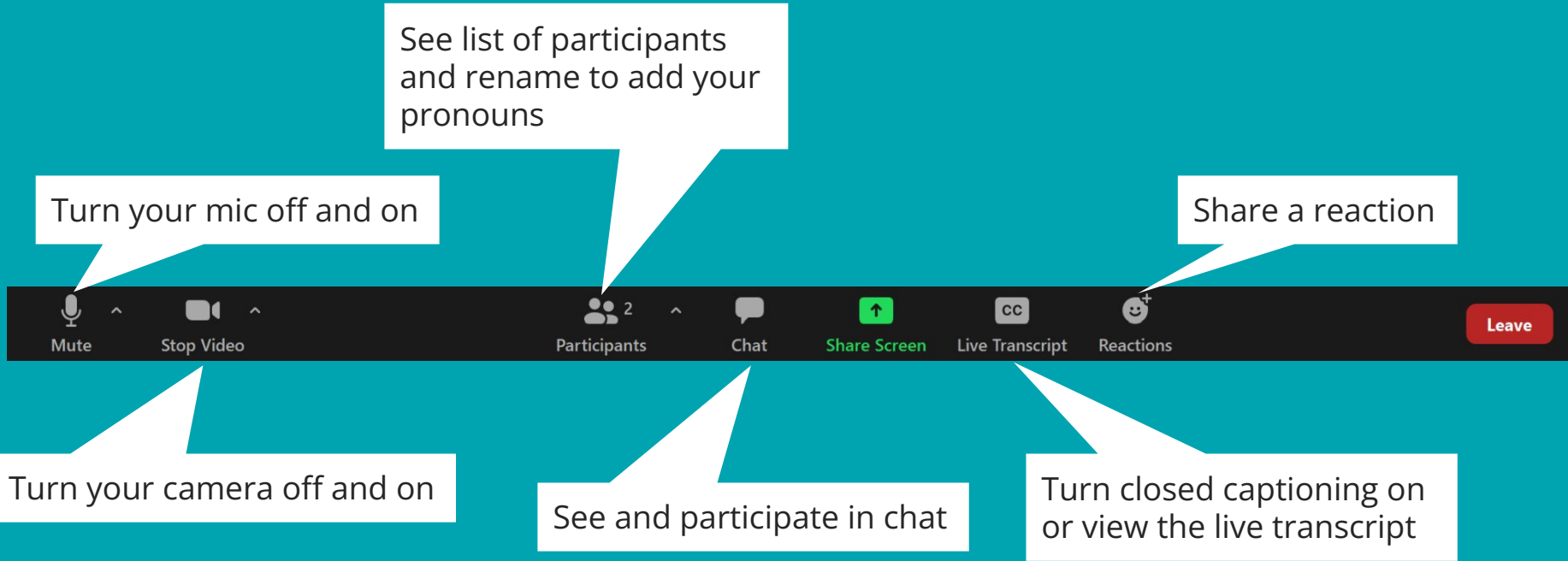




Nurturing Inclusive and Equitable Schools

**Session 2: Understanding the History of Race, Racism,
and Educational Inequity**

GET TO KNOW THE ZOOM CONSOLE





Welcomeowing Activity

On a scale of CAT, how are you today?

Type # in the chat box



**FACING HISTORY AND
OURSELVES USES LESSONS
OF HISTORY TO CHALLENGE
TEACHERS AND THEIR
STUDENTS TO STAND UP
TO BIGOTRY AND HATE.**

www.facinghistory.org

WELCOME!



Brian Fong



Nga Mai



Dr. Kimberly
Berman

WELCOME!



The mission of the Mill Valley School District is to provide a balanced education, enabling all students to achieve academic success in an environment that fosters social-emotional development, equity, and creativity. We prepare our students to be responsible, contributing members of our community, to be wise stewards of our natural environment, and to thrive as global citizens in a rapidly changing world.

WELCOME!

CHAT ACTIVITY

What brings you here today?

- I'm curious about issues of inclusion and equity
- This is an issue important to me
- I'm a member of a PTA group working on these issues
- _____

How can we nurture inclusive and equitable school communities?

In Session 1, we examined the importance of acknowledging and honoring the diverse identities of our students to foster schools that value inclusion.



EQUITABLE SCHOOLS

I SEE YOU

I VALUE YOU FOR
WHO YOU ARE

INCLUSION

YOUR NEEDS MATTER

YOUR VOICE IS HEARD

SCHEDULE

- Why does inequity in our education system exist?
- Understanding the history of race, racism, and educational inequity
- What can we do?
- Reflections and Questions
- If you have questions, please type them in the chat and Nga will collect them throughout the session

LEARNING SERIES: IS / IS NOT

IS an opportunity to:

- Learn from one another and grow our collective understanding of inclusion & equity in schools
- Zoom in and out of our educational community
- Families and School staff to Learn strategies and skills for inclusion and equity

IS not:

- A one off “diversity training”
- Meant to blame anyone
- Change things immediately
- Going to solve everything

PRACTICES TO FOSTER BRAVE SPACE

Which one of these practices is most important to you to having meaningful conversations? Reflect and then be prepared to share.

1. _____ (please add!)
2. Listen with an intention to learn. We are all coming into this with different experiences and knowledge.
3. Share the air: create space and time so that all have the opportunity to speak.
4. Ask questions to clarify challenging ideas/statements and discomfort.
5. Challenge ideas and not the person.
6. Take responsibility for your impact even if it was not your intention.
7. Use “I” statements to avoid generalizations about the experiences of peoples & groups
8. Affirm the ideas, experiences, and reflections each person contributes to the group
9. Expect to seek next steps. This is a process. . Today is just one step.

NORMING AROUND DEHUMANIZING LANGUAGE

1. **Some words are too offensive and historically problematic to say out loud in an educational setting.**
2. **Some have meanings that have evolved and shifted over time, but have intentional use in certain historical contexts and documents.**
3. **Some are normalized in many contexts, but are highly problematic and require us to challenge their casual usage.**

DEFINING INEQUITY IN EDUCATION



CHAT

What did you learn that is

Significant

Interesting

Or Troubling?

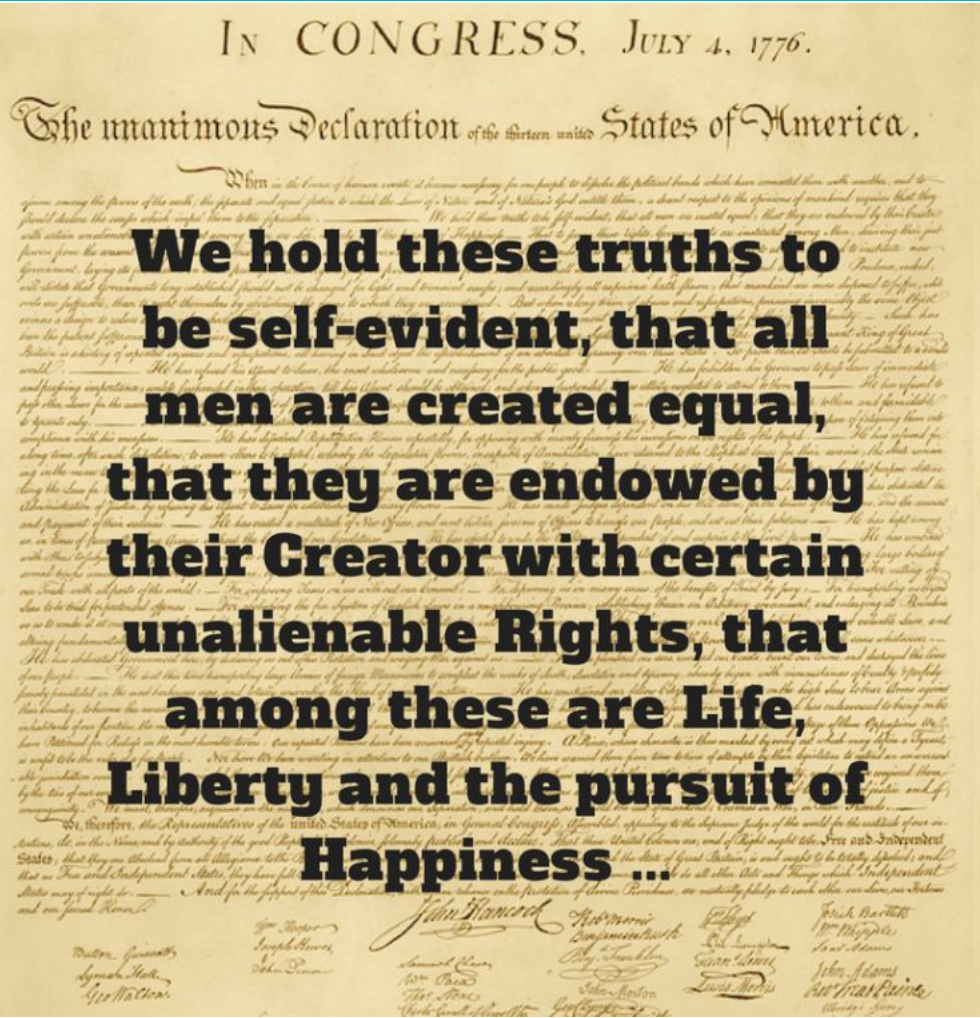
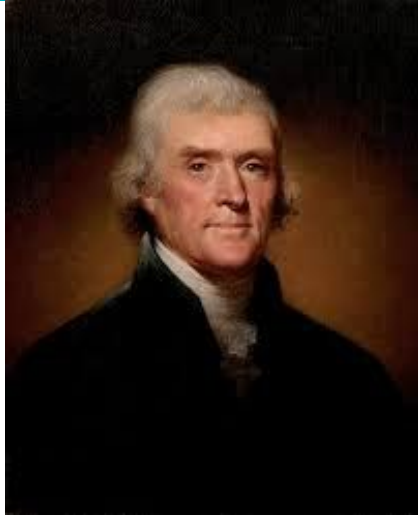
<https://www.youtube.com/watch?v=v2TG9n0vc-4>

Race and Education

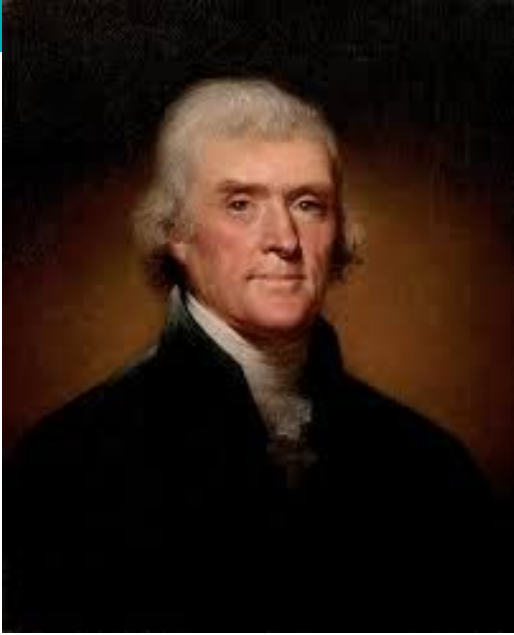
Guiding Questions:

- *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?*

Thomas Jefferson - 1776



Thomas Jefferson - 1785



Notes on the State of Virginia

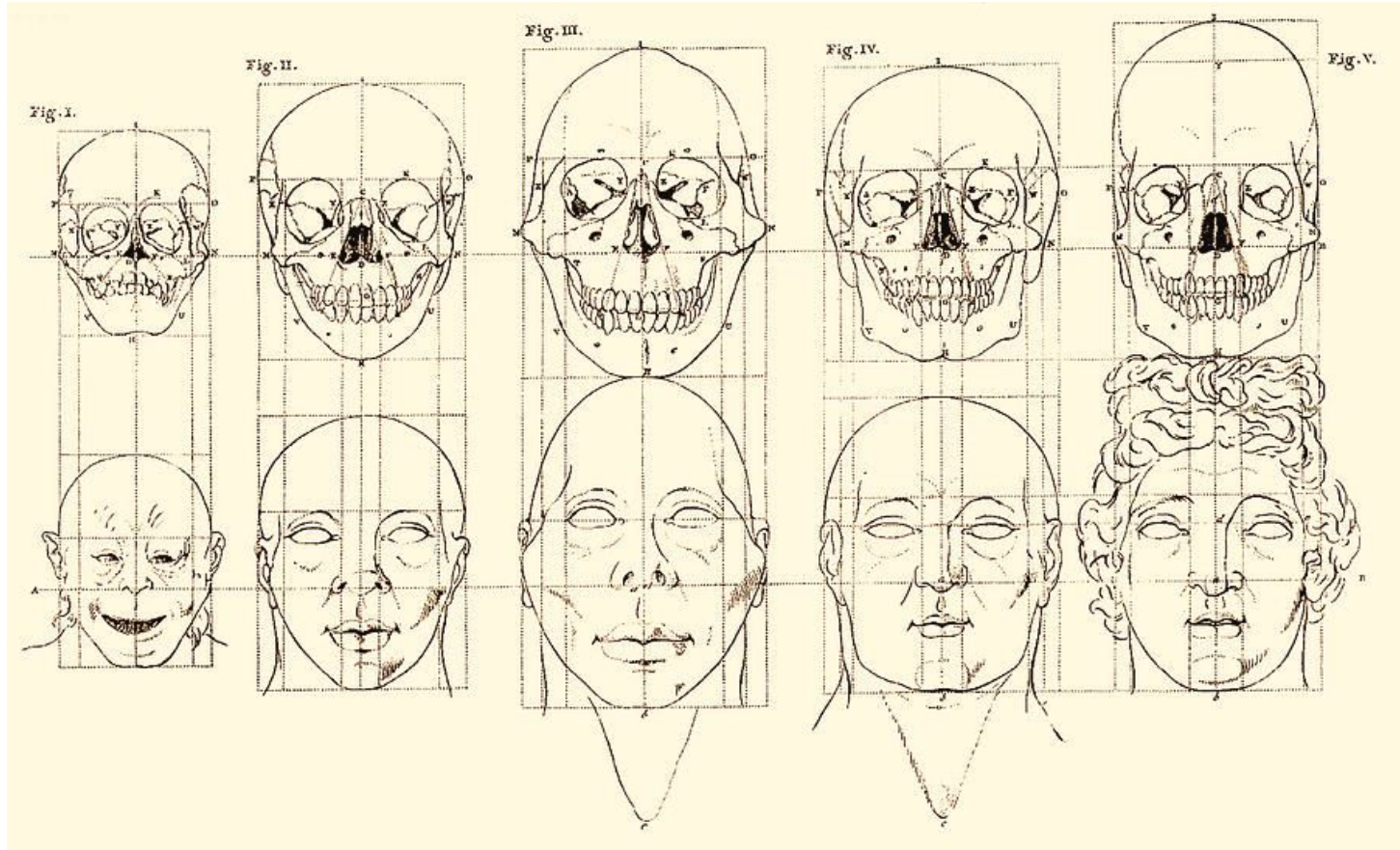
“I advance it as a suspicion only, that the blacks, whether originally a distinct race, or made distinct by time and circumstances, are inferior to the whites in the endowments of both body and mind.”

CHAT: Why does this statement matter?

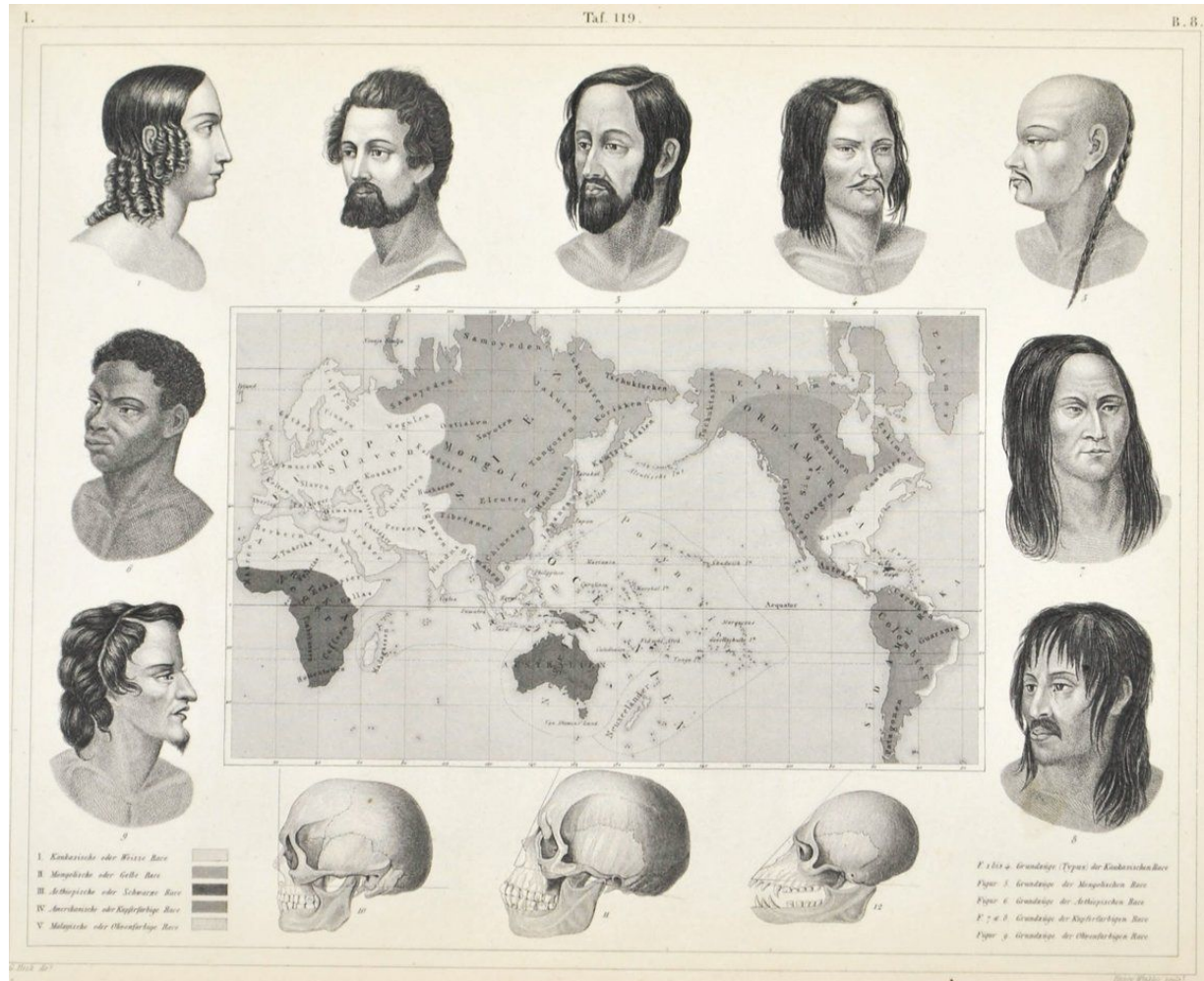
“Race Science”

For Context: Facing History: The “Science” of Race:

<https://www.facinghistory.org/holocaust-and-human-behavior/chapter-2/science-race>



“Race Science”



“Race Science”

TABLE,

Showing the Size of the Brain in cubic inches, as obtained from the measurement of 623 Crania of various Races and Families of Man.

RACES AND FAMILIES.	No. of Skulls.	Largest I. C.	Smallest I. C.	Mean.	Mean.
MODERN CAUCASIAN GROUP.					
TEUTONIC FAMILY.					} 92
<i> Germans,</i>	18	114	70	90	
<i> English,</i>	5	105	91	95	
<i> Anglo-Americans,</i>	7	97	82	90	
PELAGIC FAMILY.	} 10	94	75	84	
<i> Persians,</i>					
<i> Armenians,</i>					
<i> Circassians,</i>					
CELTIC FAMILY.	} 6	97	78	87	
<i> Native Irish,</i>					
INDO-SPANIC FAMILY.	} 32	91	87	80	
<i> Bengalees, &c.</i>					
SEMITIC FAMILY.	} 3	98	84	80	
<i> Arabs,</i>					
NILOTIC FAMILY.	} 17	94	86	80	
<i> Fellahs,</i>					
.....					

Crania Americana



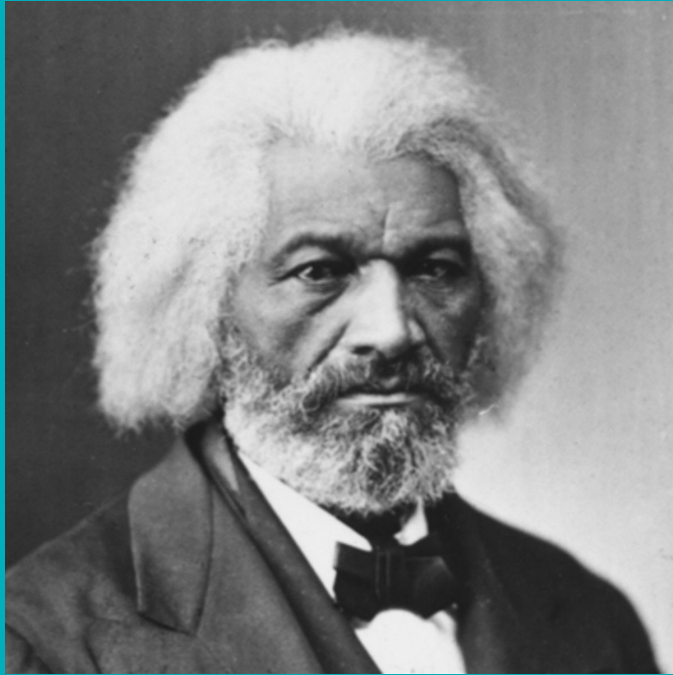
A COMPARATIVE VIEW OF SKULLS OF VARIOUS
ABORIGINAL NATIONS OF NORTH AND SOUTH AMERICA

BY
SAMUEL GEORGE MORTON, M.D.

WITH A NEW INTRODUCTION BY JANE E. BUIKSTRA, Ph.D.
Professor of Anthropology, Arizona State University

Main Conclusions of “Race Science” in the mid-1800s.

1. Humans can be classified into different races
2. Outer characteristics were markers of inner traits & qualities
3. These qualities were fixed and unchangeable
4. Inferior races can pass undesirable traits to superior races through sexual reproduction



CHAT: What made this practice of categorizing and labeling people “fashionable?”

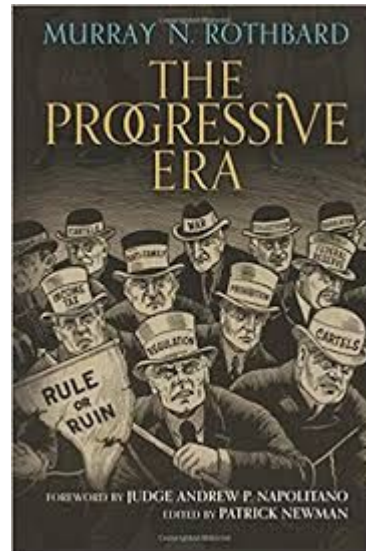
It is the province of prejudice to blind; and scientific writers, not less than others, write to please, as well as to instruct, and even unconsciously to themselves, (sometimes), sacrifice what is true to what is popular. Fashion is not confined to dress; but extends to philosophy as well — and it is fashionable now, in our land, to exaggerate the differences between the Negro and the European.

- Frederick Douglass
(1854)

“PROGRESSIVE ERA” & EUGENICS

1880's - 1920's

- Rapid industrialization
- Migration - Immigration
- Urbanization



For Context:

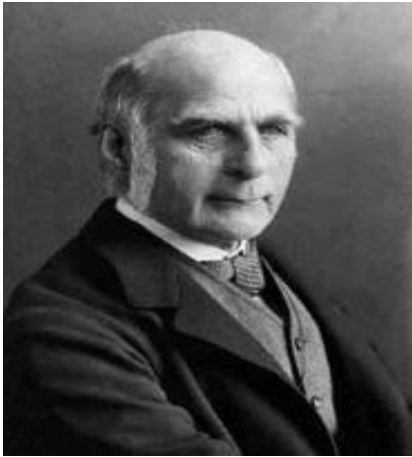
<https://www.facinghistory.org/resource-library/origins-eugenics>

Race as a Measurable Science

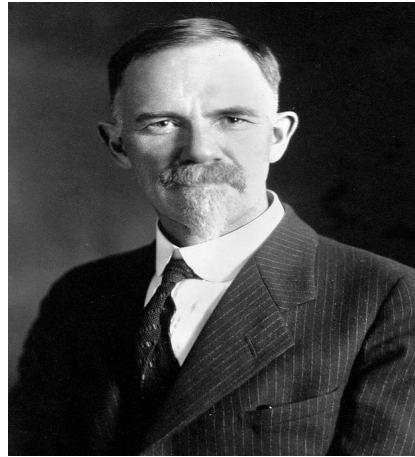
EUGENICS (1883 - 1970s)

Science of Race Improvement

Public Political Policy + Social Attitudes



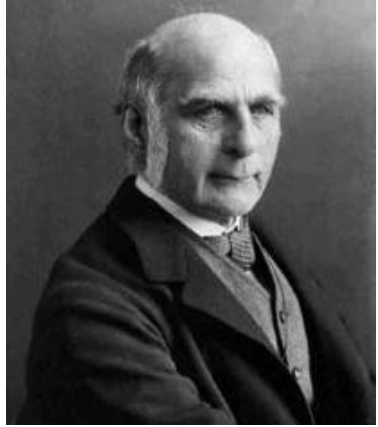
Francis Galton



Charles Davenport



Harry Laughlin



Creating Eugenics

eu- "good" + genos "birth"

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

1883: **Eugenics** --- The science of racial improvement.

“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.”

PORTRAITS.

Groups I, II, III and IV, V, VI, respectively illustrate a type of features common among men convicted of crimes of violence.



COMBINATIONS of PORTRAITS.

The Portraits of many different persons who have the same general type of features are here combined into single figures.



I, II, and III.



SEVEN PERSONS
(including I, II and III)



IV, V and VI.

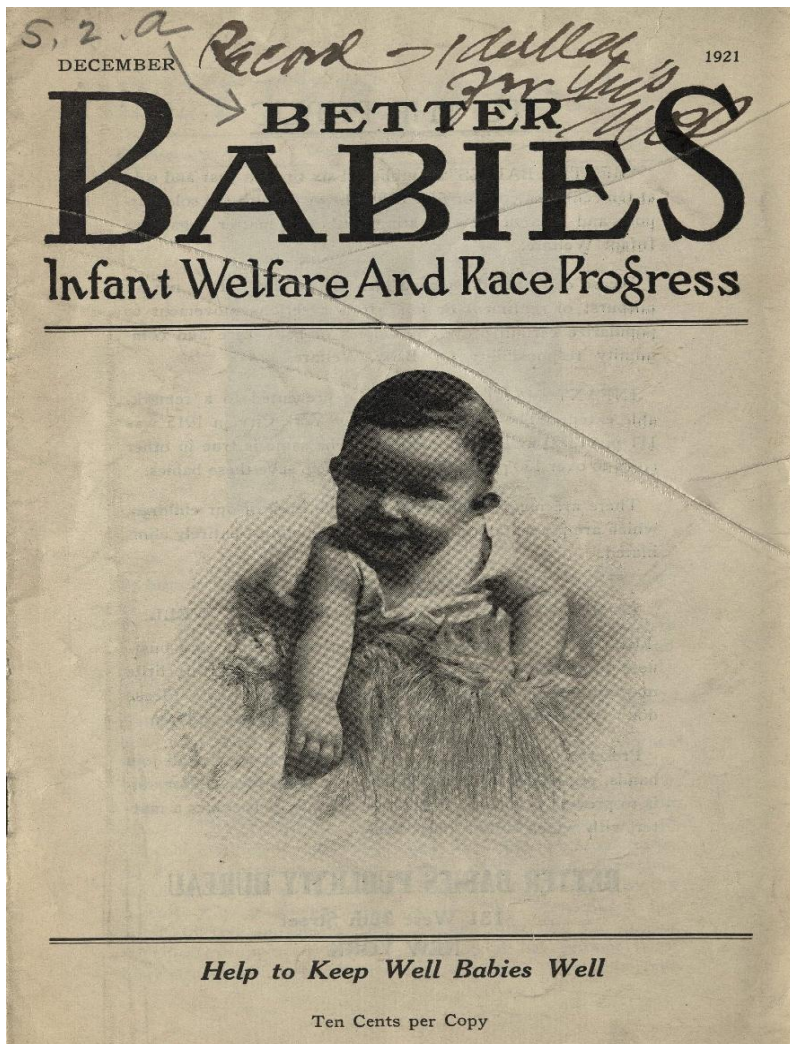


EIGHT PERSONS
(including IV, V, and VI)



FOUR PERSONS
(None of the above Six)

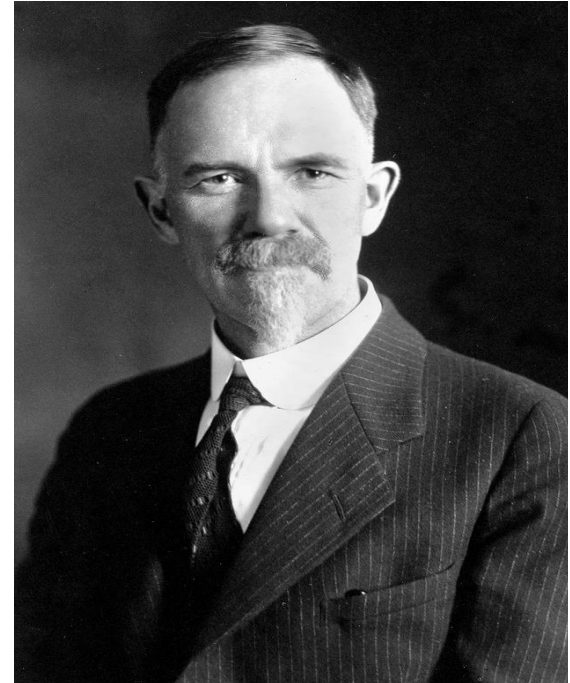
Galton took portrait photographs of prisoners and combined them together to determine whether specific facial features were associated with different types of criminality.



Positive Eugenics

Reproduction of the fittest

Charles Davenport



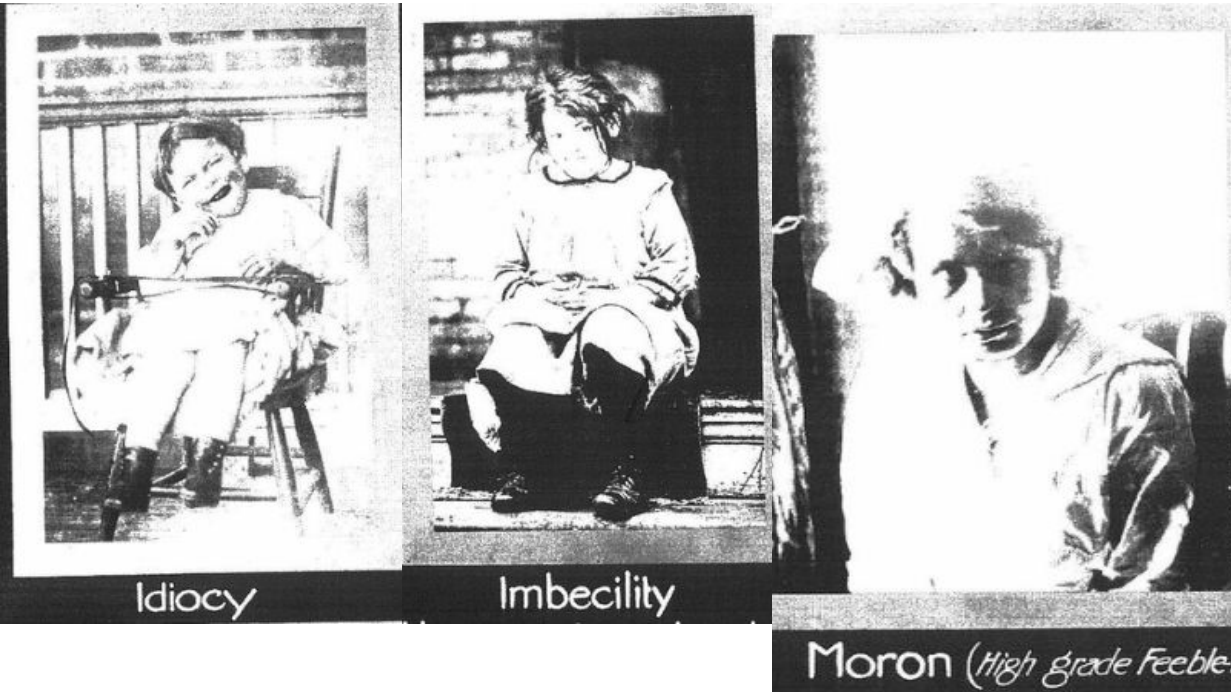
1904 – Director of Station for Experimental Evolution at Cold Spring Harbor, New York

EUGENICS BUILDING

GOVERNOR'S
TROPHY
FITTEST FAMILY



Harry Laughlin



Negative Eugenics

Removing Inferior Traits

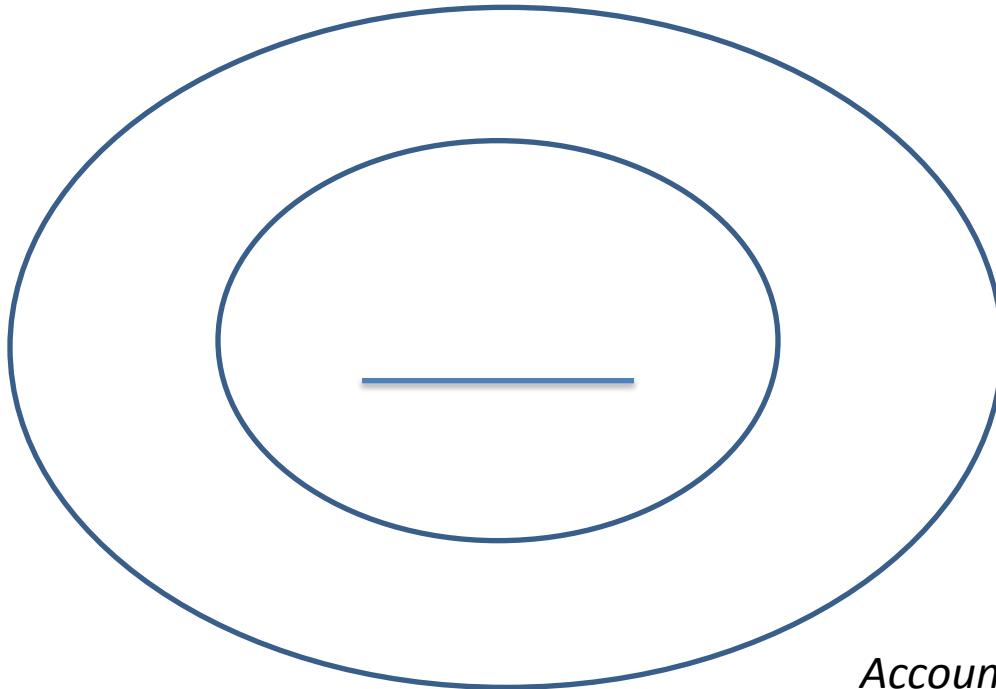
Sterilization, Segregation, and Quarantine



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

Universe of Obligation

Sociologist Helen Fein: the circle of individuals and group who society believes deserve respect and whose rights it believes are worthy of protection



Accounting for Genocide, 1979

Eugenic Universe of Obligation

What would a society's Universe of Obligation look like under eugenic practices and beliefs?

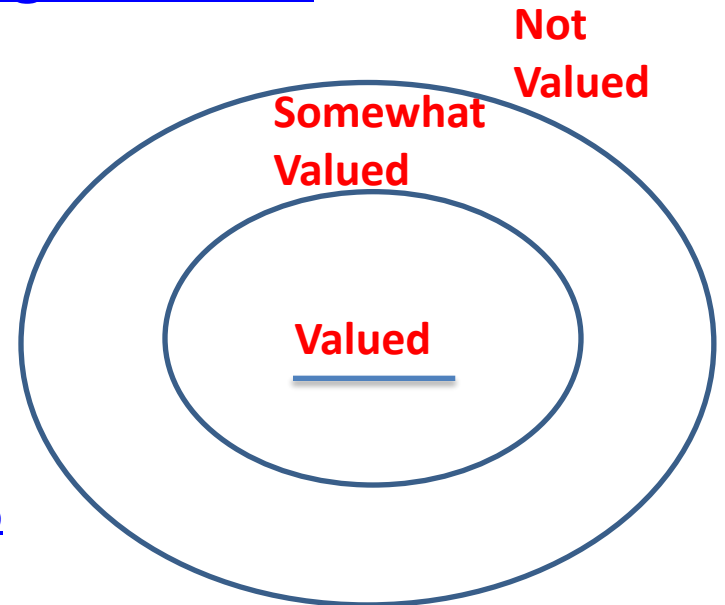
DIRECTIONS

1. Individually examine [eugenic images & text](#)

2. CHAT:

Which human characteristics were Valued?

Which characteristics were not?



PDF:

<https://drive.google.com/file/d/1N48yOIXZn6ges6gMwMi5ExgANlXo5wl9/view?usp=sharing>

Prompt: What human characteristics did Eugenicists value?

NOT VALUED

SOMEWHAT VALUED

VALUED

Paupers,
Criminals,
imbeciles

Independent
from society

Cancer,
disease,
mental
illness

"feeble-minded",
those with
"defective" qualities,
criminals.

larger families,
strong males,
Caucasians, families
with
Western-European
ancestry

Male,
Christian,
Protestant,
heterosexual,
wealthy

Creating
"Strong
genes"

Strong
mind

"criminal
behavior"

Law-abiding

intelligence

larger
families

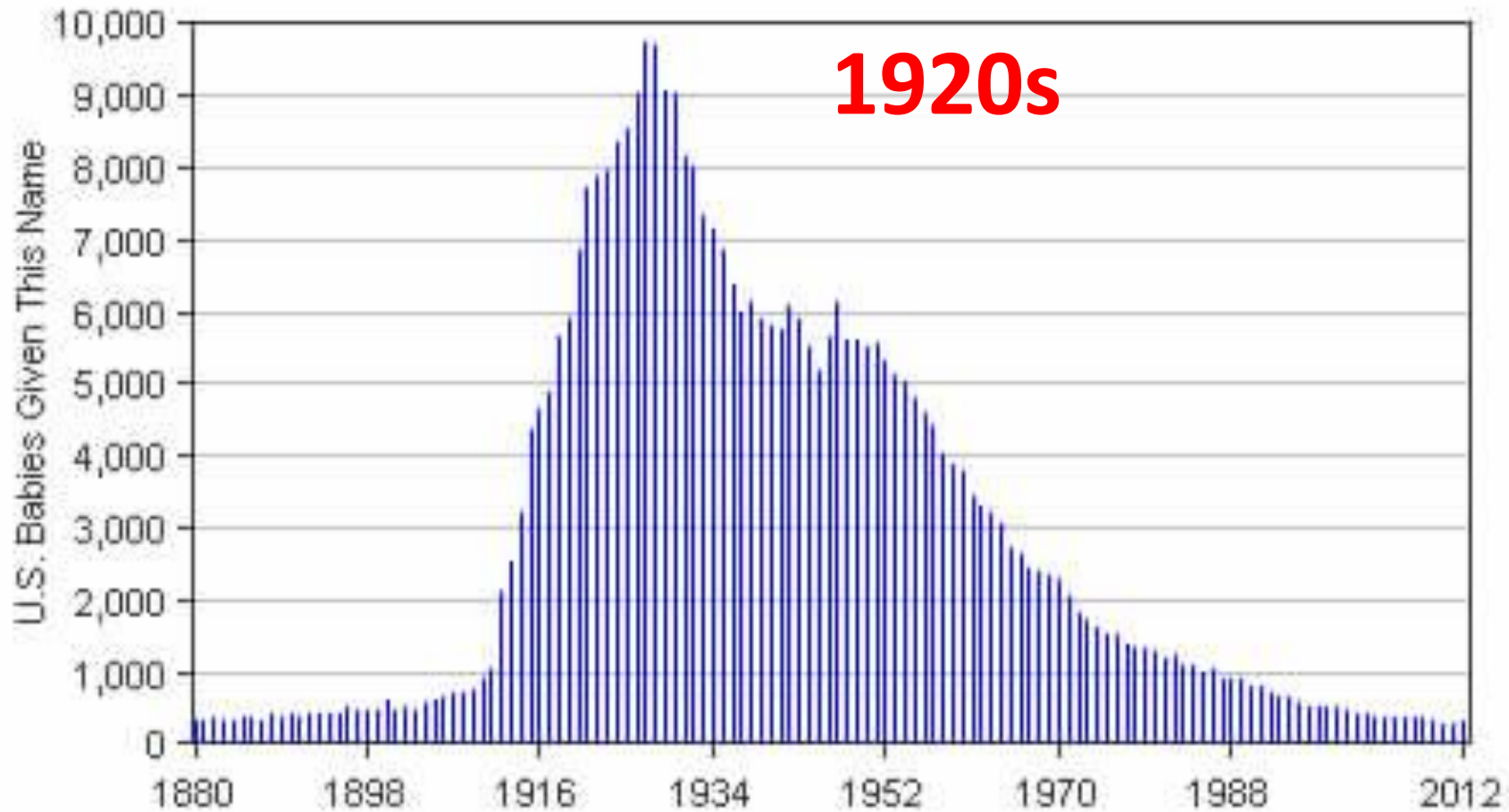
non-
whiteness

Financial
Ability/Security

having
too many
children

the
sick

Popularity of name "Eugene"



Key Assumptions of the Eugenics Movement

1. Races are **unequal and distinct** -- some are naturally superior and others are inferior.
2. Physical, social, and **behavioral** traits are **biologically determined and passed to future generations**
3. **Science** can help weed out “bad blood” through **sorting** and artificial **selection**.

Implications of Eugenic Sorting

- Immigration Quotas – Who can enter?
- Limiting Reproductive Rights – Who can procreate?
- Constraints on Marriage – Who can marry?
- Industrialized Preventive Health Care – What type of health care should one receive?
- Housing Discrimination (i.e. Red Lining)
- Inequitable Schools - How much education should one receive?

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 (1928)

- Re-designed Binet's tests to make them more "standardized" → Stanford Binet Tests.
- Disaggregated the data to claim intellectual superiority of white children.
- Eugenics educators ignored segregation, poverty, environmental, and social factors.



For Context: <https://www.facinghistory.org/resource-library/revising-test>

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

This illustration
promotes the
notion that the new
Eugenics
intelligence tests
will be the key tool
for the important
job of sorting
superior and
inferior children.



Take the Intelligence Test

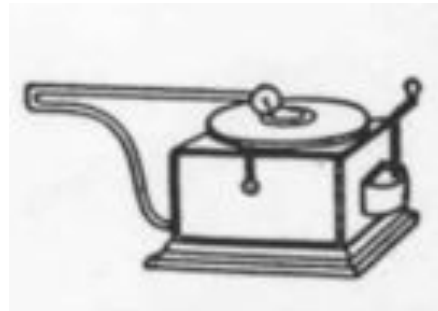
1917 United States Army Entrance Exam - Answer in 1 min

1. Cats are useful animals, because
 - a. they catch mice
 - b. they are gentle
 - c. they are afraid of dogs
2. Why are pencils more commonly carried than fountain pens? Because
 - a. they are brightly colored
 - b. they are cheaper
 - c. they are not so heavy
3. What is missing in these two pictures?

A.



B.



Take the Intelligence Test

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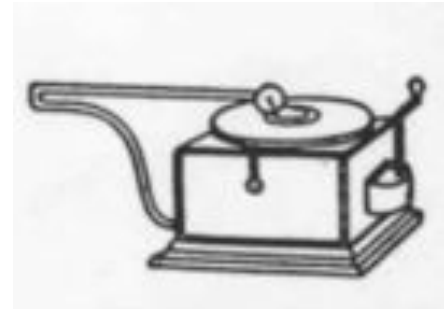
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A.



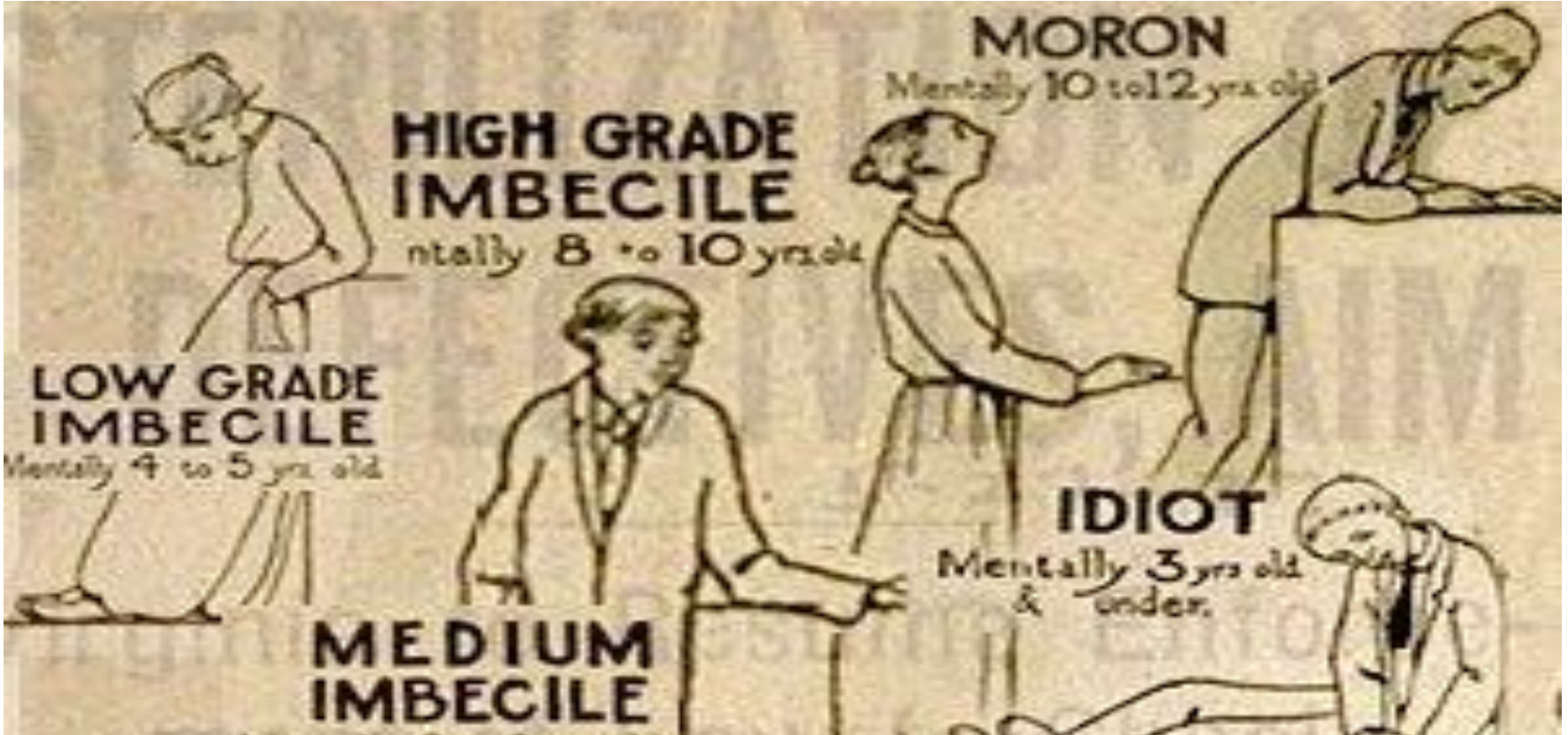
Tennis Net

B.



Phonograph Horn

Eugenicists use IQ tests to create official language to label “unfit” students



CARL BRIGHAM

“The Father of the SAT”

Helped develop the Army IQ tests, wrote A Study of American Intelligence, on the results. He concluded that American education is declining "and will proceed with an accelerating rate as the **racial mixture** becomes more and more extensive."

In 1926 the SAT was administered to high school students for the first time.

In 1935, Harvard became the first university to require all applicants to take the SAT.



TESTS MEASURE SPECIFIC SKILLS, NOT INTELLIGENCE AND ABILITY

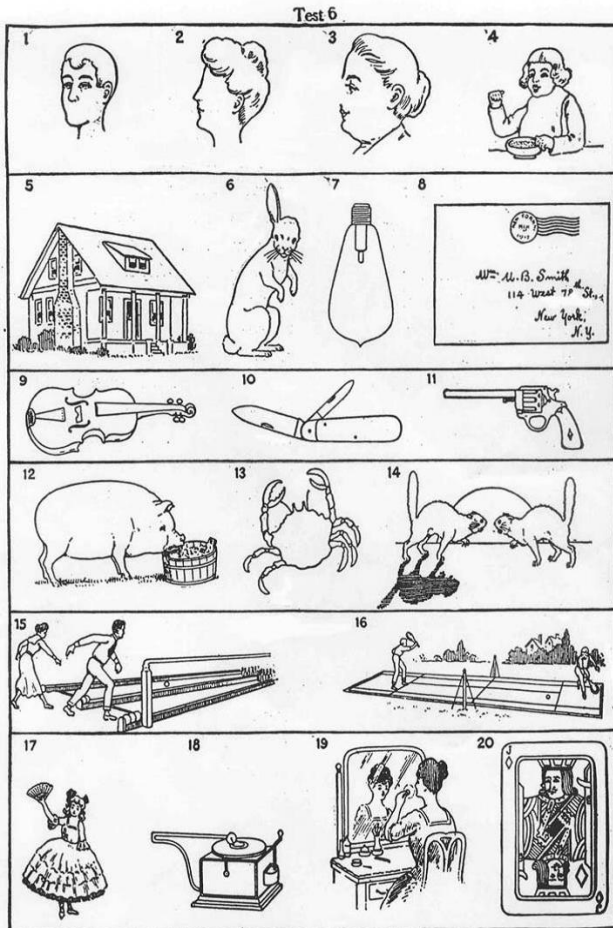


Fig. 63.—Group Examination Beta, Form 0, Test 6, Picture Completion.



To achieve that end, TESTING became the means. But for it to work, it couldn't just be done here or there...it had to be done everywhere, to every student. Compulsory testing, linked to funding, linked to access to higher levels of education, linked to teacher prep and evaluation...education became testing.

The Legacies of Eugenic Policy

Coded Language Assigns Values and Identities onto Students

“At-risk” “Special needs” “Inner city kids”

“diverse schools” “gifted” “honors” “traditional”

The meritocracy myth in education finds its roots here...and now appears in different names: gifted and talented, honors, AP...

EUGENICS IN SCHOOLS

Historical Context

Tape v. Hurley (CA 1884)

- Temporarily desegregated schools, until “Oriental schools” were created to provide separate schools.

Gong Lum v. Rice (US 1927)

- Upheld school segregation on the basis of race.

Alvarez v. Lemon Grove (CA 1931)

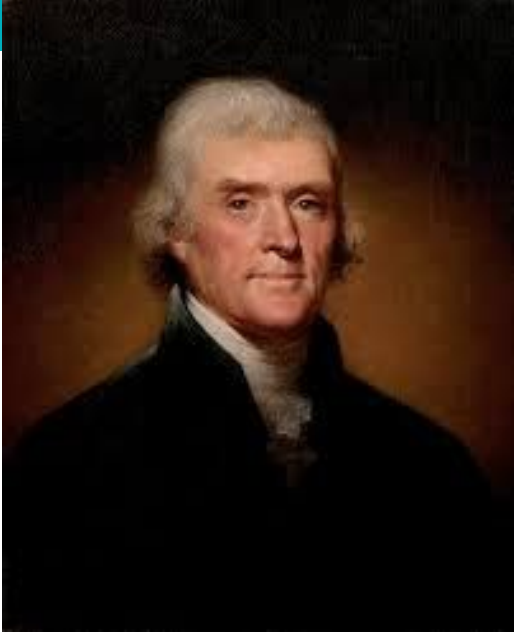
- First successful school desegregation case; was led by Lemon Grove Mexican American community.

CHALLENGING EUGENIC IDEAS IN SCHOOLS

Historical Context

- **Mendez v Westminster (1947)** - ended legal segregation in CA schools
- **Sweatt v Painter (1950)** - ended legal segregation in colleges
- **McLaurin v OK Board of Regents of Higher Ed (1950)** - ended legal segregation in higher education
- **Brown v Topeka Board of Education (1955)** - ended legal segregation at all educational levels
- **Lau v Nichols (1974)** - schools need to provide equal opportunities and access to all students

Thomas Jefferson - 1785



Notes on the State of Virginia

“By this means twenty of the best geniuses will be raked from the rubbish annually, and be instructed, at the public expense, so far as the grammar schools go.”

MARIN COUNTY 2021



<https://www.youtube.com/watch?v=RMAMx8h7gCA>

A study out of the University of California at Berkeley, reveals that 6 of the 10 most segregated cities in the Bay Area are in Marin County.

Racial Covenant Laws prevented the sale of homes to people of color and government housing policy (Redlining) placed higher values on homes in neighborhoods where people legally defined as White lived.

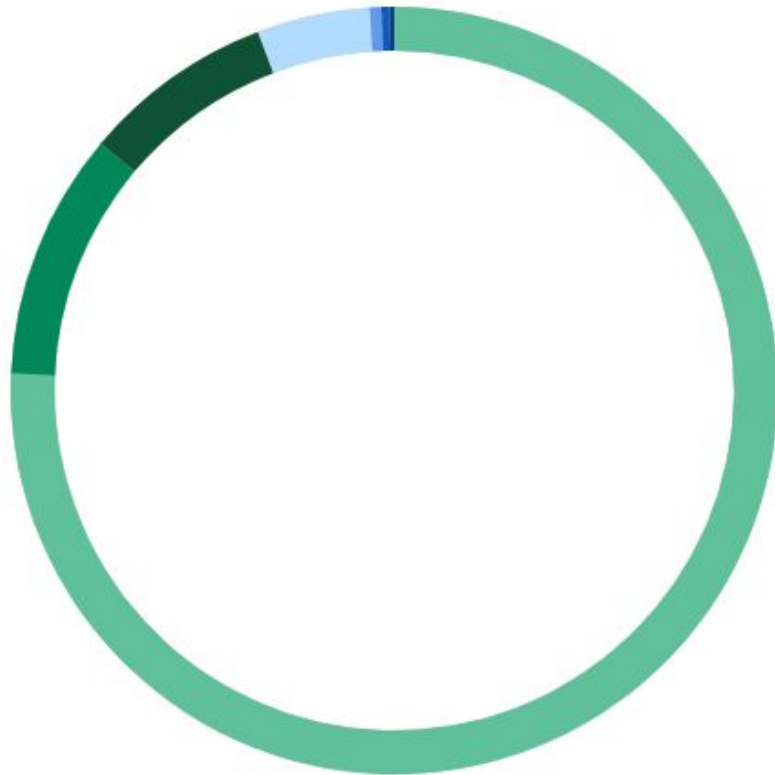
\$16,161

\$ amount Mill Valley Elementary spends per student each year

Local property taxes, parcel taxes, and other local sources make up 90% of funding

Housing prices prevent lower income families from living in Marin County

Enrollment by Diversity



- 75.7% White
- 10.4% Two or more races
- 8.1% Hispanic/Latino
- 4.8% Asian or Asian Pacific Islander
- 0.5% Black or African American
- 0.4% American Indian or Alaska Native
- 0.2% Native Hawaiian or Other Pacific Islander

WHAT CAN WE DO?

Questions for your own reflection

1. What is your impression of the schools in Mill Valley? To what degree does the school system factor into why you chose to live in Mill Valley?
2. In what ways can the families and communities partner and engage in dialogue with teachers and the district to cultivate inclusive and equitable school communities for all students, and especially those students needing more resources?
3. How can this history inform your stance on public policy and funding for the district?

SCHOOL DISTRICT COMMUNITY LEARNING SESSIONS

6:30 - 8pm for current families/members of the school district

- | | |
|-------------|--|
| Sept | What are Inclusive and Equitable Schools? Honoring and Exploring Identities in our School Community. |
| Nov | Understanding the History of Race, Racism, and Educational Inequity |
| Feb | Seeing our Schools and Students with an Equity Perspective |
| Apr | Building Community and Skills for Inclusion and Equity |

CLOSING



Today's presentation and materials will be emailed via ParentSquare this week

(Optional) REFLECTION CHAT QUESTION

I learned.... and I wonder...