

# Palo Alto Unified School District

## Renaming Schools Advisory Committee

### Final Report

The Palo Alto Unified School District (PAUSD) Board of Education authorized the establishment of a Citizen's Advisory Committee to: "Research and review the names of PAUSD schools and submit recommendations for renaming one or more of the schools for the Board's consideration by December 31, 2016." This report presents the findings and recommendations endorsed by the majority of the committee members.

An initial version of this report was provided to the board on December 19, 2016. This revision of January 8, 2017 contains minor grammatical and formatting changes.

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# 1 Executive Summary

*The Renaming Schools Advisory Committee (RSAC) is comprised of 13 members<sup>1</sup>, including parents, staff, alumni, community members, and a student. We convened from April to December 2016, in a series of bi-weekly public meetings, to research, discuss and formulate recommendations for the School Board regarding school names. PAUSD Assistant Superintendent Markus Autrey served as facilitator.*

## 1.1 Findings

Our district is a *public* education institution, committed to serving every child. Though we come from diverse backgrounds and experiences, we are bound by a set of shared values: the ideal that all children are worthwhile and deserve a high-quality education in a safe setting.

The names we use to identify the places our children are educated in have meaning. They are symbols. When we honor a person by naming a school after them, we are judging them worthy of our praise. We are holding them up as role models for our children.

The legacies of three school namesakes, Jordan, Terman and Cubberley, are incredibly challenging to reconcile with our shared values. While they are more widely known for their contributions during Stanford's early years and to their respective fields of study, they were all instrumental *leaders* of the emerging American Eugenics Movement in the early 20th century.

The Eugenics Movement was an attempt to use a scientific approach to prove and justify the superiority of the Anglo/Nordic "race" and to advance public policies that would maintain the racial "purity" of our nation. American Eugenacists successfully advocated for the forced sterilization of over 60,000 "unfit" people, regressive immigration restrictions based on national origin, racial segregation in schools, and strict enforcement of anti-miscegenation laws. They inspired and financed the Eugenics doctrines and practices of Nazi Germany. Their ideas are anathema to our values, the laws they helped craft have been declared unconstitutional, and the educational notions they inspired have long since been discredited as wishful thinking, most notably that 'intelligence is solely inherited' (Jordan, Terman), that 'intelligence is not significantly impacted by environment and opportunity' (Jordan, Terman, Cubberley), and that 'intelligence can be tested for reliably at an early age' (Terman) to more 'efficiently apply educational resources' (Terman, Cubberley) to segregate students in need instead of providing them better support.

As destructive as the legacy of the Eugenics Movement has been, it remains a little known chapter of American history. Few Palo Altans are aware of the leading role Stanford played, through its early leaders Jordan, Terman and Cubberley, in its formative years, the indiscriminate suffering it wrought

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<sup>1</sup> See **Appendix 1** for complete list of Committee Members.

onto the poor, minorities and recent immigrants, and the damage done to our nation's ability to shed the bias and stereotypes that harm us all.

It is also important to acknowledge and appreciate that, given this lack of awareness, many members of our community did not associate our school names with their namesakes, much less their troubling legacies. The school curriculum contains no viable reference to the American Eugenics Movement and the roles played by early leaders like Jordan, Terman and Cubberley. For many dedicated staff, devoted alumnae, and proud students, the name had simply denoted the *place* and symbolized their connection to the school. The strong sense of belonging and connectedness to our school communities by students, staff and alumni is admirable and it is worth preserving.

But in the end PAUSD is first and foremost a public school district, committed to creating a safe and welcoming environment that enables and inspires all of its students to achieve their full potential, no matter their status, background, race or religion. This is a bold vision and a worthy mission, but also one that is at odds with the legacies of Jordan, Terman and Cubberley.

Correcting this disconnect between our values and the messages sent by the names of these schools is a painful process, and requires that we confront the darker chapters in our collective history. But the majority of the committee believes that it is a necessary process, and one that will eventually foster a more inclusive community. The goal is not to blame choices made in the past, but to make better choices for the future. Renaming is an important step to achieve that, especially when combined with a selection process for new school names that are site focused, inclusive, meaningful, and driven by students and staff.

## 1.2 Recommendation Summary

The RSAC members respectfully submit the following recommendations<sup>2</sup> to the Palo Alto Unified School District Board of Education:

- A. Incorporate the values of integrity, innovation and inclusion into the naming criteria of Board Policy 7310. (Yeas: 12; Nays: 1; Abstain: 0)
- B. Retain the names of Paly, Fairmeadow, Palo Verde, Greendell, El Carmelo, Escondido, and Barron Park (Yeas: 13; Nays: 0; Abstain: 0)
- C. Retain the names Addison, Briones, Duveneck, Gunn, Hays, Ohlone, Nixon, Hoover, JLS (Yeas: 12; Nays: 1; Abstain: 0)
- D. Rename Jordan (Yeas: 8; Nays: 5; Abstain: 0)
- E. Rename Terman (Yeas: 7; Nays: 5; Abstain: 1)
- F. Rename Cubberley if the site is re-opened as a PAUSD facility (Yeas: 8; Nays: 5; Abstain: 0)
- G. Include study of the California Eugenics Movement and Palo Alto's leadership role in its promotion in the secondary level social studies curriculum. (Yeas: 11; Nays: 1; Abstain: 1).

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<sup>2</sup> **Appendix 2** contains vote counts by committee member.

## 2 Our District Values

*The Committee grounded its findings and recommendations in our district values. In addition to reviewing the expressed mission and goals of the district, the committee developed a community survey to gather input from parents, students, staff and community members. We also reviewed existing district policy and samples of other policies specific to site and facilities name selection.*

### 2.1 Connecting with our District Values

The Palo Alto Unified school district is committed to “empowering every child to reach his or her fullest intellectual, social, and creative potential.”<sup>3</sup> This ideal - the commitment to every child - is enshrined in the district’s vision statement, mission statement and strategic goals, as well as board policies and administrative regulations that explicitly prohibit “unlawful discrimination, including harassment, intimidation, and/or bullying of any student, based on actual or perceived characteristics of race or ethnicity, color, nationality, national origin, ethnic group identification, age, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression” in accordance with California law and Education code.<sup>4</sup>

These values are widely held within our community: they are reflected in the mission and vision statements at individual school sites, as well as echoed by important partners like the Palo Alto PTA Council, site PTA Chapters, and Palo Alto Partners in Education (PiE). In addition to these expressed values, the Committee conducted a survey to poll the community on the most salient values and characteristics that should drive school namesakes. The survey was distributed to all current families as well as the general public. Topping the list of values were: Integrity (42%), Significant Contributions to Society (40%), Innovation (36%), and Inclusiveness (35%).

Our existing Board Policy for naming facilities, BP 7310, allows for naming schools for people who have made outstanding contributions to the district, or on a state, national or global level. It is silent on the values reflected by those individuals or entities. The names of our institutions convey our values: in honoring a person by naming a school after them we are explicitly holding those people as role models for our students. The names of schools can either promote or impede a sense of belonging. The committee recommends updating BP 7310 to incorporate the community values of integrity, innovation and inclusion into the naming criteria if a site is named for an individual. The suggested updates are provided in **Appendix 3**.

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<sup>3</sup> PAUSD Vision Statement

<sup>4</sup> PAUSD BP 5145.3 Nondiscrimination/Harassment

## 2.2 Embracing Our Diversity

Our district boasts a diverse student population. Indeed, at all but two<sup>5</sup> of our schools more than half the student body identifies as a race other than “white”. Our diversity has increased over the years; it is important to acknowledge that the heavily white demographic in Palo Alto’s early years was not a coincidence. Rather, multiple neighborhoods of the city were expressly off limits to habitation and ownership by those who were not “white”. Palo Alto has evolved and now embraces the diversity its city fathers once sought to curtail.

Our district supports a broad range of initiatives focused on Minority Achievement and Talent Development to ensure that every child is afforded the opportunities, attention and resources to excel academically as well as socially and emotionally, consistent with our vision, mission and values. A significant body of research into the key factors contributing to the (minority) achievement gap in public schools has identified subconscious bias, stereotyping<sup>6</sup> and social identity threat<sup>7</sup> as important elements affecting the educational attainment of the groups that are subject to these negative pressures. To minimize adverse social-emotional influences on their students, public schools are focused on creating welcoming environments that help foster a sense of belonging and equality for all students.

Another reflection of the district’s commitment to diversity in the classroom is mainstreaming of students with learning differences who at an earlier time following eugenics-based practices would have been segregated.

The Center for Public Education of the non-profit National School Board Foundation has outlined the importance of an open, inclusive and welcoming school environment<sup>8</sup> on the achievement of all students in public school settings. Dr. Joseph Brown, who received his PhD in psychology from Stanford, working with Professors Steele and Aronson on the impact of stereotypes on the intellectual identity and performance of minorities and women, met with the RSAC committee to discuss practical aspects of identity threat and stereotyping in academic settings. From Dr Brown’s remarks and the ensuing Q&A session it became clear that students constantly seek, experience and react to social cues, and that these cues can impact students’ sense of belonging. A lack of belonging is the foundation that creates the identity threat, which research has shown to impact students academic performance. This is exactly the reason why PAUSD policies pay so much attention to create a ‘safe and welcoming’ school environment for all students, and why honoring racists that didn’t believe in the intellectual potential of minorities sends such an unacceptable message to our underrepresented students.

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<sup>5</sup> At Addison 50.5% of students identify as “white”; at Paly, 50.1%.

<sup>6</sup> Steele, Claude and Joshua Aronson. *Stereotype Threat and the Intellectual Test Performance of African American Students*. J Pers Soc Psychol. 1995 Nov;69(5):797-811.

<sup>7</sup> Moss, Simon. *Stereotype and Social Identity Threat*. Sico Tests. 2016

<sup>8</sup> Resnick, Michael A. *An American Imperative: Public Education*. National School Boards Association. 2006

## 2.3 Recommendation A

The Committee recommends that we update BP 7310 to incorporate the community values of integrity, innovation and inclusion into the naming criteria. The recommended changes are redlined in **Appendix 3**.

- **Yeas: 12; Nays: 1; Abstain: 0**

The committee member who voted against this recommendation believes the policy should be updated to prohibit naming sites for individuals or groups, and only allow for site names based on local landmarks or geographic features.

## 3 Our School Sites

*The Committee was organized into three sub-committees to each focus on the three geographic clusters in the district: North, South and West. Sub-committee members conducted research on each school site and developed short histories of their names and namesakes.*

### 3.1 School Name changes

The history of our district's schools' sites and names is not a static one. Rather, over the years school names have come and gone, and schools have changed locations, and sites have closed, as the needs of the student population evolved.

Historically, the two reasons for renaming schools in our district have been:

1. to foster a sense of community when two student bodies merged
2. to honor a person of significance to the community (e.g. renaming South Palo Alto Elementary to Hoover)

Now we are considering a third motivation:

3. to foster a sense of inclusion when the legacy of the school or its namesake does not reflect the values of the district

Name changes were most often prompted by the merger of two school populations into one. This happened frequently during the period of decreased enrollment in the seventies and eighties.<sup>9</sup> The rationale for changing the names of the schools rather than retaining them when another student body merged into an existing site was simple: to create a sense of *shared community and identity*. Closing a school is never an easy decision, as different constituencies vie to retain their site or name. Still, multiple school boards throughout our district's history have been guided by what is best for current students: what sites would best serve the population and what names would best engender a sense of acceptance and identity.

Now, as then, the decision to rename an existing school is not one to be entered into lightly or cavalierly. Rather, the board formed our committee to carefully research and consider the names of all our school sites, and to provide recommendations based on a principled and fact based analysis consistent with our values.

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<sup>9</sup> For example, the elementary site on Louis road, home of the current Palo Verde Elementary, has undergone a number of name changes. Originally founded in 1953, in 1973 it was renamed Sequoyah Elementary, merging the student bodies from Palo Verde and Ortega (1956-1976, East Meadow Dr) Elementaries. Another merger in 1982 of Sequoyah and Los Niños (1979-1982, Amarillo Ave) Elementaries, resulted in another name change, this time back to the original name of Palo Verde. The short-lived Los Niños Elementary, located on Amarillo Ave, was itself the result of the merger of Van Auken (1950-1979, Amarillo Ave) and DeAnza (1957-1979, Stockton Ave) Elementaries in 1979. [Shakes, vii-xiv]

## 3.2 Overview of school names

Our school site names can be broken into two major categories: those named for their geographic location, and those named for people. **Appendix 4** contains further details on the history of district site names and namesakes.

Of course, Palo Alto High School is named after the city itself, while the schools Fairmeadow, Palo Verde, Greendell, Escondido, and Barron Park correspond to the neighborhood each school is located in. Addison and El Carmelo are named for adjacent streets, themselves named for the British poet Joseph Addison and, circuitously, a mountain in Israel. The Committee found no overwhelming concerns surrounding the names of these sites. PAUSD Board Policy 7310 allows for naming facilities in recognition of “the geographic area in which the school or building is located”. The committee recommends retaining all these site names.

Sites named for people draw from three local groups: those whose history is tied to the city or location of Palo Alto (Ohlone, Briones, Duveneck), those whose contributions are directly related to the Palo Alto Unified School District (Gunn, Hays, Nixon) and those whose primary connection is to Stanford University (Hoover, JLS, Jordan, Terman, Cubberley). Of these, the committee, while acknowledging that all people have complex and nuanced legacies, found no compelling objections to the names Briones, Duveneck, Gunn, Hays, Nixon, Hoover, and Jane L Stanford. The committee did find strong evidence for deeper review of Jordan, Terman and Cubberley based on their roles as leaders of the American Eugenics Movement.

In considering the name Ohlone, the committee was guided by the findings of the San Francisco Human Rights Commission’s report of 2007 entitled: *Discrimination by Omission: Issues of Concern for Native Americans in San Francisco*. The Commission found that Native American communities face “discrimination by invisibility and omission”. They further found that “cultural misappropriation causes great harm to the Native American community. Therefore, culturally appropriate use of Native American symbols in public spaces is crucial”. The committee reached out to the Native Ohlone Tribal Councils to request guidance on the use of their name as one of our school’s namesakes. In addition, we engaged with the Ohlone Elementary community.

*Ohlone Elementary School PTA is committed to respectfully engaging with the Ohlone Native community to learn how best to honor the history and continuing vibrancy of the Ohlone people in our community. In naming our school for the original people of Palo Alto, we seek to recognize the Ohlone people and to affirm our shared values of generosity, respect, mutual cooperation, environmental stewardship, and resilience.*

The dialog with the Ohlone Native community is ongoing and the committee deferred a recommendation on the name.

### 3.3 Our Middle Schools

None of Palo Alto's three Middle Schools has a continuous history. David Starr Jordan Junior High<sup>10</sup> School opened in 1937 on Middlefield, Ray Lyman Wilbur Junior High School opened in 1953 on E Meadow, and Lewis Terman Junior High School opened in 1958, originally on the Cubberley campus and later moving to Arastradero . After a period of falling enrollment in the late 70s, Lewis Terman Middle School was closed in 1978, and its students sent to Wilbur Middle School. With further falling enrollment in the early 80s, Jordan Middle School was closed in 1985 and its students were also sent to Wilbur Middle School. During the integration of the Wilbur and Jordan student bodies Jordan staff and parents urged the school board to rename Wilbur so that the former Jordan students would feel more welcome on their new campus. In 1985, with student involvement (and despite opposition from the Wilbur family and some Wilbur staff), Jane L Stanford was chosen as the new namesake for the combined Middle Schools.

When enrollment started to rise again and the Middlefield campus was reopened in 1991 some former Wilbur staff requested that their site revert back to the name Wilbur and that the staff returning to the former Jordan campus take the name JLS with them. Nevertheless, the school was reopened as Jordan Middle school<sup>11</sup> and JLS, as it is know in the district, has operated continuously on the site of the former Wilbur Middle School since that time. During the 2001 work to reopen the Middle School on Arastradero, the "3rd Middle School Advisory Team" found that there was widespread confusion in the community about who the school had been named after because Lewis Terman's son, Frederick, was also an influential Stanford figure. At that time, the team recommended the school be named to honor both father and son since they both "made large contributions to our community and society as a whole".

One might question why, when the schools were reopened, the community did not take the opportunity to reflect on the complex legacies of these men. Two factors mitigate that unfortunate oversight: first, the archives of the leading Eugenics organization (the Human Betterment Foundation) were sealed until the 1990's, after which historians began the laborious process of uncovering the full history of the movement and its consequences. Second, the widespread availability of original source documents

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<sup>10</sup> The designation "Junior High" was changed to "Middle" in the late 70's when the 9th graders were moved to High School.

<sup>11</sup> As a long-time staff member recalls: *A "successful integration" of the staffs and students of Jordan and Wilbur did not occur. The north Palo Alto parents, in response to the urging of the Jordan staff wanting "to make the students feel welcome", campaigned to develop a new school, as the Jordan staff did not want to be called Wilbur. Despite opposition from the Wilbur family and the Wilbur staff, the BOE voted to change the name of Wilbur to Jane Lathrop Stanford. The Jordan activists were intent on making the "new school" Jordan transplanted to the Wilbur site. From selecting the school mascot to the planning of activities, the recognition of students and the traditions to retain there was no accord. The merger resulted in a most divisive atmosphere that impacted students and produced an unhealthy learning environment which existed until Jordan reopened five years later and the Jordan staff and north Palo Alto students returned to the Middlefield site. The returning Jordan students selected a new mascot, new school colors but balked at the possibility of a school name change. The students, staff, community and BOE determined that the school remain Jordan Middle School.*

and academic reflections on the American Eugenics Movement was fairly recent, though certainly there were well-known sources to draw on in 2001.

Today, a quick web search readily unearths a treasure trove of evidence and research on Eugenics, California's and Stanford's deep connections to the movement, and the roles of Jordan, Terman and Cubberley in formulating, popularizing, perpetuating and applying its doctrines. We cannot continue to pretend the evidence does not exist, that it is not compelling, or that it does not contradict the values of our school district.

### 3.4 Recommendation B

The committee recommends retaining the names of all schools named after their geographic location: Palo Alto High, Fairmeadow, Palo Verde, Greendell, El Carmelo, Escondido, and Barron Park.

- **Yeas: 13;** Nays: 0; Abstain: 0.

### 3.5 Recommendation C

The committee recommends retaining the names of schools honoring after the following individuals: Addison, Briones, Duveneck, Gunn, Hays, Nixon, Hoover, Jane Stanford.

- **Yeas: 12;** Nays: 1; Abstain: 0

The committee member who voted against this recommendation objected to honoring Walter Hays and the Ohlone People.

## 4 Eugenics and the Stanford/Palo Alto Connection

### 4.1 American Eugenics Movement summary

The term “Eugenics” is derived from the Greek words eu (good) and genos (stock). It was coined by Sir Francis Galton in 1883, to describe wellborn offspring. Galton, a cousin of Charles Darwin, popularized the concept of “positive eugenics” in the UK, which aimed to selectively marry off the healthy stock to create a more perfect race. Similar policies were actively pursued in America, Germany and the Scandinavian countries. The so called ‘positive eugenics’, the ‘targeted breeding for specific traits’, is an idea that is still with us today. Today’s eugenics come in the form of stem cell research, gene sequencing and genetic engineering to address the desire to cure once intractable diseases. At the same time, and perhaps more controversial, the same techniques are being advanced to possibly enable future parents to manipulate the genetic composition of their children, in hopes of good health, good looks and good test scores.

The early 20th century Eugenics Movement in America took a very different turn, and popularized the concept of “negative eugenics”, which aimed to preserve the “purity” of Anglo-Saxon/Nordic American society by reducing or eliminating the “unfit” from among its ranks. More specifically, the American Eugenics movement, led early on by David Starr Jordan and Charles Davenport, consistently and effectively advocated for policies to:

1. identify “mentally deficient” people through widespread IQ testing,
2. control reproduction of the “feebleminded” through compulsory sterilization,
3. curtail immigration from “lesser” nations (Mexico, Southern and Eastern Europe, Mongolia, Asia),
4. segregate racial and ethnic groups (and send the children of those deemed “unfit” into substandard schools), and
5. Strengthen anti-miscegenation laws

California in particular “has a long and sordid history” as one of the leading states promoting Eugenics and institutionalizing forced sterilizations. California was the 3rd state in the US to enact a Eugenics law in 1909 (Indiana was the first in 1907), and quickly became the leader in applying its forced sterilization laws, accounting for more than 20,000 of the more than 60,000 forced sterilizations officially ‘credited’ to eugenics laws in the US. In California sterilizations were forced on prisoners as late as the mid-1960s, “in part because California’s long-time attorney general was a vociferous supporter of the practice, and it wasn’t formally outlawed until 1979”<sup>12</sup>. In 2003 the California State Legislature officially and unanimously apologized for California’s leading role in the Eugenics movement<sup>13</sup>.

<sup>12</sup> Campos, *Eugenics Are Alive and Well in the United States*, Time, July 10 2013.

<sup>13</sup> California State Senate Resolution No 20, regarding Eugenics, adopted September 12th 2003

In its resolution the California Legislature unanimously "expressed its profound regret over the state's past role in the eugenics movement". This regret was caused in no small part by the eugenics leadership and actions of men like Jordan and Terman. In its resolution the Legislature also reminds us that we "must honor human rights and treat others with respect regardless of race, ethnicity, religious belief, economic status, disability, or illness."

## 4.2 David Starr Jordan

The early history and success of Stanford and Palo Alto is forever linked to David Starr Jordan. As Stanford's first president he had an outsize role in the emerging community, and tremendous influence in shaping the direction of the fledgling University. The runaway success of what was to become Silicon Valley can be traced back to Stanford and Palo Alto's humble beginnings on the converted Stock Farm of Governor Leland Stanford.

Born in 1851, Jordan graduated with a master's degree from Cornell in 1872 and became professor of zoology at Indiana University in 1879. He assumed the presidency of Indiana University in 1884, and at age 40 he became the first president of Stanford University, serving from 1891 until 1913. As Stanford's first president Jordan "had not only handled the problems of starting a new university, but had dealt with academic budgets being cut back in order for an extensive building campaign to progress, and handled a major catastrophe (the 1906 earthquake) that had left his university in ruins", according to the university's website. Stanford's eighth president, Donald Kennedy, notes: "Jordan's own scientific accomplishments were, to be fair about it, significant but not monumental. But the institutional seeds of growth he left behind germinated into something more far-reaching than any of his own ideas."

Jordan's scientific interests spanned natural history, biology and zoology, which were in transition after Darwin postulated the "survival of the fittest" in his "Origin of Species" study (1859). Jordan, under the influence of Louis Agassiz, initially opposed the evolutionary theory but later converted to this evolutionist position, and according to his autobiography, "The Days of a Man," he lectured on the "Science of Bionomics" throughout his tenure at Indiana and Stanford. Bionomics, he wrote, deals with "the philosophy of Biology, beginning with the laws of organic life and leading up to Eugenics and Ethics."

Eugenics was a pseudo-science that applied Darwin's survival-of-the-fittest concept to the human race. The movement originated in England where Francis Galton, Darwin's cousin, promoted so-called 'positive eugenics', an idea under which the fittest members of society should be selectively married off and reproduce, so that poor heredity would disappear over time. While hotly debated in England, no eugenics laws were enacted, and no actions taken. But unlike Galton's selective marriage proposals, Jordan's version of eugenics sought to prevent the decay of the Anglo-Saxon/Nordic race by limiting racial mixing and by preventing the reproduction of those he deemed unfit, a concept also known as 'negative eugenics'.

Jordan's obsession with the "survival of the Anglo-Saxon/Nordic race" was fueled by his deep-seated racism. In his book, "David Starr Jordan: Prophet of Freedom," historian Edward McNall Burns dedicates chapter 3.1, "Superior and Inferior Races," to Jordan's racism, citing Jordan as saying that "It is easy to recognize that the Irish, the Greeks, the South Italians and the Polish Jews contain largely elements permanently deficient in the best traits we hope for in America, .... They are controlled by emotions and animal instincts instead of brains and will. There is in fact no substitute for intelligence". Mexicans he considered "ignorant, superstitious, with little self-control and no conception of industry or thrift, - lacking, indeed, most of our Anglo-Saxon virtues". In closing, McNall Burns attributes these assertions to Jordan: "To say that one race is superior to another is merely to confirm the common observation of every intelligent citizen", and further clarifies that Jordan also "summarily dismissed the argument that differences in intellectual capacity are the result of opportunity and education".

Jordan's mindset of racial superiority, paired with his firm believe that intelligence is inherited, are a complete contradiction of PAUSD's mission to "empower every child to attain his or her highest intellectual, creative, and social potential", and PAUSD's vision to "offer a rich and challenging academic experience to all students within a supportive community".

The challenge of honoring David Starr Jordan as a PAUSD namesake comes not just from his contradictory racist and educational beliefs. Even more troubling is his leadership in creating the nascent field of 'negative eugenics', and the amount of energy and passion Jordan invested in creating the social, political and legal environment under which it became possible in the United States for more than 60,000 people to be sterilized against their will, or even without their knowledge.

According to historians Paul Lombardo and Sheldon Olsen, Jordan was one of the early, leading proponents of eugenics in the US. Starting with his presidency at Indiana, through his 22 years at Stanford and up to his death, Jordan leveraged his reputation and connections to influence lawmakers, organize funding and rally the public to his cause. Specifically, according to historic records and historians cited above:

- 1902: Jordan published one of the first books dedicated to eugenics, "The Blood of the Nation: A study of the decay of races, through the survival of the unfit."
- 1906: Jordan chaired the first U.S. eugenics organization, a chapter in the American Breeders Association.
- 1907: The first U.S. forced-sterilization law was enacted in Indiana, heavily influenced by Jordan's authority.
- 1909: California's eugenics program, driven by Jordan's outsize influence, quickly dwarfed those of all other states.
- 1928: Jordan was a founding member of the Human Betterment Foundation, devoted entirely to the promotion of forced sterilization legislation.
- 1935: The Human Betterment Foundation, led by Jordan protege Paul Popenoe, took credit for inspiring the eugenics program in Nazi Germany, as historian Anthony Platt writes in "Bloodlines."

Even Jordan's "much admired" pacifism was rooted squarely in his eugenics beliefs. Jordan did not reject war on grounds of morality; instead, he feared that during war the nation's strongest die, leaving room for the unfit to reproduce and decay the Anglo-Saxon/Nordic race, according to historian Garland E. Allen. Jordan forcefully argued his "pacifist" convictions in his 1899 newspaper article, "Anti-Imperialism," six months after victory in the Spanish war, as the U.S. was about to annex the Philippines: "There is no objection to national expansion, but colonies are not national expansion; slaves are not men. Wherever degenerate, dependent or alien races are within our borders today they are not part of the United States. They constitute a social problem, a menace to peace and welfare."

David Starr Jordan passed away in 1931 in Palo Alto, and in 1937 the PAUSD school district named its new Junior High School in his honor. At that time Palo Alto and Stanford were predominately white neighborhoods, and the eugenics movement had not yet been fully discredited by the Nazi horrors of the holocaust. There are members of our committee, and of the community at large, who hold David Starr Jordan in very high regard. They have a strong devotion to him as a person and a deep appreciation for his contributions to our community, in building both Stanford and Palo Alto. Whereas they acknowledge and repudiate the eugenics aspect of his legacy, they judge that, on balance, the positive contributions he made outweigh these negative revelations. Indeed, the mythical figure of David Star Jordan has been promulgated by our district and Stanford for decades, spotlighting his accomplishments as a father of Stanford and Palo Alto while remaining silent on his actions as an early leader of the American Eugenics Movement.

The legacy of David Starr Jordan deserves to be preserved and remembered, and Stanford is doing that appropriately. But the public David Starr Jordan Middle School has a population that is comprised of ~50% of minorities students from racial backgrounds whose intellectual potential Jordan dismissed, and whose human worth Jordan disrespected. In addition ~12% of the student body has special learning needs, students Jordan would therefore consider unfit, best to be sterilized. Continuing to honor the legacy of David Starr Jordan in 2016, despite everything we now know about David Starr Jordan's leading role in the Eugenics movement, dishonors the values of the PAUSD school community, and is detrimental to the central objective of creating a welcoming and inspiring learning environment for all students.

**Appendix 5** "Timeline of Eugenics and David Starr Jordan's Role in it" provides further details of Jordan's early and outspoken leadership of the American Eugenics movement.

### 4.3 Lewis Terman

Lewis Terman (1877-1956) was a psychologist and professor. Originally from Indiana, he joined the Stanford faculty at the behest of Jordan in 1910 and is credited with helping shape both the Psychology Department as well as the Stanford Graduate School of Education. He held many prominent positions during his long career, including the Chair of the Psychology Department and President of the American Psychology Association. He was also a "pivotal" leader in the American Eugenics movement, leveraging his professional "findings" to advance his white supremacist political agenda.

Lewis Terman is best known for developing the Stanford-Binet “intelligence” test. Alfred Binet was a French psychologist who developed an assessment (known as the Binet-Simon Scale) for the French Ministry of Public Instruction to identify students who were falling behind, with the aim of providing those students extra support (students who today might have IEPs). Binet explicitly warned against applying his assessment as a general “intelligence” test because he believed intelligence was complex, could not be accurately defined, much less measured, and was concerned with impeding a growth mindset in both teachers and students. He “warned against the test’s potential for misuse, calling the notion that intelligence could not be improved a ‘brutal pessimism’.”<sup>14</sup> In what Binet’s colleagues<sup>15</sup> would call the “treachery”, German psychologist Wilhelm Stern promoted the idea that intelligence could be reified into a single number. American “psychologist and eugenicist Henry Goddard initially translated and introduced the Binet-Simon Scale to the United States, Lewis Terman revised, expanded and marketed” it. They ignored Binet’s warnings and perverted his assessment to advance their own theory of unitary, rankable, innate and largely immutable intelligence<sup>16</sup>. Terman’s aim in doing so was starkly different from Binet’s:

*It is safe to predict that in the near future intelligence tests will bring tens of thousands of these high-grade defectives under the surveillance and protection of society. This will ultimately result in curtailing the reproduction of feeble-mindedness and in the elimination of an enormous amount of crime, pauperism, and industrial inefficiency.*

Terman was explicit about his Eugenics goal to rank all children, to sterilize or institutionalize those of “inferior” intelligence, and to segregate the educational system.

*Among laboring men and servant girls there are thousands like them.... The tests have told the truth. These boys are ineducable beyond the merest rudiments of training. No amount of school instruction will ever make them intelligent voters or capable citizens....*

Terman branded entire races of people as inferior.

*[High-grade defectives] represent the level of intelligence which is very, very common among Spanish-Indian and Mexican families of the Southwest and also among negroes. Their dullness seems to be racial, or at least inherent in the family stocks from which they came.*

*The fact that one meets this type with such extraordinary frequency among Indians, Mexicans, and negroes suggests quite forcibly that the whole question of racial differences in mental traits*

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<sup>14</sup> McNutt, Steve. ‘A Dangerous Man: Lewis Terman and George Stoddard, their Debates on Intelligence Testing, and the Legacy of the Iowa Child Welfare research Station’. The State Historical Society of Iowa in 2013, Volume 72, Number 1.

<sup>15</sup> Binet died in 1911, four years before Terman published his revision to the scale.

<sup>16</sup> Terman was also fascinated with the idea of genius, conducting a famous longitudinal study of “gifted” children who he identified early with his “IQ” test and then followed throughout their careers. He included mainly white children from the upper and upper-middle classes, notably including both girls and boys. He also tainted the study by influencing participants’ lives by providing references and recommendations for some.

*will have to be taken up anew and by experimental methods. The writer predicts that when this is done there will be discovered enormously significant racial differences in general intelligence, differences which cannot be wiped out by any scheme of mental culture.*

*Children of this group should be segregated in special classes and be given instruction which is concrete and practical. They cannot master abstractions, but they can often be made efficient workers, able to look out for themselves. There is no possibility at present of convincing society that they should not be allowed to reproduce, although from a eugenic point of view they constitute a grave problem because of their unusually prolific breeding.<sup>17</sup>*

Terman also conflated intelligence with criminality, positing

*Not all criminals are feeble-minded, but all feeble-minded persons are at least potential criminals. That every feeble-minded woman is a potential prostitute would hardly be disputed by anyone. Moral judgment, like business judgment, social judgment, or any other kind of higher thought process, is a function of intelligence. Morality cannot flower and fruit if intelligence remains infantile (1916, p. 11).*

Unlike some of his contemporaries, Terman did not see females as intellectually inferior. He included girls in his study of Genius and “proclaimed their limited access to professions both unjust and wasteful of intellectual talent”<sup>18</sup>. However, he viewed homosexuality and gender non-conformity as “abnormal” and a sign of inferior intelligence and grounds for sterilization.

“Terman was pivotal in the national eugenics movement; he was a longtime member of the AES [American Eugenics Society] who maintained an undying belief that inferior and superior intelligence was determined principally by genetics”<sup>19</sup>. His doctrine and the intelligence scale he developed and popularized were put into practice to influence the passage of forced sterilization policies and their implementation. This dark chapter of the California Juvenile Justice System is well documented in Adam Cohen’s recent book titled “Imbeciles: the Supreme Court, American Eugenics, and the Sterilization of Carrie Buck”.

Terman and his cohorts trained a cadre of psychologists to administer the Stanford-Binet. It was adapted for widespread use on Army recruits during World War I. The assessments were both poorly designed and badly administered, nevertheless the “results” were used to “prove” the superiority of the Anglo-Nordic race and spread fear that American civilization was under threat from an influx of inferior stock. In “one of the greatest victories of scientific racism in American history”, Terman and his

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<sup>17</sup> Terman, Lewis. *The Measure of Intelligence*. 1916. Contrary to Terman’s contention that intelligence is racially predetermined, it is widely known and generally accepted today that intelligence is not an inherited trait, but that the intellectual achievement of a person mostly depends on their socio-economic environment, their intellectual stimulation and education.

<sup>18</sup> Stern, Alexandra. *Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America*. University of California Press. 2016

<sup>19</sup> Stern.

eugenicists colleagues successfully agitated for the passage of the Immigration Restriction Acts of 1923 and 1924<sup>20</sup>, severely limiting the number of people who were able to escape southern, central and eastern Europe during the lead up to World War II. Further, psychometric studies using the Stanford-Binet test were used to “prove” the inferiority of Mexicans, and were similarly cited as an inducement to restrict immigration and forced deportation.<sup>21</sup> It wasn’t until 1965, that the Immigration and Nationality Act (Hard-Celler Act) ended the quota system formula based on national origin.

For those they couldn’t keep out of the country, Eugenicists fought to segregate them from the white educational system. In California, “African American, Chinese and Japanese schoolchildren faced de jure segregation in public education. Mexicans, who were considered white according to census and juridical standards, were instead subjected to a pervasive and insidious de facto segregation that was often framed by eugenic arguments about mental and procreative fitness”<sup>22</sup>. Terman was also instrumental in delaying the national implementation of preschool programs, based on the pioneering work of psychologist George Stoddard in Iowa. Terman aggressively circulated his thesis on the innate and immutable nature of intelligence to lawmakers in an attempt to diminish Stoddard’s advocacy for early educational intervention.

This critique of Lewis Terman is not novel and it is not recent. Scientist George Stoddard, education reformer John Dewey, journalist Walter Lippman, juvenile court official Mary Conway Kohler, and a cadre of others openly rejected the hereditarian notions of intelligence, debunking not only Terman’s theories but his scientific methods as well. Terman responded to his critics not as a scientist seeking to measure and understand the world, but with condescension and ridicule for anyone who challenged his dogmatic devotion to a classist, racist ideology.<sup>23</sup>

Terman’s theories of race, class, intelligence and education have, of course, been thoroughly discredited, but they have had devastating and lasting consequences and stand in direct contradiction to our values as a district.

Today, the fields of genetics and bioengineering are at another frontier, and it is likely that some, if not many, of our students will find professional work that directly or indirectly relates to complex and critical questions of medical ethics. The district has committed to the ethical conduct of research involving

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<sup>20</sup> “Throughout the 1930s, Jewish refugees, anticipating the holocaust, sought to emigrate, but were not admitted. The legal quotas, and continuing eugenical propaganda, barred them even in years when inflated quotas for western and northern European nations were not filled. Chase (1977) has estimated that the quotas barred up to 6 million southern, central, and eastern Europeans between 1924 and the outbreak of World War II (assuming that immigration had continued at its pre-1924 rate). We know what happened to many who wished to leave but had nowhere to go. The paths to destruction are often indirect, but ideas can be agents as sure as guns and bombs.” - Gould, Stephen. *The Mismeasure of Man*. WW Norton & Co. New York. Revised and Expanded.

<sup>21</sup> Stern.

<sup>22</sup> Stern.

<sup>23</sup> See Lewis M. Terman, “The Great Conspiracy or the Impulse Imperious of Intelligence Testers, Psychoanalyzed and Exposed by Mr. Lippmann,” *New Republic* 33 (December 27, 1922): 116–120.

human and animal subjects, and to educating students on the the Belmont guiding principles<sup>24</sup>. Rather than a role model to be emulated, Lewis Terman could serve as an excellent local example of a cautionary tale in scientific hubris and its potential devastating consequences.

Continuing to honor the legacy of Lewis Madison Terman in 2016, despite everything we now know about Terman's leading role in the Eugenics, applied Intelligence Testing and Educational Efficiency movement, dishonors the values of the PAUSD school community.

#### 4.3.1 Frederick Terman

Lewis Terman's son, Frederick Terman (1900-1982), was a brilliant electrical engineer. He earned his Bachelor's degree at Stanford and his PhD at MIT. He became a Stanford professor in 1925, and held several prominent positions, including Dean of the Electrical Engineering Department, President of the Institute of Radio Engineers, and Provost of Stanford. As director of the Radio Research Lab, he played a role in defeating Nazi Germany with his classified work on military signals during World War II.<sup>25</sup>

Frederick figures strongly in the creation myth of Silicon Valley and is widely credited as the "father of Silicon Valley". He mentored various iconic entrepreneurs like Varian, Hewlett and Packard, and encouraged his graduates and faculty to start companies locally. As a Stanford administrator, he expanded the scope of engineering research, and, in today's parlance, helped foster an incubator-type relationship between Stanford and technology startups. He worked to draw Department of Defence research grants and spearheaded the creation of what became Stanford Research Park.

Various awards and places bear Frederick Terman's name, including the Frederick Emmons Terman Engineering Library at Stanford, Terman Auditorium, the Hewlett-Packard sponsored Frederick Emmons Terman Award, Stanford's Frederick Emmons Terman Engineering Scholastic Award, and a section of the 101 called the Frederick E. Terman Memorial Highway. There is ambiguity about Terman Park, the athletic fields immediately adjacent to Terman middle school, as the city website refers to both father and son.

Frederick Terman was not a *leader* of the American Eugenics Movement. His biographer asserts that Lewis had "a particularly strong influence on his only son, not simply as a father but as an intellectual immersed in the study and encouragement of gifted children, and as a career academic."<sup>26</sup> The record is unclear on whether that influence extended to eugenics, with various commentators claiming it did, and others largely silent on the issue<sup>27</sup>. On the one hand, he hired several Jewish professors (Carl

<sup>24</sup> PAUSD Board Policy 6162.8. The Belmont Report, issued by the National Commission for Protection of Human Subjects of Biomedical and Behavioral Research, outlines three guiding principles for ethical research with human subjects: 1) respect for persons, 2) beneficence, and 3) justice.

<sup>25</sup> Levy, Dawn. *Biography revisits Fred Terman's roles in engineering, Stanford, Silicon Valley*. Stanford Report, Nov 3, 2004.

<sup>26</sup> Gillmor, C Stewart. *Fred Terman at Stanford: Building a Discipline, a University and Silicon Valley*. Stanford University Press. 2004.

<sup>27</sup> Gillmor sketches Lewis' background and career, and we learn such details as the tram line the family could ride into Palo Alto, Lewis' sleeping habits, the family's exact street address, and the sports and outdoors activities they enjoyed. Of Lewis' academic interests, he explains "Three of [Lewis] Terman's closest friends -- Edwin G Boring, Arnold Gesell, and Robert M. Yerkes-- were products of Clark University and Hall's teaching. Their scholarly

Djerassi, Joshua Lederberg, Arthur Kornberg and Henry Kaplan); on the other, he also recruited his friend and staunch eugenicist William Shockley to Stanford. Frederick does not appear to have disavowed his father's eugenics doctrines and activities, neither does he appear to have publically advanced them.

One committee member<sup>28</sup> proposed that "Terman Middle School be named only after Frederick Terman and a proclamation be made that any tie to Lewis Terman's name and legacy is rescinded". This viewpoint is articulated as part of **Appendix 6** and was supported by two additional members. While recognizing Frederick's significant contributions to engineering, technology, and the creation of Silicon Valley, and while acknowledging the ambiguity surrounding whether he forged ties to the American Eugenics Movement and even so distinguishing between rank-and-file and leaders in eugenics, and while also **not holding Frederick responsible for his father's actions**, the majority of the committee recommends against doing so. The community associates Terman Middle school first and foremost with Lewis Terman, an association that has been reinforced through the decades (since 1958), whereas the informal inclusion of Frederick as Terman Middle School co-namesake is recent (2003). The majority of committee members believe that it is virtually impossible to effectively disavow the IQ/eugenics legacy of Lewis Terman from the message the school name sends if the surname is retained to honor Frederick.

The fact that Frederick Terman has numerous placenames and awards honoring his legacy mitigates the impact of having to also remove his name from our middle school when disassociating from his father Lewis' legacy; and we believe the school can be renamed without disrespect to Frederick Terman's legacy.

## 4.4 Ellwood Cubberley

Ellwood Patterson Cubberley (1868-1941) founder and dean of the Stanford school of education from 1917 until his retirement in 1933 was a pioneer in the field of educational administration who labored to bring to the field of education the benefits of systems efficiency, the lodestar of early 20<sup>th</sup> century progressives for organizing the economy and social relations. He created and propagated an academic and professional discipline of school administration and research that replaced the haphazard practices that prevailed in the early 20th century. Rapid urban expansion and massive immigration of people speaking unfamiliar languages, with cultural practices foreign to Americans descended from northern Europe demanded no less. He was known for his work ethic and dedication to the School of Education. He and his wife Helen, who were childless, donated \$772,00 to build the School of Education Building and provide a first class library for the school.

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interests--the psychology of genius, the measurement of intelligence and of differences among individuals, and implications of school hygiene--echoed each other's and those of Hall." Gesell and Yerkes were both well known eugenicists; Hall was a strict hereditarian, though not a strident eugenicist. Gillmor's book was supported by family trusts from both Hewlett and Packard.

<sup>28</sup> **Appendix 6:** A middle-of-the-road resolution on renaming Palo Alto public schools --Ben Lenail -- December 13, 2016

He was also a protégé of David Starr Jordan, president of Indiana University and promoter of eugenics, both there and later on at Stanford. Young Ellwood Cubberley had acted as Jordan's technical assistant when the university president and naturalist was on tour lecturing about the need to protect the superior "germ plasm" of the nation's Nordic European forebears against dilution through immigration of non-Nordics, interbreeding of Nordics with other stock and coddling of those whose blood lines, Nordic or not, were degenerate. Such varied symptoms as cancer, mental illness, deafness, laziness, sexual promiscuity or even just being poor were evidence of "bad blood" that should be identified, isolated and neutralized to prevent contamination of what we would now term the gene pool.

Jordan had seen promise in Cubberley as a young man and urged him to attend Indiana University in Bloomington, where Jordan had been on the faculty since 1879, instead of seeking a way to start a career without the benefit of additional formal education. He saw to it that the younger man got experience dealing with schools in a variety of contexts—public school teacher in Indiana, president of Valparaiso University, superintendent of schools in San Diego public schools—and then called him to Stanford with a chance to make his mark if he could successfully launch a department of education, which would support David Starr Jordan's dedication to make public schools the mechanism for improving and sustaining democracy in the United States. Jordan provided a path for him to get the academic credibility he lacked in the field of education by sending him to Columbia Teachers College on leaves of absence to acquire a master's and then a Ph.D. in school administration at Columbia Teachers College with a dissertation on school finance. The goal of Jordan and Cubberley's efforts was to establish a pre-eminent professional School of Education at Stanford that would set standards for research and influence administrative policy nationwide. The relationship lasted for a lifetime. It resulted in bringing the progressive values of expertise and efficiency to the school setting. But it also transmitted Jordan's eugenic notions of who was fit and who was not, and how each should be identified, labelled and appropriately educated, in line with eugenic principles and progressive efficiency theory. The factory model of education was the result, with an excessive use of tracking to make sure that "a hundred dollar education wasn't wasted on a one dollar boy".

Unlike the early days of the eugenics movement, when extensive family surveys and correlation of anecdotal records and official data barely began to address the perceived need to identify and isolate the unfit, Cubberley's tracked urban schools could use the easily administered IQ test that fellow Hoosier and Stanford Psychology Department colleague Lewis Terman had developed. Cubberley advocated tracking schemes that ideally would direct students into courses of study that matched their capabilities well and would lead to an adult life that was personally satisfying while contributing to maximum social efficiency.

At a time of heightened awareness of economic and racial inequality and of uneven educational outcomes that largely align with differences in wealth and skin color, a system that ends up disproportionately placing high status students in upper tracks and lower status students in lower tracks, as Cubberley's did, demands "strict scrutiny." It might have passed muster eighty years ago, but not now. Certainly not in Palo Alto, where we do not accept the eugenicists' claim that intelligence, moral integrity, physical and mental health and more are all "in the blood, marginally affected by environment, culture and experience". We want excellent educational outcomes for all our students and

know that Cubberley's eugenics-infused social efficiency schools have taken us down the wrong track. The Stanford Graduate School of Education has worked hard for decades to undo the damage that Cubberley and Terman brought to education nation-wide. To demonstrate that Palo Alto understands and supports the educational reforms long advanced by the Stanford School of Education in the post-Cubberley era, the majority of committee members recommends that the school district rename its former Elwood Cubberly High School if this PAUSD facility, which is currently operated by the City of Palo Alto as 'Cubberley Community Center', were to be reopened as a PAUSD school facility of any kind.

## 4.5 Contemporaneous Anti-Eugenicists

There is no doubt that the that Eugenics Movement was popular in certain circles in the early 20th century. Indeed, Eugenicists dedicated considerable finances and effort to popularize eugenics doctrine and to advance eugenic policies.

*Even by standards of their own era, the American hereditarians were dogmatists. But their dogma wafted up on favorable currents into realms of general acceptance, with tragic consequences.*<sup>29</sup>

However, some "contemporary critics saw through the nonsense"<sup>30</sup> and recognized the movement for what it was: a thinly veiled excuse for racial hatred and justification for ethnic cleansing.

It is a disservice to those individuals and their advocacy on behalf of the poor, the underserved and the underrepresented, to ignore their existence. It is also deeply unjust to the tens of thousands of victims of the American Eugenics Movement to discount their suffering by excusing their persecutors as popular. We offer a few prominent examples of people who worked against the abhorrent doctrines of the American Eugenics Movement.

In 1908 German Physician Wilhelm Weinberg and British Mathematician Godfrey Hardy independently developed what is now called the Hardy-Weinberg equilibrium model<sup>31</sup>, which proves that sterilization of individuals is unable to eliminate undesired genetic traits from a population, and that it has no statistically significant effect in reducing frequency of occurrence of the undesirable traits in the population.

At the same time, George Shull, at the Carnegie Station for Experimental Evolution, showed that hybrid corn plants are more vigorous than pure-bred ones. This refuted the notion that racial purity offers any biological advantage or that race mixing destroys "good" racial types. None of the leading Eugenicists of the time was able to refute these findings while they carried on in their quest for racial purity, arguing for forced sterilization laws across the country.

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<sup>29</sup> Gould.

<sup>30</sup> Gould.

<sup>31</sup> The Hardy Weinberg Equilibrium Model, at [http://anthro.palomar.edu/synthetic/synth\\_2.htm](http://anthro.palomar.edu/synthetic/synth_2.htm)

In 1923, Walter Lippmann, a noted journalist and political commentator, in a series of articles in the New Republic, dismantled not only the bogus science of Terman's so-called "Intelligence" Test, he also identified its implications:

*Intelligence is not an abstraction like length and width; it is an exceedingly complicated notion which nobody has as yet succeeded in defining.*

*I hate the impudence of a claim that in fifty minutes you can judge and classify a human being's predestined fitness in life. I hate the pretentiousness of that claim. I hate the abuse of the scientific method which it involves. I hate the sense of superiority which it creates, and the sense of inferiority which it imposes.*

In 1928, George Stoddard became head of the Iowa Child Welfare Research Station, turning it into "the first Research Institute in the United States dedicated solely to conducting original scientific research on the development of 'normal' children, and the first with a preschool nursery for research purposes"<sup>32</sup>. From early on Stoddard questioned what "IQ" was and whether it was, as hereditarians (like Terman) claimed, a fixed unit. In 1935 Stoddard et al began publishing their research findings, "which strongly suggested the malleability of intelligence and raised questions about what that word even meant"<sup>33</sup>. The ICWRS researchers had achieved those results by employing the same tool Lewis Terman had used to support the opposite position.

*In contrast to their dismissive views of IQ critics like Lippmann, the hereditarians took the work of Stoddard and the ICWRS as a direct threat. They feared that 'environmentalists' would succeed in demonstrating the role of the environmental factors in human development. Such a heretical notion would have consequences. Intelligence testing had reified as 'natural' essentialist notions about race, gender, and social class. The research produced by the ICWRS was a threat not just to that idea but also to the entire social structure it supported.*

*For Terman and other adherents of a strict hereditary view, if the IQ test did measure intelligence and if intelligence was fixed, Stoddard's results simply were not possible. Terman worked for decades to ensure that psychologists and the public ignored or dismissed the ICWRS findings<sup>34</sup>*

Another contemporary of Terman's who worked against eugenics was Judge Mary Conway Kohler.

*Kohler, a graduate of Stanford Law School, was appointed as a referee of the San Francisco Juvenile Court, where she heard the cases of delinquent girls and directed the Mothers' Aid Program. While at Stanford, Kohler had worked as a research assistant for Terman and had*

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<sup>32</sup> McNutt, Steve. 'A Dangerous Man: Lewis Terman and George Stoddard, their Debates on Intelligence Testing, and the Legacy of the Iowa Child Welfare research Station'. The State Historical Society of Iowa in 2013, Volume 72, Number 1.

<sup>33</sup> McNutt

<sup>34</sup> McNutt

*become well versed in IQ testing and critical of its ingrained biases. She insisted that these psychometric instruments were incapable of identifying delinquents or accurately gauging intelligence, and, once in the court, she strove to terminate their diagnostic use. As a juvenile referee, Kohler was charged with sending girls who scored 75 or below on IQ tests, and hence were classified as feebleminded, to the Sonoma State Hospital for internment and probable sterilization. She avoided submitting female juveniles to such a fate and spoke out against compulsory salpingectomies, which were regularly performed without patient or parental consent. Kohler was a vociferous critic of Terman, whom she disliked personally and professionally. She was appalled by the imperatives to “purify the race” that were so often voiced during the Great Depression, and she blamed California’s pro-sterilization climate on Popenoe’s propaganda<sup>35</sup> and his panicked warnings about the impending deterioration of civilization.<sup>36</sup>*

Foremost among the institutions that fought against Eugenics doctrine in general, and forced sterilization in particular, were the Mexican Consulate and the Catholic Church.

*Catholic opposition centered first on attacking eugenic science as not being “rigorous,” as having its roots in concealed “ethnic, racial and class prejudices,” and as ignoring the importance of environmental and other factors in the development of an individual’s character. A second, religious objection argued that the state could not “violate the bodily integrity of an innocent individual, regardless of the supposed biological improvements that will result.”<sup>37</sup>*

These individuals and institutions stood against the American Eugenics Movement. They did not all live to be vindicated, but we can appreciate their moral courage and intellectual honesty to stand against the tide.

## 4.6 Renaming Recommendations

With everything we now know about the eugenics legacies of David Starr Jordan, Lewis Terman and Elwood Cubberly the majority of the committee believes that it is time to close the chapter on honoring these men and to create a sense of shared community and identity with new names—names we can all be proud of, namesakes who did not endeavor to disenfranchise and diminish students whose identities or learning differences didn’t live up to their preconceived ideals, but also names that maintain the close relationship of the community with its schools.

As expected, this area of the committee work was the most contentious, and the committee did not reach consensus, though a majority was maintained. The various arguments against renaming are detailed in Section 6 of this report, and position statements by several dissenting committee members are provided in full in the Appendices.

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<sup>35</sup> Paul Popenoe was a graduate of Stanford University, where he became one of David Starr Jordan’s many proteges that later went on to promote Jordan’s eugenics views, most famously as secretary of the Human Betterment Foundation from 1928 to 1942.

<sup>36</sup> Stern

<sup>37</sup> Ed Mannino. *Religion in the Public Square: Catholics and the Eugenics Controversy*. nP. Sept 9, 2013.

## 4.7 Recommendation D

There were robust discussions about the renaming of David Starr Jordan Middle School. Although the majority of the committee advocated a complete renaming, a minority of the committee members favored retaining the 'well known and liked name' Jordan, while distancing the school district from the eugenics legacy of the 'David Starr'.

The majority of the committee voted in favor of and recommends to completely rename David Starr Jordan Middle School. The following votes were cast:

- **Full renaming: 8 in favor**
- Drop the first name and retain the surname only: 4 in favor
- Do not change the name: 1 in favor
- Abstentions: 0

## 4.8 Recommendation E

Although the majority of the committee advocated for a complete renaming of Terman Middle School, a minority of the committee members regretted casting Frederick aside and favored issuing a proclamation rededicating the school in Frederick's honor only. (The school does not officially contain either Lewis' or Frederick's first names)

The committee recommends completely renaming Terman Middle School. The following votes were cast:

- **Full renaming: 7 in favor**
- Rededicate to Frederick only: 3 in favor
- Do not change the name: 2 in favor
- Abstentions: 1

## 4.9 Recommendation F

The committee recommends renaming Cubberley Community Center if it is reopened as an active PAUSD facility.

- **Ayes: 8; Nays: 5; Abstain 0**

The committee members who voted against this recommendation are in favor of leaving the name as it is.

## 5 Engaging the Community

*Community outreach and community input is a critical part of the renaming debate. This section catalogs the different forms and formats of community engagement in this issue from its onset and summarizes various community events and RSAC activities.*

### 5.1 Grassroots Campaign

The movement to critically examine the legacy of our school namesakes arose as a grassroots effort initiated by a 7th grade student (Kobi Johnsson) at David Starr Jordan Middle School in May 2015. In his language arts book project, which is attached as **Appendix 10**, he examined the legacy of his school's namesake and uncovered the disconcerting history of Jordan's leadership in the American Eugenics Movement, wondering why the school is named after David Starr Jordan, given his eugenics legacy. Upon reading the book report the student's father (Lars Johnsson) reached out to the PAUSD Superintendent and the Board of Education in June of 2015, to express his concerns with honoring the legacy of his son's school namesake<sup>38</sup>. He also reached out to other community members to see if they shared his concerns about honoring the legacy of a leading eugenicist as a namesake of their Middle School.

Within a few weeks in the Fall of 2015, a petition was created and signed by more than 400 community members. By the time it was presented to the Board of Education, 140 signatories of the petition left comments, which are attached in their entirety in **Appendix 7**. The excerpts below highlight the sentiment of the renaming supporters:

*We adults send messages to our kids with each decision. It is important to say that we do not stand by the values that Jordan did. - Gina Dalma*

*This isn't a difficult decision. If we want the name of the school to stand for something, then let's make a change so that it matches our values. Get it done. -Tony Loeser*

*If we want people of all races to be successful at our schools, we should start with the names of the institutions themselves. -Shannon Yang*

*It's the right thing to do. Palo Alto should be so proud of its school names that the bios of the named could be proudly displayed.-Julia Nelson-Gal*

*How can we ask families he would have disparaged to support a school with his name, much less ask their children to attend them? -Ellen Ford*

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<sup>38</sup> The email letter to PAUSD Superintendent Dr. Max McGee and the PAUSD Board of Education is attached for reference.

*No school should be named after a racist, particularly in a time where we are teaching our students/children to be compassionate and caring global citizens and that every person should be treated equally. It goes against everything we are teaching our students! -Toiya Black*

*Let's name our schools for people who displayed the growth mindsets we'd like our students to develop! -Simon Firth*

*I happily sign this petition because we are a five generation Palo Alto family that has had 3 generations of children at Jordan without realizing who Jordan was. The most current generation being in school now. We have to let our children know we are not tolerant of any form of racism and do not honor those who would perpetuate, in any way, racism or lack of respect for everyone. -Nan Dame*

*I attended Jordan Middle School and, particularly in light of the fact that I am the daughter and granddaughter of German Jews, was shocked to learn the views of the man after whom it was named. I now understand why we did not learn this history while attending school there. Please find a more suitable name for this school. -Sharon Ullman*

*David Starr Jordan was a great supporter of education... for those he considered racially superior. His promotion of the American eugenics movement/ ethnic cleansing was devastating to many Americans. As a PAUSD grad and current parent, I believe our schools should honor those who have embraced learning and opportunity for ALL the children of our community. -Karen Wang*

*I learnt something new and shameful about my own city's history.. I support the efforts to do something about it. Let's bring down these people from the pedestals they are on, with their names on 2 of our 3 middle schools. - Rohini Chakravarti*

*Coming from a 2-generation PAUSD household, I have to admit it will be strange calling these 2 middle schools by different names. However, we should definitely not honor men whose beliefs demean and undermine our values of respect and equality for all. There are much more worthy individuals whose names should grace these learning institutions. -Emmie Fa*

*It's time that Palo Alto school names reflect the diversity and rich history of this country, and not men who preached hatred. -Jessica Russell*

On November 13 2015, in accordance with Board Policy 9322, Johnsson provided supporting documents and information and requested an item to consider the renaming of Jordan Middle school be place on the agenda of a regular Board Meeting. The Board President, Vice-President and Superintendent agreed.<sup>39</sup>

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<sup>39</sup> PAUSD Board Packet. Attachment: Discussion 9. Jan 12, 2116.

## 5.2 Official positions

As community discussions grew, various community advocacy organizations submitted official positions to the school board in support of the creation of a committee.

*The PTA Council of Palo Alto support the request to the Palo Alto Unified School District Board of Education to appoint a “Citizen Advisory Committee” in accordance with Board Policy 7310 to review whether David Starr Jordan is an appropriate role model after whom we should name one of our middle schools - Susan Usman, PTAC President 12/17/15*

The Palo Alto Committee of SEPLA 1(CAC) advocating for families with children with disabilities and learning differences, stated:

*Our history is complicated and prominent figures that influenced the direction of our society change over time to reveal the mindset of generations past and shape our awareness of the present. The actions we take today will define us and our community for the next generation. We cannot rewrite history; however, we can articulate our understanding and change how it affects our children today and tomorrow. By choosing to name District schools after particular individuals, the District is affirmatively endorsing such people as leaders worthy of this honor. We want our children to associate their schools with leaders who reflect positive civic values, inclusion and equity. - Christina Schmidt, Chairperson*

Parent Advocates for Student Success (PASS), advocating for historically underrepresented minority students, urged:

*PASS believes that we are overdue for school names that reflect our principles of inclusion and equity in all of our students, and in particular students among us who are most vulnerable to bias. - Sara Woodham, Co-Chair*

CAC and PASS now both officially support the name changes of David Starr Jordan and Terman Middle school, as the values represented by these namesakes are in direct conflict with the needs of the CAC and PASS communities, which collectively comprise ~25% of the PAUSD student population, according to SARC data.

## 5.3 Public Board Meetings

Following public comment during Open Forum, the Board of Education agreed to agendize the issue. Discussion at two Board meetings, January 12, 2016 and February 9, 2016 resulted in the approval to form the Renaming Schools Advisory Committee.

### 5.3.1 Jan 12 Board discussion of renaming as “Information Item”

On January 12, 2016, the Board heard a presentation from L Johnsson, outlining the issues and community concerns over the eugenics legacy of David Starr Jordan.

Prior to the meeting, in **public correspondence**, eight members of the public wrote letters to the Board supporting the renaming of Jordan. No public letters were received indicating resistance to the name change.

Nine people spoke during **public comment**, all in favor of renaming.

It was at this meeting that the scope was broadened to include examining all schools, given the known eugenics leadership of both Terman and Cubberley as well as Jordan.

### 5.3.2 Feb 9 Board discussion of renaming as “Action Item”

The item was taken up for action at the Feb 9, 2016 PAUSD Board meeting. Board of Education voted 5:0 in favor of establishing the Renaming Schools Advisory Committee.

Prior to the meeting, in **public correspondence**, five members of the public wrote letters to the Board regarding the renaming of Jordan: three in favor and two against.

Seventeen people spoke during **public comment**.

Mariah Poitier, a senior at Palo Alto High School, broke down in tears as she relayed to school board members her sadness and anger in learning that Jordan Middle School is named after someone who would be considered a racist today, an advocate of eugenics who had “such hatred for a person like me,” said Poitier, who is black. Poitier said it is “imperative” the district rename the school she once attended immediately. School officials have a moral obligation to make all students feel equally accepted, she said. “It’s been hard going to this school in this district and knowing that people support someone who, given the opportunity, I would have been sterilized, called stupid, called incompetent,” Poitier said through tears. “It’s highly inappropriate and I think because we know better, as people, that we should do better, and that it is our moral obligation to make sure that every student in this community feels included and that they will be accepted...”

In addition, 15 students from Paly’s Social Justice Pathway program attended the board meeting. Overall 10 students spoke out in favor of the renaming process, while 5 students relayed views from surveys the conducted with Jordan and Paly students, Paly staff and by analyzing online comments. The clearest message that emerged from the student contributions was that eugenics education at the schools is rudimentary at best, and that too many students, staff and community members are not well informed about the issues of eugenics and David Starr Jordan, and that it is therefore imperative that eugenics education be included in the school curriculum. The second key finding of the student surveys was that the overwhelming majority of those with knowledge of eugenics and Jordan’s role in it favored

the school renaming, while the group without specific knowledge about eugenics and Jordan's role in were more inclined to oppose renaming. These findings showed clearly how important comprehensive eugenics education is for students/staff and the community to fully appreciate the impact of eugenics.

Jeff Pedola, on the other hand, cautioned against acting precipitously:

*If names matter, why not just redefine the term Jordan to mean what you want it to mean? ...changing the name is destructive...Students can be well served by showing how adults take passionately held positions and do justice to them with rational processes. That is also the way of justice in the world. ...If the gears of politics are let loose from the governing flywheel of reason then the students who you think are being served with an overly accommodating 'yes' will feel later, if they are lucky, that their true interests were not as well served as they thought.*

In constituting the committee, board members expressed the following sentiments:

*School names matter...they should reflect the values of the (school) community and send a welcoming message to all students. -Board President Heidi Emberling*

*I think we owe it to our community and to every student... that they do feel welcome and they do feel supported. - Trustee Melissa Baten Caswell*

*[Schools should] be named after role models who reflect the community's values and diversity, and if a school's name honors a person, then the legacy of that person should be aligned with the vision and mission of the school district. - Trustee Ken Dauber*

## 5.4 Jordan Site Input

Although the grassroots efforts to rename originated within the Jordan community, Jordan site and parent leadership remain reluctant to take official positions. Early support for the formation of the Committee was evident:

*The Jordan PTA will take the same stance as PTAC, we support initiatives to open a discussion and investigation on the subject of renaming Jordan Middle School - Corrie Sid, JPTA President, 12/10/15*

November 15, 2016, **Jordan Site Council** met to consider the issue. Results of an informal survey among 53 of the ~100 Jordan staff members were shared:

| View on renaming | Strongly opposed | Opposed | Neutral | In favor | Strongly in favor |
|------------------|------------------|---------|---------|----------|-------------------|
| (53 total)       | 11               | 9       | 6       | 18       | 9                 |

The Jordan Site Council discussed whether it should have a position on renaming and voted against taking a position (5-4 with 1 abstained), deferring to the renaming committee at the district level. Rather, they determined to conduct the same one-question survey to give the Jordan community an opportunity to share their views regarding the name change. A one-question survey was sent to all current Jordan parents.

| View on renaming | Strongly opposed | Opposed | Neutral | In favor | Strongly in favor |
|------------------|------------------|---------|---------|----------|-------------------|
| (484 total)      | 117              | 74      | 85      | 74       | 134               |

Jordan Survey Qualifier: the “single question” staff and community surveys carried out by the Jordan site council gives an interesting snapshot on the ‘mood’ towards renaming. The survey results clearly show strong interest in the issue and strong support both for renaming and for retaining the name.

While all votes favoring renaming can be attributed to a single reason, the votes against renaming draw from a variety of different reasons, as outlined in “Chapter 6: Arguments against renaming”. The survey contained only a very brief listing of ‘reasons in favor or against renaming’, and it is unclear how well informed the respondents were. Given the complexity of the renaming question this concern deserves second thought, especially given that those initially opposed to the renaming often change their mind, once they realize the full extent of David Starr Jordan’s eugenics legacy and leadership.

The one-email one-question Jordan community survey drew surprisingly large feedback, and based on the automatically recorded timestamps it became rather obvious that there were numerous instances in which multiple votes were cast by some respondents. The following snapshot shows an unusual sequence of 9 votes cast in 62 seconds, all strongly opposed to the renaming:

|                    |  |
|--------------------|--|
| 12/2/2016 14:58:47 | I am strongly opposed to the renaming of Jordan Middle School. |
| 12/2/2016 14:58:59 | I am strongly opposed to the renaming of Jordan Middle School. |
| 12/2/2016 14:59:06 | I am strongly opposed to the renaming of Jordan Middle School. |
| 12/2/2016 14:59:14 | I am strongly opposed to the renaming of Jordan Middle School. |
| 12/2/2016 14:59:23 | I am strongly opposed to the renaming of Jordan Middle School. |
| 12/2/2016 14:59:35 | I am strongly opposed to the renaming of Jordan Middle School. |
| 12/2/2016 14:59:41 | I am strongly opposed to the renaming of Jordan Middle School. |
| 12/2/2016 14:59:49 | I am strongly opposed to the renaming of Jordan Middle School. |
| 12/2/2016 15:00:07 | I am strongly opposed to the renaming of Jordan Middle School. |

10% (54) of the total of 538 votes fall into the category of robo-voting (36 strongly against and 18 strongly in favor), and have been excluded from the above, adjusted tally of 484 votes.

On December 6, 2016, the RSAC engaged an informal, optional listening and feedback session with Jordan Staff. While the staff clearly recognizes the complete disconnect between the eugenics legacy of their school namesakes and the spirit of PAUSD, a range of views regarding the pros and cons of renaming exists. Some of the key themes that emerged from this feedback are:

- The issue and debate are political, and many staff members are (may be) concerned to speak out and take a side publicly. This concern also applies to students. Nevertheless staff would like to be meaningfully included in the process.
- Some staff expressed disappointment about the process and lack of outreach.
- Several staff members encouraged wider participation by students.
- Renaming or not, this debate is providing an important teaching moment that needs to be capitalized on, and that the American Eugenics Movement and its Stanford/Palo Alto connection should be incorporated in the curriculum, in an ‘age appropriate’ way
- To improve equity and inclusion at our schools a renaming by itself is not a solution, but could be a valuable part of the puzzle to address lingering bias, discrimination and achievement gap issues, many of which have been outlined by the MATD committee
- Renaming or not, a conscious naming decision is being made. PAUSD either affirms the existing names and endorses the appropriateness of continuing to honor the legacy of their namesakes, or PAUSD chooses to change the names and create a new narrative. In either case, given that both positions have varying levels of community support, it will be important to reach out to the school communities and work to bring everyone together.

A number of Jordan Teachers involved in the feedback session also wrote letters to the committee<sup>40</sup>.

## 5.5 Terman Site Input

In early Spring of 2015, Terman PTA Vice President of Advocacy, Nancy Krop, spearheaded the efforts to bring the Terman School community into the conversation and to advocate for including the examination of Terman Middle School’ in board considerations.

Krop researched and published an article in March 2015 edition the school newsletter Tiger Talk entitled “Our Name, Our Values” describing the School Board deliberations and the formation of what would become the Renaming Schools Advisory Committee. She concluded:

*When we tell our students we believe in every single one of them--their value, their potential, their dreams-- our actions need to match our words. Otherwise our words are empty and meaningless.*<sup>41</sup>

<sup>40</sup> Attached as RSAC Report Jordan MS Correspondence

<sup>41</sup> Krop, Nancy. *Our Values, Our Name*. TigerTalk. March 2016.

In April 2015, the **Terman PTA Executive Board and General Membership** voted to support renaming Terman Middle School.

Following a series of meetings discussing the name of the school, in April 2015, **Terman Site Council** unanimously voted to support changing the names of both Terman and Jordan Middle schools and submitted a letter<sup>42</sup> to the Board and RSAC, asserting

*Lewis Terman's (and Frederick's) racist ideas do not reflect our values as a school, as a district, or as a city. We believe that naming a school for such a person directly and negatively impacts the sense of belonging and community among our diverse student population.*

Under the leadership of Principal Pier Angeli La Place, the Terman staff engaged in discussions during staff meetings and at Ed Council meetings. In April 2015, the **Terman Ed Council** conducted a staff survey asking if, based on the information they had read regarding the namesakes of the school whether 1) staff believed the school should be renamed and 2) if the school staff should endorse a change. Staff voted 76% in favor of renaming (41 to 13) and 61% in favor of officially endorsing a change (34 to 21).

Student leadership of the **Terman Student Council** also considered this issue and conducted a school-wide student survey to gather input on student perspectives. The students voted in support of renaming their school.

## 5.6 RSAC Public Meetings

All RSAC Meetings were open to the public. Though attendance from the wider community was meager, community members did attend some meetings and were given an opportunity to speak. In addition, most meetings were attended by Palo Alto Weekly reporter Elena Kadvan; and later meetings were also frequented by Mercury News reporter Jacqueline Lee.

PAUSD Staff attended several meetings, including Superintendent McGee, Assistant Superintendent for Student Services Holly Wade, Director of Elementary Education Barbara Harris, Chief Academic Office of Secondary Education Sharon Ofek, Terman Principal Pier Angeli La Place and District Historian Bob French.

At the meeting after the Community Forum, several community members attended and offered suggestions and comments.

- Christine Hamilton, who spent “thousands of hours volunteering at Jordan” voiced concern about the composition of the committee and lack of outreach to older community members. She

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<sup>42</sup> Attached as Correspondence

questioned whether any Jordan alumni<sup>43</sup> were represented and felt a negative attitude prevailed the issue.

- Bruce Hamilton cautioned against judging people outside their historical context and suggested any name change should be done on a positive basis, not to expunge. He posited that, by today's standards, President Lincoln would be considered a racist.
- Third-generation resident Darren Pace suggested the committee reconsider the name Wilbur and related stories of Wilbur fighting against the KKK, removing the cap on women at Stanford, and granting citizenship to Native people as Secretary of the Interior. He urged the committee not to "sweep away history" and to engage students and let them vote on a name.
- John McGuire implored the committee not to over intellectualize the issue: "there are not two sides: Jordan was horrible". He reminded the committee that Jordan "forcefully, with consistency, and effectively advocated for the forced sterilization of women". He related stories from Terman in the 1970's and issues of white students bullying black students.

At a subsequent meeting

- A community member encouraged the committee in its work to help "undo" slavery and racism.
- A recent Paly graduate passionately urged the committee not to fall into the trap of judging historical figures by today's standards and reminded the committee how popular eugenics ideas were in the early 20th century.

## 5.7 RSAC Survey

As outlined in Chapter 2.1 one of the first actions of the committee was to familiarize ourselves with the current practices regarding school names. The committee found the existing 'Naming of Facilities' Board Policy 7310 overly vague. In order to get a better sense for what kind of school names (place, person, number, etc) and what kind of values the community would like to see reflected in its school names, in September 2016 a survey was sent out to the entire PAUSD community, and promoted online to the larger Palo Alto community. The survey drew 2431 responses, the largest number of survey responses ever collected in response to a PAUSD school survey.

The detailed survey results, including respondent demographics can be found in **Appendix 8**. Key findings from the survey are:

- Name Types (each respondent could select up to 3 of 9 available choices)
  - 60.3% prefer a name that conveys a sense of the community or neighborhood where it is located
  - 37.2% would like the name of a person or group of people that embody the community's values
  - 35.3% prefer a name that reflects a local landmark or geographical feature

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<sup>43</sup> Answer: Yes. committee member "Pitch" Johnson is a Jordan class of 1943 alumni. In fact, the committee skews on the older side: only 2 of the 13 members are under 40.

- If a school is named after a person what values should be conveyed by legacy of the namesake (each respondent could select up to 3 of 10 available choices)
  - 42.1% would like ‘**honesty/integrity**’
  - 40.7% would like ‘**significant contributions to society**’
  - 36.8% would like ‘**innovation/pioneering**’
  - 35.3% would like ‘**inclusivity/diversity**’
  - 30.0% would like ‘**academic excellence**’

While the survey specifically stayed away from asking about views on renaming, the preferences conveyed by the community are useful for any future facility naming activities, including the finding of new names, in case the Board of Education adopts the recommendation of the committee to rename David Starr Jordan and Terman Middle Schools.

## 5.8 RSAC Community Forum

In order to engage the community in the renaming debate the committee organized a Community Forum event on November 7, 2016 that featured a panel discussion of historians, ethicists and political scientists. The debate was structured around 4 central topics:

- What is most important for the PAUSD community to understand about the history of eugenics, including its key supporters and opponents, and the roles of Jordan, Terman and Cubberly?
- What factors and perspectives are most important to consider when making value judgments about eugenicists?
- How is the academic, social and emotional well-being of students, families and community members impacted when they experience what they believe is insensitivity and bias in schools?
- What, if anything, should be done about the fact that PAUSD has schools named for prominent eugenicists who may also have been key figures in forming and developing our community?

The panelists were:

- **Joseph Brown**, Associate Director at Stanford’s School of Humanities and Science, an expert in the field of Stereotype and Identity Threat, who has worked with renowned Stanford psychologists Claude Steele and Joshua Aronson. Joseph Brown was focused on how names and messages may promote or interfere with students having a sense of belonging in academic settings, with its known impact on academic achievement.
- **Tony Platt**, Distinguished, affiliated Scholar UC Berkeley and Professor Emeritus of American History, Public Policy and Social Science; University of Chicago. Tony Platt is an expert in the field of eugenics research and its implications, having successfully advocated for the renaming of Charles Goethe Middle School in Sacramento, which used to honor another leading eugenicist from California.
- **Mary Rorty**, Clinical Associate Professor at the Stanford University Medical Center and a Fellow of the Stanford Center for Biomedical Ethics. Mary was focused on understanding and evaluating controversial history in the context of its time, how to balance changing values in society with the need to preserve history, and what lessons can be learned.

- **Milton Reynolds**, Senior Program Manager for “Facing History and Ourselves”, an international non-profit educational organization. Milton brought a focus on how historical events shape today’s society, reinforcing the importance of a thorough engagement with the past in order to better understand what shapes the thinking of the present.

The panelists shared a range of ideas, from Platt stating that “once you hear about the eugenics legacy of these namesakes you can’t unhear it”, and that he personally would not want to be associated with a school named after a eugenicist. Rorty pointed out that changing the schools’ names doesn’t solve anything and might instead make it easier to forget, and repeat, history. Reynolds countered that it’s “imperative for our actions to demonstrate our intentions,” and Brown urged the district to use this moment as an opportunity to adopt a more inclusive message.

The key takeaways from the ‘town hall’ were that the community’s healthy engagement with its past is as important as the decision to rename, and that any renaming should not be thought of as a judgement of the past but as a focus on the present, especially in the context of a public school and its commitment to embrace, serve and educate every student equally.

The audience was given an opportunity to both speak publically at the event and to offer written commentary. **Appendix 9** provides the full text of the Audience Feedback.

## 5.9 Correspondence and Community Voices

The RSAC Committee received precious little official correspondence, though some members of the public communicated in private emails with the Committee Facilitator.

Jordan teacher Jeanie Smith submitted a letter<sup>44</sup> expressing concerns about the committee and judging Jordan unfairly,

*It feels like history repeating itself, in the shadow of the House Un-American Activities Committee-- as if Jordan is being blacklisted for being interested in ideas of his time, without taking into account context or era or his own reservations.*

..

*If the name of the school must be changed, let it be for the right reasons--not a witch hunt, and not because of a misunderstanding of Jordan’s principles.*

Committee member Lars Johnsson responded to Jeanie Smith’s letter, to provide context and perspective to the points raised<sup>45</sup>.

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<sup>44</sup> Attached as RSAC Report Jordan MS Correspondence

<sup>45</sup> Attached as RSAC Report Jordan MS Correspondence

### 5.9.1 Voices against renaming

Ms Smith's concerns are echoed in various anonymous comments on Palo Alto Weekly. It is important to recognize that there are most definitely community members, particularly alumni, who are very opposed to changing the names.

Committee member Mel Froli attended a Cubberley alumni reunion and relayed that many former classmates he spoke with were not in favor of changing the name of Cubberley.

### 5.9.2 Voices of the Victimized

Nilmini Rubin, a PAUSD alumn, is the only daughter of a woman who was forcibly sterilized after giving birth in Pullman, Washington State, to prevent additional 'brown babies'. A 2012 article in the LA Times describes this crime against motherhood<sup>46</sup>. Below is an excerpt from a letter Nilmini Rubin sent to the Board of Education on January 26, 2016:

*I am glad that there is finally consideration of renaming Jordan and Terman because their namesakes promoted eugenics. For me, the pain of eugenics is intensely personal. Moments after I was born in Washington State in 1972, my mother was sterilized against her will. The doctor told her that "There are too many colored babies already". Exhausted from labor, my mom was wheeled into the operating room while too weak to resist being put under anesthesia and forcibly sterilized.*

*My parents never reported the crime against my mother. They never sued the physician. Since they were here on visas from Sri Lanka and not yet U.S. citizens, they also feared being deported. And I think my late dad was ashamed that such a thing had happened to his wife. That's the thing about people who are hurt by eugenicists. We are often too dead, too unborn, too disenfranchised, or too ashamed to speak up for ourselves.*

*This is not a battle between old and new Palo Alto. This is a righting of a very old wrong, a wrong that should have been addressed but was ignored for years. Eventually, I believe that Palo Alto will recognize that we cannot continue honor people whose ideas seeded genocide, forced sterilization and discrimination. With the heartfelt campaign of many middle-schoolers, I hope that the time has finally come.*

"No Más Bebés", a PBS documentary that aired in February of 2016 investigates the history of Mexican-American women who were coercively sterilized at Los Angeles County-USC Medical Center during the late 1960s and 1970s. Many of the mothers spoke no English, and were pushed into tubal ligations in the late stages of labor — often based on little more than the question "More babies?"

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<sup>46</sup> A Crime Against Motherhood - LA Times oped by Nilmini Rubin

### 5.9.3 Articles in Student newspapers

At both Gunn and Paly, student journalists took up the issue with opinion pieces.

“Updating Palo Alto: A Movement to Rename Jordan Middle School” by Elana Rebitzer, published in Paly’s ‘Verde Magazine’ reflects student views:

*“For Paly senior Zach Segal, the campaign to change the school’s name is needlessly digging up relics of the past. “I think that it’s already got a name,” Segal says. “We really can’t judge people back then by today’s standard.” Letita Burton, however, disagrees with arguments like Segal’s. “Do we hold onto something because it is the tradition?” Burton asks. “Or do we say that maybe it’s time to put this tradition to rest and start something new?” Burton says that the name should be changed, both for Palo Alto’s reputation as well as for the sake of the students attending the schools. “When you think about it, there are students that are going to Jordan that, according to David Starr Jordan, shouldn’t have been in the school,” Burton says.*

“District Should Prioritize renaming Jordan, Terman” by Shagun Khare, published in the ‘Gunn Oracle’ concludes:

*The notion that Jordan and Terman are just names sounds eerily like the defense Confederate flag supporters used to justify why the Confederate flag should remain raised in South Carolina. Supporters of the flag said it was part of history, and that it did not really affect anyone anymore. So, why did we take down the flag? South Carolina Governor Nikki Haley answered that question quite eloquently. “We are not going to allow this symbol to divide us along longer,” she said at a press conference in June of last year. “The fact that it causes so [much] pain is enough to move it from the Capitol grounds.” We also cannot allow names like Terman and Jordan to divide us any longer. Their ideas may have perpetuated years of pain that many groups in our community have had to endure for decades. That is enough to now remove this symbol of racism so prevalent in our community off of our school grounds.*

Additional coverage of the renaming debate in student newspapers:

- Maese-Czeropski, Aidan. Opinion: Jordan Middle School name change is unnecessary. The Paly Voice. Mar 24, 2016
- Amsbaugh, Sherwin and Yuen, Noah. Plan to rename Jordan takes next step forward. The Paly Voice. Jan 23, 2016
- Dennis, Claire. Board considers renaming PAUSD school. The Campanile. Dec 11, 2015

### 5.9.4 Student Essay

Catherine Kirkman, mother of an 8th grade student at Jordan Middle School in May 2016, shared her son’s English essay about eugenics and justice<sup>47</sup>:

*In my town, the school board is looking at renaming my school, which honors a major eugenicist, David Starr Jordan. Jordan was the first president of Stanford University, but he was*

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<sup>47</sup> Attached as RSAC Report Jordan MS Correspondence

*also a major supporter of eugenics. He published books about it and was a founding member of the leading eugenics group. Eugenics means that you think humans should be bred selectively, like cattle. That is what Jordan wrote. As a rule, if you believe in eugenics, you are a racist or a Nazi. Having our school named after Jordan is like the official flying of the Confederate flag, because eugenics is part of white supremacy. As a Black student, it feels like Jordan would not have wanted me learning there. Taking down the Confederate flag was important for civil rights so we do not honor slavery in our country, and taking down other racist symbols and monuments will continue to be important so all citizens can feel they are part of our democracy.*

Mrs Kirkman then proceeded to wish the school district “Good luck with formulating a viable, teachable response to middle schoolers on this issue, without renaming the school or just sweeping the issue back under the carpet until it resurfaces again”.

The majority of committee members concur that the only viable, teachable response to this kind of student query is to change these names, given everything we now know about their legacies.

## 5.10 News Coverage

As mentioned, reporters from the Palo Alto Weekly and Mercury News attended and reported on the issue, along with select local publications. Below is a summary of the new coverage:

- Lee, Jacqueline. Palo Alto committee backs Jordan, Terman school rename. The Mercury News. Dec 15, 2016
- Wang, Claire. Stanford’s history with eugenics. Stanford Daily. Dec 7, 2016
- Lee, Jacqueline. Palo Alto committee debates whether Jordan school should keep its eugenicit namesake. The Mercury News. Nov 16, 2016
- Elena Kadvany. Community discusses implications of renaming Palo Alto schools. Palo Alto Weekly. Nov 8, 2016
- Elena Kadvany. Renaming schools committee to host town hall on Nov. 7. Palo Alto Weekly. Nov 3, 2016
- Tucker, Jill. Bay Area schools named for flawed icons weigh fresh starts. San Francisco Chronicle. February 22, 2016
- Vargas, Ryann. Palo Alto Unified to appoint School Renaming Committee. NBC Bay Area. Feb 10, 2016
- Lee, Jacqueline. Palo Alto school board told that renaming Jordan is imperative. The Mercury News. Feb 10, 2016
- Lee, Jacqueline. Palo Alto: School board voices support for renaming Jordan Middle School. The Mercury News. Jan 13, 2016
- Elena Kadvany. CGS : Jordan Middle School, other schools now up for renaming. Palo Alto Weekly. Jan 13, 2016

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## 5.11 Creating a Lasting Teaching Moment

The 'renaming debate' started with a book project of a 7th grader at Jordan Middle School, in which the student researched the legacy of his school's namesake, David Starr Jordan. The book, which is attached to this report in its entirety as **Appendix 10**, closes with the following epilogue:

*And before you, is the legacy of a flawed man, with good and bad traits. You might be thinking I didn't emphasize David's good side enough. Well, that wasn't the point of this project. This was to show that David Starr Jordan isn't a good samaritan like everyone else thinks. I mean, why else would a school be named after him? This man was a peace activist, a teacher, an ichthyologist, a well looked upon figure. But he was a eugenicist. And a eugenicist is not someone a school should be named after. Yet it makes me wonder, what would happen if David Starr Jordan was of the "Inferior" race? This man would have been amazing in my opinion. All he did he would still do, and he would advocate for anti-eugenics. In another circumstance, this man may have been a hero. But in ours he wasn't. And while we should acknowledge him for his good traits, we need to point out his bad ones. David was a good man at heart, but his heart was flawed, and it led to his downfall. Yet people keep on cleaning up the dark facts. It was hard to find a site admitting much about eugenics. So, ladies and gentlemen, I present you the truth, as well as I could find it. Once again, with all this truth, why would we name a school after him? I know. Do you?*

After spending 9 months researching the rationale of PAUSD school names the majority of RSAC committee still does not know the answer to the student's question: "why would we name a school after him?" What the committee members do know is that Jordan and Terman Middle schools should be renamed, and that this process of debating and eventually renaming these schools is creating a lasting, positive 'teaching moment' for the entire school district:

- School names matter, they send messages that need to be aligned with the values of our school district as expressed in the PAUSD vision and mission statements
- Changing the names of Jordan and Terman Middle School sends a strong message of inclusion and appreciation to all students and the community.
- Changing the names of Jordan and Terman Middle School reassures the students that the eugenics values and leaders are roundly rejected in our community today, while retaining the names after everything we now know would send the exact opposite message, that the school district doesn't really mean it when it claims to value a welcoming and supportive environment for ALL students

- Changing the names of Jordan and Terman Middle School creates a “discontinuity” in the school’s history that will remind and inspire future student generations to question why the name was changed, and thus learn about eugenics and the values of the school district and community, and how we came together ...
- Change happens, PAUSD works. The renaming debate is positive proof for the students that nothing needs to be taken for granted, and that for the right reasons change is possible. This is exactly what PAUSD strives to create, curious, critically thinking students with a desire to question the world they grow up in. No matter what, if you never ask “why” you’ll never find out.

## 5.12 Recommendation G

The committee recommends including the study of the American Eugenics Movement and Palo Alto’s leadership role in its promotion in secondary level social studies curriculum.

- Yeas: 11; Nays: 1; Abstain: 1;

The committee member who voted against this recommendation is in favor of teaching science and the scientific method but expressed concerns that such a curriculum may not provide an unbiased assessment of the complexity of eugenics and the genetic contribution of intelligence.

The committee member who abstained is not opposed to the teaching of any science but felt this recommendation was out of scope for our committee and would be more appropriate coming from experts in curriculum design.

## 6 Arguments against changing School names

The need to change the names of Jordan and Terman Middle schools (and the PAUSD facility currently leased to the City of Palo Alto for us as Cubberley Community Center) is not universally shared by all RSAC committee members. A number of different views and reasons in favor of retaining the existing names have been discussed in committee meetings, and are summarized and contextualized in this section. This is intended to give the PAUSD Board of Education a full account of the diverse views of the committee and community.

In addition, the following Appendices provide position statements submitted by several dissenting committee members:

- **Appendix 6:** A middle-of-the-road resolution on renaming Palo Alto public schools by Ben Lenail
- **Appendix 11:** ‘David Starr Jordan’s role in the community’ by “Pitch” Johnson
- **Appendix 12:** Minoirty position by Daryl Richard representing the views of F. “Pitch” Johnson, Bob Spears, Mel Froli and herself
- **Appendix 13:** ‘Do not rename’ Comments on RSAC Renaming by Stan Hutchings

### 6.1 Judging out of context

An early argument against renaming of historical sites and monuments is that we today cannot judge historic figures by our current values and standards. According to this “presenting” argument we must recognize that all people are complex and flawed.<sup>48</sup> In a renaming debate, that suggests that all aspects of a person’s accomplishments are to be considered, and evaluated against the Zeitgeist of their time. One unintended consequence of this “presenting” thought process is, that it in effect denies us today the opportunity to ‘judge’ a person for repugnant acts they committed, just because such repugnant acts were popular at the time. Clearly we have to be able to separate right from wrong, especially in the context of a Public School, where our actions and words provide leadership for our students.

Bringing the “presenting” argument back to Jordan and Terman, the argument goes that eugenics was a popular ‘progressive movement’ practiced and supported by many contemporaries of Jordan and Terman. Then the fair question to ask in the spirit of “presenting” is where to draw the line. What constitutes ‘excusable followership’ of those that didn’t know better versus the ‘purposeful leadership’ of those that were thought leaders of their time.

Considered in this context, the answer is obvious. In Chapter 4.2 and 4.3 respectively we provide overwhelming evidence that Jordan and Terman were outspoken, recognized thought-leaders of the

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<sup>48</sup> Stanford History Professor Emeritus David Kennedy makes the “presenting” point in his written submission to the Princeton renaming commission, which was chartered with the investigation if the ‘Woodrow Wilson School of Public Policy and International Affairs’ should be renamed, given recent concerns about Wilson’s discriminatory policies against minorities during his tenure as 28th President of the United States.

American Eugenics Movement and the belief that intelligence is wholly inherited and immutable. They did not believe that only the Anglo-Saxon/Nordic race is truly capable and worthy because others taught them, they were instrumental in creating these notions of genetic superiority. And it is because they were leaders of this thinking that our leaders have the right and obligation to judge if the values of past leaders still represent the values we believe in today, and if we wish to continue to honor their legacies. It is a question of leadership in defense of our shared values; the majority of committee members recommends the district answer it without hesitation or ambiguity.

## 6.2 Erasing history

Another concern with any potential renaming is that it would whitewash aspects of our history that may be unpleasant today, an easy out for the community to avoid confronting its history and learning from it. Renaming something obviously makes it harder to remember what it was named for initially, the reason it was named so in the first place, and the reasons it was eventually renamed. If the forgetting of eugenics and Jordan's, Terman's and Cubberley's leadership in the eugenics movement was the outcome of the renaming, then it would indeed counter the committee's intentions, which are captured in our first set of recommendations, to, among other things, "include a study of the Eugenics Movement and Palo Alto's leadership role in its promotion in the secondary level social studies curriculum." In addition, and as outlined in 'Chapter 9 Looking Forward to Next Steps', the committee recommends to memorialize David Starr Jordan and Lewis Terman and their roles in the American eugenics movement in a context appropriate history display at the 2 Middle schools formerly named after them.

Therefore it is clear that the recommended renaming of Jordan and Terman Middle schools is not intended to whitewash history, but to achieve the exact opposite. The renaming is the conscious, public act of facing the Eugenics legacy of Jordan and Terman, of realizing that many of their values and actions were a complete contradiction of the values and actions of our school district. For these reasons the renaming of the schools has been recommended, and on that basis the new Middle School names, in addition to honoring more appropriate namesakes or community values, will serve as permanent reminder that this debate happened, and what the community learned from its history. The renaming in fact presents the school district with a unique opportunity to engage its students in its value system, and to let students be an integral part of this process of naming their schools, as outlined in more detail in Recommendation G - Teaching Eugenics and **Chapter 9** 'Looking forward to next steps'.

## 6.3 Continuity and Connection

A minority of the committee members have expressed the view that "for many current and former students, parents and community members, these names connote very positive images. Yes, symbols *do* matter, and the images these names evoke are not of an ugly racist ideology, but of shared memories, community, and growing up. As decades have passed, these names have been decreasingly associated with their namesakes and increasingly with the *place*. ... To change the names of these schools would sever the connection with the past. The schools would still be there, but the symbolic connection to the past would be gone. We are the guardians of our past, and need to be

mindful of the full impact this would bring.” This view is described in the “Minority Position” attached to this report in **Appendix 12**.

School is the time where children grow up, where they learn what the community considers worth teaching, and where they form lasting bonds with their classmates. Therefore school holds a special place in many people’s memory, and more often in a good way than not.

That past generations did not associate Jordan and Terman Middle school with the eugenics leadership of their namesakes is not surprising, since it was not taught in our schools. But now that we know the full legacy of these namesakes we cannot selectively focus on only their desirable attributes, we must deal with their complete track record. And since the names are officially being reviewed for their appropriateness as public school namesakes a vote to retain these names is indeed a vote that endorses their entire legacy as suitable. For the majority of committee members this disconnect can only be resolved by renaming the schools.

The majority of the committee agrees that our individual and collective history is an important element of who we are, but ‘guarding the past’ cannot come at the expense of compromising the future. The community is now aware that leadership in the Eugenics movement was a prominent part of its past, and knows the extent to which Jordan and Terman were early, influential leaders of this movement. **That raises the question of how we will explain to minority students, students with learning differences, under-resourced students, and their allies how these schools could still be named after Eugenics leaders that held them in the lowest regard, did not believe them capable of academic accomplishment, and used all their influence to prevent them from attending these schools in the first place.** For the majority of committee members this disconnect can only be resolved by renaming the schools.

## 6.4 Diverting Resources

Another frequent concern with renaming is that it will cost money, and may take away needed resources from more important school initiatives, especially at a time where the school district is faced with budget shortfalls. There is little disagreement in the committee that PAUSD resources are constrained, and the committee is not recommending diverting resources from high priority initiatives. Making PAUSD budget allocations and setting spending priorities are the prerogative of the Board of Education in collaboration with the Superintendent.

The charter of the Renaming Schools Advisory Committee was to ‘Research and review the names of PAUSD schools and submit recommendations for renaming one or more of the schools for the Board’s consideration’. This charter clearly focuses the RSAC committee work on investigating if there is a reason to rename any of the PAUSD schools, and it is in this spirit that our recommendation has been researched and made, as a matter of principle, not of convenience or affordability.

An exploratory renaming cost projection has been developed for both Jordan and Terman Middle School, with input from PAUSD staff and administrators, the City of Palo Alto (which runs many of the

Athletic Middle School programs), and PAUSD facility maintenance vendors and suppliers, as appropriate. This budget, and suggested 'cost conscious' phasing-in strategies for any new name, can be found in **Chapter 8**.

## 6.5 Solving the Wrong Problem

If an improved school climate, an emphasis on equity and inclusion are the goals of renaming, then there are surely more important things PAUSD can do to improve. If renaming was indeed the only effort PAUSD made to improve school climate and classroom equity, then renaming in itself would not amount to much more than paying lip service to the PAUSD vision and mission, which emphasize the focus on EVERY student. But the majority of committee members is well aware and fully supportive of the ongoing PAUSD initiatives addressing 'Minority Achievement and Talent Development', social/emotional well-being of students, training and policies to prevent bias in all its forms, training and policies to prevent bullying of any kind, to list just a few.

In that context the majority of committee members believes that renaming is an important and helpful 'piece of the puzzle', one that carries substantial symbolic values as it communicates loud and clear the values this school district stands for.

## 7 Precedents and Parallels

*In addition to our district's history and the history of Eugenics, committee members researched how other communities have approached issues such as renaming.*

### 7.1 Examples of Recent School renamings

The renaming debate is not unique to Palo Alto. Indeed, institutions throughout our country and the world are beginning to address concerns about honoring people who promoted hatred and violence against minorities.

1. Charles M. Goethe Middle School in Sacramento, named after a prominent California Eugenicist and Philanthropist was renamed Rosa Parks Middle School in 2007, after a community led drive to stop honoring the leaders of California's eugenics movement
2. Nathan Bedford Forrest High School in Jacksonville, FL, named after a confederate<sup>49</sup> general and first grand wizard of the Ku Klux Klan was renamed in December 2013
3. The Dallas Integrated School District renamed the John B. Hood Middle school honoring a Confederate General to Piedmont GLOBAL Academy, on October 6th 2016
4. The Houston Integrated School District voted to rename all 8 of its schools that are named after confederate leaders in May 2016
5. Robert E. Lee elementary school in Long Beach was renamed Olivia Herrera Elementary School in July 2016
6. Jordan Hall at the University of Virginia, Charlottesville, named after Harvey E. Jordan, former Dean of UVA's School of Medicine, but also a renowned eugenicist, was renamed to Pinn Hall in September 2016

### 7.2 Symbols (& Principles) Matter

In addition to names, other symbols associated with institutions are important, as they can send even more powerful messages to the community, which can create strong emotional reactions.

The use of blatantly stereotypical and racist Native mascots at schools and sports teams is a continued source of grievance for the Native community. A recurring theme in the argument used to hold to those symbols is a deep sense of entitlement by the non-Native community and an aggressive disregard for Native sentiment. The local example of Stanford's mascot from 1920-1972 is instructive. A small group of Native American students spearheaded the effort to remove the "Stanford Indian" as the mascot,

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<sup>49</sup> During the contentious period of school desegregation, organizations like the Daughters of the Confederacy successfully advocated for naming (or renaming) schools throughout the American South for famous or local Confederate "heros". They knew quite well that names have meaning. The message to African American students was abundantly clear: *you do not belong here*.

amid fierce opposition. “Sentiment among alumni is still strong. In the only referendum on the issue, some 58 percent of Stanford students voted to keep the Indian mascot. The Student Senate and the president, however, have stood steadfast against reinstating it.”<sup>50</sup> The struggle to eradicate harmful images continues: “140 of the [California]’s public K-12 schools were still using such mascots as of 2015, a great many accompanied by imagery of Indians in feathered headdress”<sup>51</sup>. Ohlone Elementary, intentionally, does not have a mascot.

In the American South, we find another example of symbols that are seen by some as emblems of pride and tradition, but to others evoke slavery, hatred and exclusion. Confederate monuments, statues and the battle flag have come under increased scrutiny in recent years, with the movement to remove them from shared public institutions gaining momentum. South Carolina removed the Confederate battle flag from its capitol in 2015; Washington National Cathedral committed to removing images of the Confederate battle flag from stained glass windows this summer; the University of Louisville removed a Confederate monument from its campus last spring.

In these, and many other instances, the officials who made the decisions to move away from these symbols were motivated by conscience rather than the consensus of the majority. In many issues that involve the rights and dignity of underrepresented and under-resourced people it requires principled leadership to change these symbols as those in the majority often have trouble recognizing their privilege and accommodating the affected minorities.

### 7.3 The Calhoun debate and renaming policy at Yale University

In April a ‘renaming panel’ convened by Yale University announced that it will keep John C. Calhoun’s name on one of its residential colleges. The panel recommendation followed an intense campus debate, with critics saying that it was inappropriate to honor a man who was one of the leading advocates in Congress for slavery in the United States. The student petition that caused the debate recognized that Calhoun “was respected during his time as an extraordinary American statesman,” but more importantly stressed that he was “one of the most prolific defenders of slavery and white supremacy” in the history of the United States. Historian Sean Wilentz recently wrote that in that era “most white Americans presumed African inferiority.” But Calhoun went much further. He believed that the American dream depended on that presumed inferiority and the slavery that was built on it. To Calhoun, according to historian John Niven, “freedom was based on slavery.” That central idea was profoundly divisive, and it was a major cause of the Civil War.

The decision to retain the name of Calhoun College caused significant discontent, and in August Yale “appointed a panel to establish principles to consider on questions of renaming campus buildings”. In December Yale University officially announced a new ‘renaming policy, which to many is seen as the beginning of the reversal regarding the naming of Calhoun College.

<sup>50</sup> Chavers, Dean. *Eliminating the Stanford Indian Mascot*. Indian Country Today Media Network. March 2013.

<sup>51</sup> McPhate, Mike. *California Today: The Debate Over Indian Mascots and Imagery*. New York Times. Sep 2016.

The renaming principles outlined by Yale University are very thoughtful, especially when putting the namesake in the context of their time and the context of the University. Below is a summary of the key renaming principles, and the committee views how these principles would apply to Jordan and Terman Middle Schools:

- **YALE:** *Sometimes renaming on the basis of values is warranted. Tradition and history are not the only factors when considering renaming a building because of the values associated with the name. The problem is to determine when a clash between a name and the University's mission makes renaming appropriate.*
  - **PAUSD:** the legacies of Jordan and Terman clearly contradict the mission and vision of PAUSD
- **YALE:** *Is a principal legacy of the namesake fundamentally at odds with the mission of the University? Asking about principal legacies directs us to consider not only the memory of a namesake, but also the enduring consequences of the namesake in the world.*
  - **PAUSD:** were the eugenics legacies of Jordan and Terman their principal legacies? This is a judgement question, but as outlined in detail in Chapter 4, with all the new information that has become available over the last ~10 years, it is now undeniable that:
    - Jordan's very early advocacy of negative eugenics in the US, which he pursued for 45 years until his death, was a significant focus and achievement of his life, which was also the driver for his sometimes applauded and usually misunderstood "Pacifism"
    - Terman was as deeply invested in eugenics as he was in applying intelligence testing techniques to his genius studies. He forcefully advocated for the testing and identifying of the unfit, so they could be sterilized or segregated from the prime stock of humanity
- **YALE:** *Was the relevant principal legacy significantly contested in the time and place in which the namesake lived? Evaluating a namesake by the standards of the namesake's time and place offers a powerful measure of the legacy today.*
  - **PAUSD:** yes, as outlined in detail in Chapter 4.5, contemporaries of Jordan and Terman were advocating against the application of negative eugenics to society, and while eugenics was widely successful in America 'only' 33 of the states in the Union issued eugenics laws, and many opponents filed lawsuits at the local, state and federal level challenging the legality and constitutionality of these eugenics laws.
- **YALE:** When a name is altered, there are obligations on the University to ensure that the removal does not have the effect of erasing history. Names communicate historical information, but they often confer honor as well. These two features of a name can be disentangled if renaming is accompanied by creative and substantial efforts to mitigate the possible erasure of history. Changing a name is thus not synonymous with erasing history.
  - **PAUSD:** the recommendations outlined in this report strongly encourage PAUSD to integrate the history of eugenics in America and the legacy of its tarnished namesakes into the teaching curriculum, to create a lasting teaching moment
- **YALE:** *When a name is retained, there may be obligations on the University to ensure that preservation does not have the effect of distorting history. When the University determines that*

*a contested name should remain rather than change, it may have obligations of contextualization similar to those that accompany a name change.*

- **PAUSD:** while the majority of committee members strongly urges the PAUSD Board of Education to adopt its renaming recommendations, the entire committee is in agreement that the history of eugenics in America and the legacy of PAUSD's tarnished namesakes should be integrated into the teaching curriculum, to create a lasting teaching moment

While the Yale Calhoun renaming debate and policy are providing valuable thought for consideration, the majority of committee members feels strongly that special importance has to be given to PAUSD's obligation as a PUBLIC school district, to serve all students equally, and to provide a welcoming environment focused on equity and inclusion. With that context in mind the majority of committee members believes that the recommended renaming of David Starr Jordan and Lewis Terman Middle schools meets the spirit of the Yale renaming policy, even if some community members and historians may disagree with our conclusion that eugenics has to be considered a significant part of the principal legacy of these namesakes.

## 8 Preliminary Cost Projections

*The Committee appointed a subcommittee<sup>52</sup> to research potential costs of renaming for each site.*

### 8.1 Approach

As part of our work to present a reality-based cost estimate to the school board, the subcommittee reached out to district staff, site administrators and PAUSD partners.

We conducted a site walk through of both Jordan and Terman, taking pictures and documenting areas of potential cost if the schools are renamed. We communicated with various members of staff, including the librarian, the school and budget secretaries, PE teachers, the site webmaster, and choir teachers. In some cases, we were able to get cost estimates directly from these staff members. We worked up a preliminary itemized list and then met with Cathy Mak and Ronald Ellis from Business Services to review the work we had done with the sites and partners, to refine the cost estimates and to identify any additional areas of consideration.

In addition, we added a contingency to the budget, recognizing that there will be areas we did not account for. The contingency for each site is the greater of \$10,000 or 10% of the budget. Also, for all estimates where we were given a range, we used the higher number.

The estimates are not intended as a definitive “build-to” budget, but rather to serve as input to the Board regarding the financial considerations in assessing the cost-benefit of a name change. They do not factor in potential soft costs, i.e. inspection, design, that are typically associated with the use of Design Professionals or General Contractors. However, Ronald Ellis from Business Services indicated that “the budgeted cost estimates at this early juncture seem reasonable and unforeseen risk is addressed by contingency”.

We also contacted various district partners who might be impacted by site name changes. We are sensitive to understanding the constraints and needs of our partners relative to a name change and engaging in active dialog to ensure a smooth transition, should the names be changed.

The subcommittee appreciated the collaborative nature of our communications: the staff and partners we spoke were responsive and flexible. Some indicated that a lead time of one to two months would be appreciated. **The general sense was that making the change over the summer break would be least disruptive and provide ample lead time.**

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<sup>52</sup> Comprised of Armstrong, Autrey, L Johnsson

## 8.2 Artifacts

**Appendix 14** Combined Cost Summary Memo provides an informal working summary of the subcommittee's work, including pictures, suggestions and bulleted lists of all items discussed with staff members. Our hope is that the level of detail reflected in the memo and the early outreach and collaboration with stakeholders can serve as input to a transition plan.

**Appendix 15** RSAC Working Cost Estimates is a spreadsheet with itemized cost projections for the recommended renaming of Jordan and Terman Middle School. The spreadsheet has three tabs: Jordan, Terman and Athletics details.

For each site, we categorized each item as either mandatory or optional, and provide two subtotal rows reflective of which category the items belongs to. Optional items are discussed in Section 8.5. Items in **grey** are quantities or unit costs from non-PAUSD staff estimates (eg based on a web search for a similar items, or where we used Terman's cost/quantity estimates for Jordan).

## 8.3 Major Cost Areas

There are three primary cost areas: Jordan Site Costs, Terman Site Costs and Cost of Middle School Athletics Uniforms, summarized below.

### 8.3.1 Jordan Site Cost Estimates

The buildings at Jordan has the school name painted on walls throughout campus, representing the largest cost to renaming. The other major cost area is replacing the large gym floor graphic.

|                       |                |
|-----------------------|----------------|
| Painting              | \$51,000       |
| Signs                 | \$14,700       |
| Office/Library/Spirit | \$11,315       |
| Gym                   | \$20,550       |
| Subtotal              | \$97,565       |
| Contingency           | 10,000         |
|                       | <b>107,565</b> |

### 8.3.2 Terman Site Cost Estimates

The main costs areas at Terman are replacing the large gym floor graphic and the large school sign on Arastradero.

|                       |                 |
|-----------------------|-----------------|
| Signs                 | \$23,400        |
| Office/Library/Spirit | \$4,155         |
| Gym                   | \$18,000        |
| Subtotal              | \$45,555        |
| Contingency           | \$10,000        |
|                       | <b>\$55,555</b> |

### 8.3.3 Middle School Athletics

The Middle School Athletics Program is run by the City of Palo Alto in collaboration with PAUSD. The City supplies coaches, equipment, uniforms and logistics support (e.g. registration, scheduling, etc). The District provides facilities access.

We used the maximum number of registration spots offered for each sport and add a 10% additional buffer as an estimate of the number of athletes participating in each sport annually, as a proxy for the number of uniforms. The exception is Track & Field / Cross Country (which use the same uniforms); most schools field between 75 and 100 athletes, rather than the maximum of 40 participants shown on the registration form. For 7th and 8th grade basketball, the number of registration spots varied among the schools. We used the highest numbers.

**The estimated cost to replace all uniforms at a school site is \$12,740.**

The City is committed to equity among the schools. If the decision is made to replace all Jordan/Terman uniforms with new ones, consideration of JLS's stock of uniforms should be made.

### 8.3.4 Total Renaming Cost Projection

|          |          | 2x Uniforms* | 3x Uniforms** |
|----------|----------|--------------|---------------|
| Jordan   |          | \$107,565    | \$107,565     |
| Terman   |          | \$55,555     | \$55,555      |
| Uniforms | \$12,740 | \$25,480     | \$38,220      |
|          |          | \$188,600    | \$201,340     |

\*replace uniforms at Jordan and Terman

\*\*replace uniforms at JLS as well for equity

Great attention has been paid to capture every imaginable cost item related to the renaming, and 10% contingency buffers have been added, to present the Board of Education with the most realistic cost estimate available at this point.

## 8.4 Minor Cost Areas

We spoke to Derek Moore to understand the scope of work that might be involved from an **IT** perspective. His assessment is that the effort involved in reflecting a site name change can be accommodated during the normal course of staff working time. IT has not identified any areas of major concern or monetary investment.

We contacted the **Safe Routes to Schools** coordinator, Sylvia Star-Lack, to discuss impacts to the program and program materials. She indicated that both the mechanics and costs of a change would be minimal, under \$500/school.

We spoke with Linda Lyon, Executive Director of **PiE**, who indicated The impacts of changing school site names is minimal and can be absorbed within the annual PiE budget.

We contacted the **PTA** President, Executive Vice President and Vice President for Advocacy at both Jordan and Terman regarding potential impacts and costs on the site PTAs. Terman VP of Advocacy Nancy Krop is spearheading the effort in working with the California PTA to understand the process involved in a name change. Neither PTA has yet communicated any costs or concerns. We recommend maintaining an open dialog.

## 8.5 Cost-conscious Strategies

The Subcommittee worked with site and district staff to identify a number of recommendations to contain costs.

We recommend retaining the mascots of each school. The Jaguar and Tiger mascots have no historical connection to the school's namesakes. Retaining the mascots will save the district unnecessary expenditures.

- **Mascot Costumes.** Terman has 2 costumes; Jordan has 1. These types of costumes are expensive: ranging from \$2500-\$3000, for a potential total approaching \$9,000.
- **Wrestling Mats.** At Jordan, the wrestling mats are branded with a large letter J. At Terman, the wrestling mats are not branded. These mats are expensive: the replacement cost is estimated to be approximately \$10,000 for each school. Given the convenient alliterative nature of Jordan's mascot, we believe it is reasonable to retain these mats, with the "J" denoting Jaguar.
- **Gym Wall Mat with Mascot.** Jordan has two mats with a large Jaguar. Replacing these is estimated at \$2,000.

In addition to these facilities related items, Jordan has a branded their closed circuit channel “JTV” and has some other J-inspired brands. We could simply redefine the J to stand for Jaguar. Retaining the mascots represents a potential cost savings of \$21,000.

Both schools offer **branded PE uniforms** for students to purchase and have a current stock approximately 500 uniforms (unit cost of \$13/each). Students are not required to purchase or wear branded clothing during PE, as it is “internal” attire (students do not compete with other schools in these uniforms). In addition, many students purchase a uniform in anticipation of using it for multiple years. The subcommittee recommends that we phase in newly branded uniforms and that the sites continue to draw on their existing stock until it is depleted, and reorder newly branded uniforms. Gradually. This approach will save the “sunk cost” of about \$6,500 in Jordan/Terman branded uniforms.

A similar phase-in approach can be taken for the **library materials**, which are stamped as property of the school site and have barcodes that contain the site name. Rather than requiring the library staff to pull, restamp and reshelv their entire collection, we recommend working with the teacher librarians at each site to establish a process to incrementally update the materials. The primary savings in such an approach would be in staff time. Given that books and other library materials have a much longer shelf life than uniforms and they are retained at the school, the considerations are more complex.

The Terman site contains a number of murals throughout the campus, generally donated to the school as class gifts from graduating 8th graders. One such mural at the front of the school near the office features a large theater marquee with the name “Terman”. This mural is public art. Rather than remove it, we suggest that the wall it is contained on could be an excellent location for a commemorative plaque history of the site’s name and contextualizing the reason for the change.

## 9 Looking Forward to Next Steps

The charter of this committee was to ‘research and review the names of PAUSD schools and submit recommendations for renaming one or more of the schools for the Board’s consideration’. With the ‘rationale for renaming’ presented in this report the committee has fulfilled its charter and is looking forward to the decision by the Board of Education.

If the Board decides to move forward with renaming Jordan and Terman Middle Schools, we suggest that the Board and RSAC members work with the principals of Jordan and Terman to reach out to each school community summarizing the key reasons for renaming, to emphasize that this new beginning is not the end of old traditions and memories. Such outreach/meetings should be held as soon as practical, to bring back together the staff, students and parents.

In these outreach events, we further suggest the district respect and address the many diverse reasons brought up against renaming, pointing out specifically that renaming is NOT:

- A waste of resources, that it will not reduce # of teachers or classroom aids
- A ‘politically correct’ judgement out of context, intended to erase history
- Devaluing the history of Jordan/Terman Middle schools, nor their students, staff and alumni
- Disconnecting alumni from the schools
- Dividing the school community

Regarding the actual process of finding new names the committee suggests that the district:

- Pursue a site-centric renaming approach that involves the students, staff and parents, and helps to create a sense of name ownership and belonging. The respective school site-councils might be a good forum to conduct the name search
- Minimize restrictions for ‘new name’ suggestions as long as they are in accordance with the revised ‘Naming of Facilities’ Board Policy BP 7310
- Clarify to students/staff that they are free to maintain their mascot, which could add an element of comfort to the process of transitioning to the new school name
- Create/update a school based history exhibit at each school that provides a timeline of the school with highlights of its history, appropriate reminders of the old name and explanations for the name change
- The 2017/18 school year marks the 100th anniversary of PAUSD, and could set the stage for festive school opening/ribbon cutting ceremonies to celebrate the new names
- Consider a ceremonial plaque to commemorate the name change honoring the old and the new name. Invite alumni and hold a ‘dedication event’

## Afterthought

### To Rename or not to Rename ?

*Renaming is not free, because it requires attention and resources.*

*Renaming is not easy, because it involves dealing with an unpleasant history.*

*Renaming is not erasing that history, because we're moving it into the classroom.*

*Renaming is not disconnecting alumni, because they are bound to the school, not the name.*

*Renaming is not universally popular, because the reasons are complex.*

*Renaming is not divisive, because it offers an opportunity to reaffirm our shared values.*

*Renaming is not "politically" correct, because our values of equity and inclusion are universal.*

*Renaming is not a solution by itself, it has to be part of the ongoing commitment to our values.*

*Renaming is not a matter of convenience, it is a matter of conscience.*

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Stanford Magazine - Who Killed Jane Stanford?

[https://alumni.stanford.edu/get/page/magazine/article/?article\\_id=36459](https://alumni.stanford.edu/get/page/magazine/article/?article_id=36459)

The Living Legacy of Eugenics in American Education

<http://ojs.library.ubc.ca/index.php/jaaacs/article/view/187677>