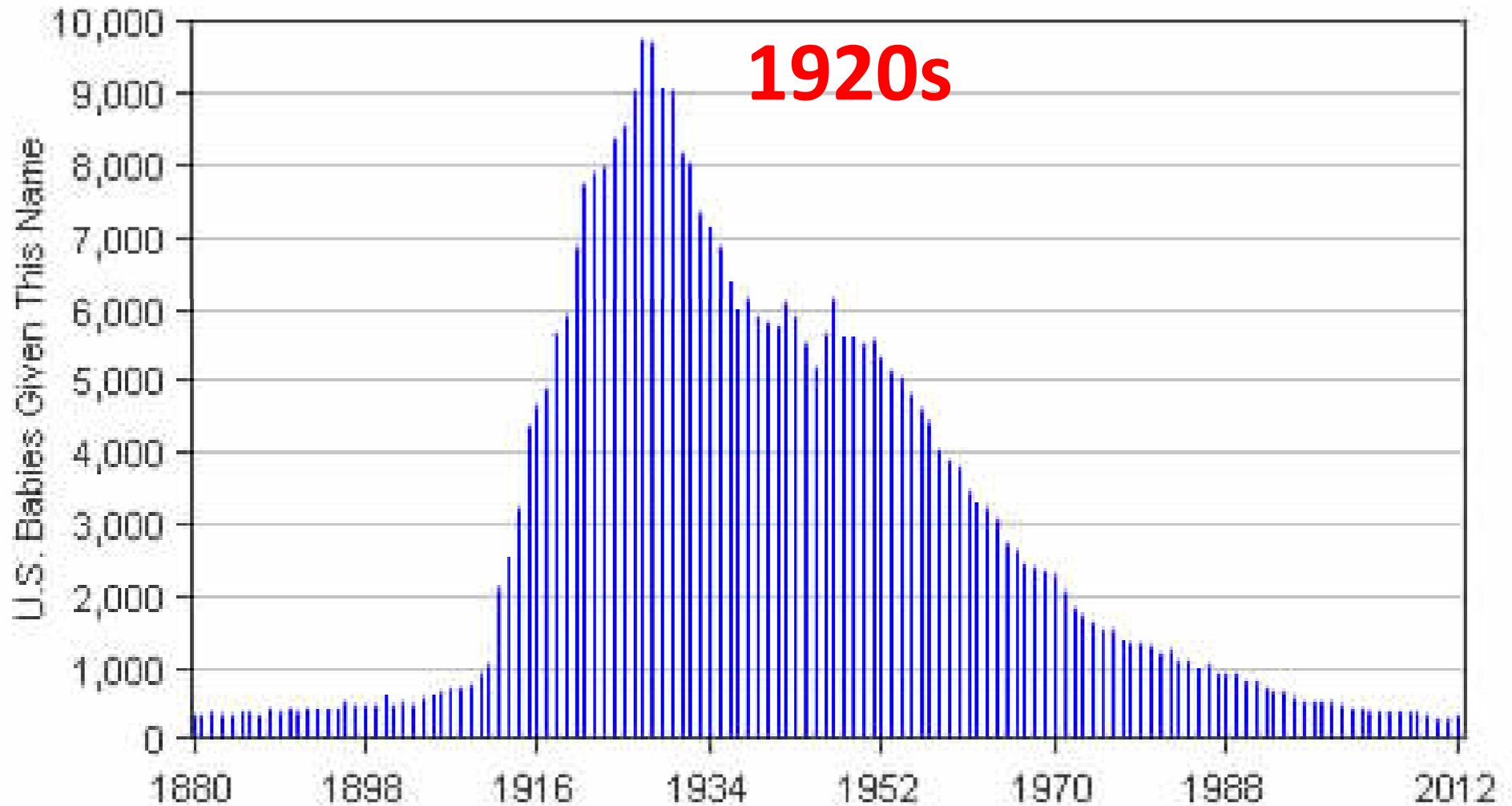
**Somewhat  
fit**

**Fit**





# Popularity of name "Eugene"



# Key Assumptions of the Eugenics Movement

1. Distinct separate **races**, or streams, of humanity exist.
2. Races are **unequal** -- some are superior and others are inferior.
3. Physical, social, and **behavioral** traits are **biologically determined**.
4. These traits are **inherited** through blood.
5. The number of social and behavioral problems are increasing/**climbing**.
6. **Science** can help weed out “bad blood” through **sorting** and artificial **selection**.

**"Physical variations in the human species have no meaning except the social [meanings] that humans put on them.** Today scholars in many fields argue that race as it is understood in the USA was a social mechanism invested during the 18th century to refer to those populations brought together in colonial America: the English and other European settlers, the conquered Indian peoples, and those peoples of Africa brought to provide slave labor."

-American Anthropological Association 1997 statement on race

# Legislation + Implications

- Immigration Quotas – Who can enter?
- Limiting Reproductive Rights – Who can procreate?
- Housing Discrimination (i.e. Red Lining)
- Constraints on Marriage – Who can marry?
- Industrialized Preventive Health Care – What type of health care should one receive?
- Disparities in educational access and experiences – Who can go to school and get an education?

# Defining Success

## Guiding Questions:

- *What is the purpose of schooling?*
- *How has the United States historically defined the purpose of schooling for those who are “different”?*

# Reflection and Sharing

The purpose of schooling is...

I say this because....

# Eugenics and Education in the Progressive Era

## **Core Beliefs:**

1. Ability is innate (intelligence set at birth)
2. Schools need to sort students and match them to the vocations for which they are best suited.
3. By matching **inborn** ability with the appropriate job, society would achieve a system where income and ability were directly correlated.

# 1905: Alfred Binet

- Designs the first intelligence or IQ test (called the Binet-Simon Scale)
- Designed to improve instruction
- **NOT** designed to predict how children would do in school
- **Warning:** tests do not fully measure intelligence
- rejected the notion that intelligence was a fixed quantity that could not be improved upon
- Lewis Terman would later take these tests, standardize them, use them to prove superiority of certain students via the SAT.





# Take the Intelligence Test

- 1917 United States Army Entrance Exam
- Identify & draw in what is missing from each of the 20 pictures
- 3 minutes

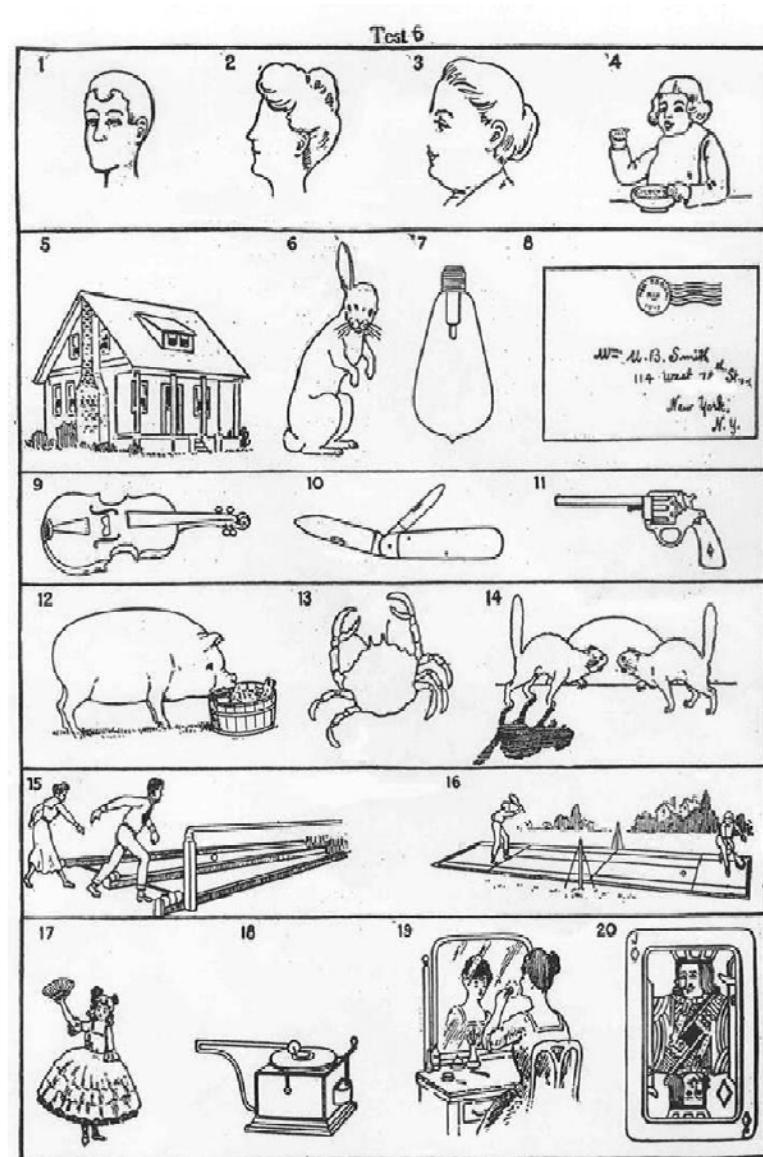


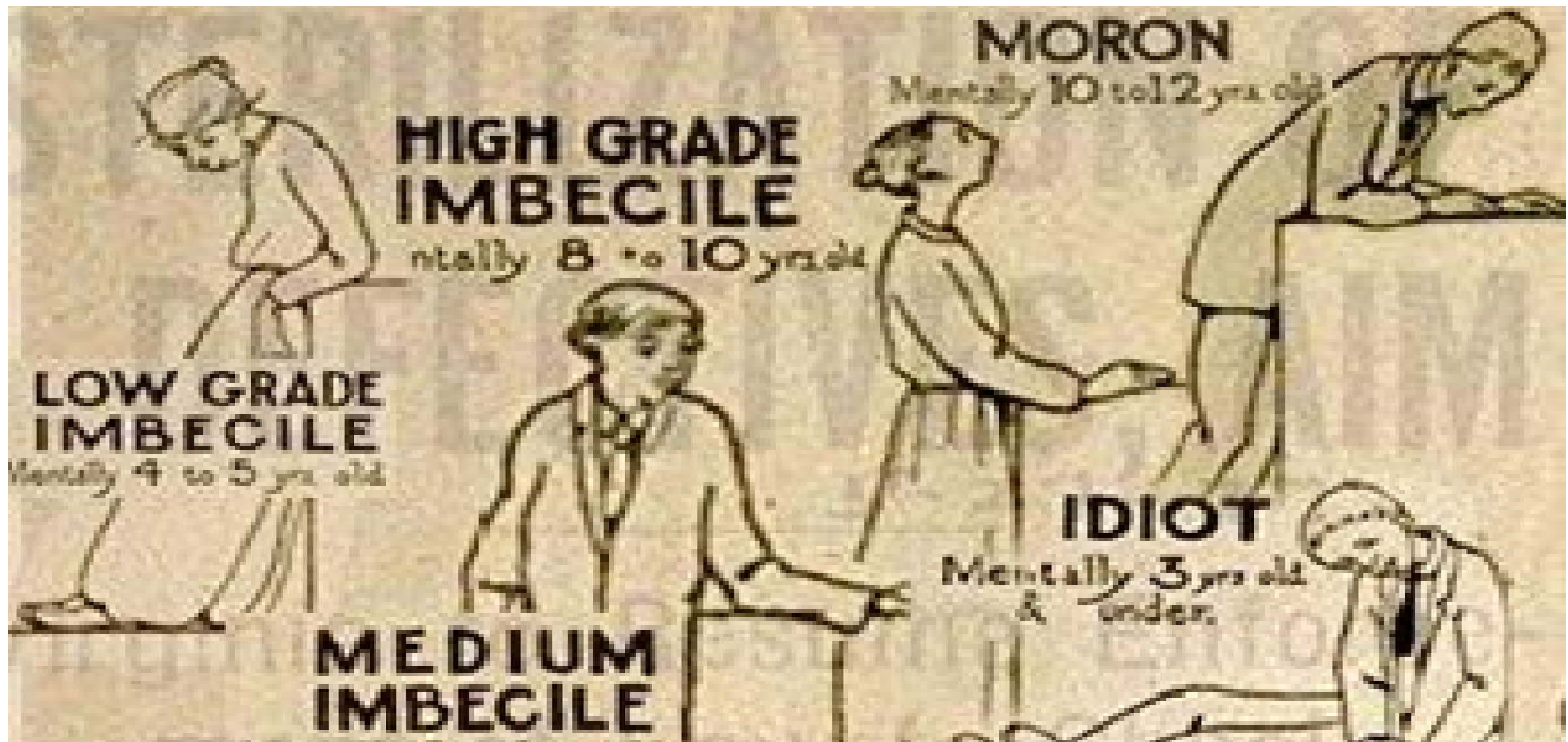
Fig. 63.—Group Examination Beta, Form O, Test 6, Picture Completion.

# Answers to Army Beta Test

Answers to Beta test, page 158.

- |            |             |                    |                     |
|------------|-------------|--------------------|---------------------|
| 1. Mouth   | 6. Ear      | 11. Trigger        | 16. Net             |
| 2. Eye     | 7. Filament | 12. Tail           | 17. Forearm         |
| 3. Nose    | 8. Stamp    | 13. Leg            | 18. Horn            |
| 4. Spoon   | 9. Strings  | 14. Shadow         | 19. Arm (in mirror) |
| 5. Chimney | 10. Rivet   | 15. Ball (in hand) | 20. Diamond         |

Goddard and his colleagues use IQ tests to create official language to label “unfit” students



## "The Pupil Becomes an Individual," American School Board, 1921.

This illustration promotes the notion that the new Eugenics intelligence tests will be

1. a more accurate measuring device for separating out different "grades of student."
2. useful for tracking students into different classes and schools.
3. tests were an objective measure for predicting which boys and girls would be superior or inferior students.



# The legacies of Eugenics labels today

- “At-risk” student
- “Special needs” student
- “Inner city kids”, “diverse schools”, “gifted”, “honors”, “traditional”, etc. are terms that assign values and identities to students.
- No Child Left Behind (previously Elementary and Secondary Education Act)
  - The insistence on testing that leads to tracking and more labeling
  - Lower tracks are disproportionately comprised of minorities and do not lead to college (still based on perceived ability)

# **Brainstorming Our Values and Beliefs about Equity**

**Drafting ideas for district equity**



What does each plant need to grow?

How are these needs different?

What happens if we treat each plant the same?

## **Equality**

**treating people the same or having equal access to resources and opportunities**

## **Equity**

**Providing people with differing types and amounts of resources based on their needs to ensure access to opportunities**



**What is equity in our school district?**

- 1. Examine each of the four statements**
- 2. Make a list (individually)**

**What words, phrases, and ideas  
are important to include in an  
equity policy?**

# Key ideas and values



As a group, create a list words, phrases, or ideas that should guide the district's work on equity

# Facing History's Role



## District Learning Committee

Dec. 5 - Committee #1: History of Educational Inequity

Jan. 16 - Committee #2: Safe Inclusive Spaces for Achievement

Feb. 13 - Committee #3: Mindsets for Cultivating Equitable Education

Apr. 30 - Committee #4: Strategies for Inclusive Teaching & Learning

# Next Steps



Read the distributed article in preparation for January meeting

## Exit Card



1. I came in thinking/feeling.... I am now leaving thinking/feeling....

**Please leave your contact info on the sign-in sheet**

Brian\_Fong@facinghistory.org

[More Resources available](#)

[@facinghistory.org](#)

**We Are Better Together**



**Please leave your contact info on  
the sign-in sheet**

**Brian\_Fong@facinghistory.org**

**More Resources available @[facinghistory.org](https://www.facinghistory.org)**