

In 1907 Indiana legalized normalcy
In 2017 Indiana dismantled normalcy

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In 1907 Indiana legalized normalcy

1492 The social construct of the “West” and the “other”



Columbus/Europe “discovers “ the “other” or the “different” creating “difference”/s and concepts of ability.

Notions questioning the full humanity of Tainos (tay-no) and other Native peoples helped Western Europe to self-identify as a unitary entity--advancing the idea of Western culture as the universal ideal.

Disability, Schooling and the Artifacts of Colonialism Kliever & Fitzgerald, 2001

Special Education is a political concept

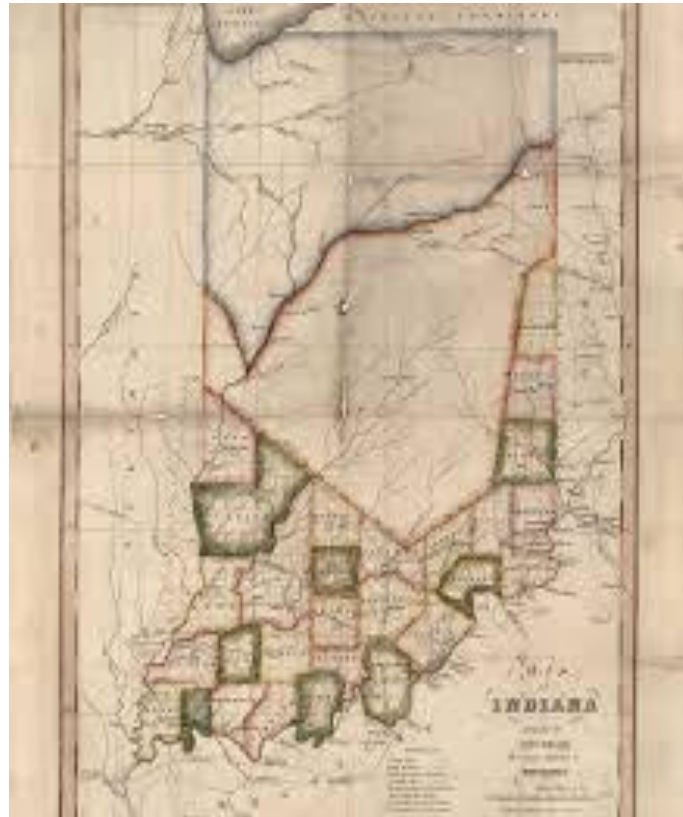
“This is not about education, it’s about power.”

~James Baldwin

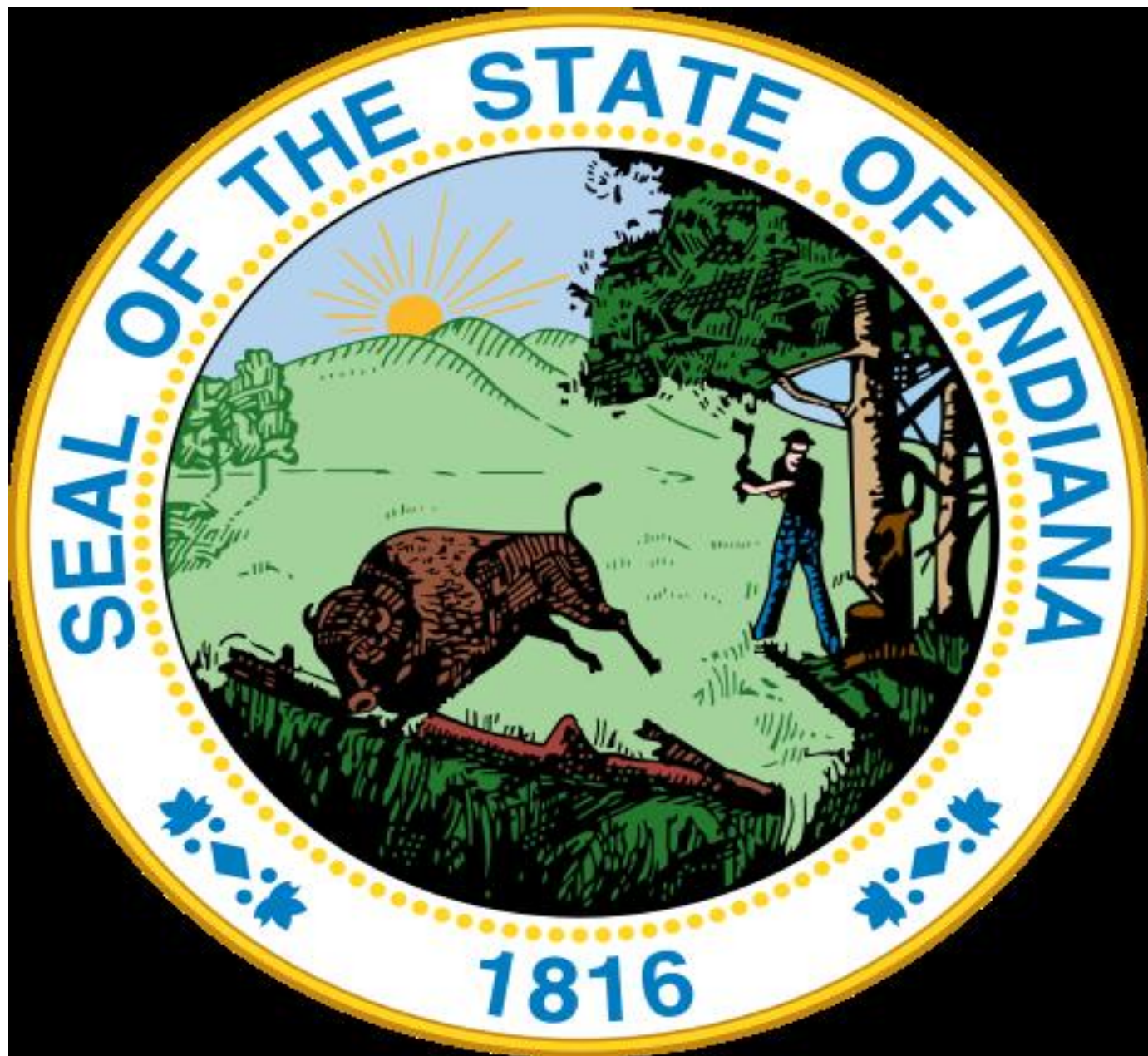
The social-political invention of “LD” circumvented Brown v. Board. Now, mainly Black boys were no longer segregated based on color, but ability.



Europeans settled Indiana from the south



John Melish 1819 map of Indiana



US Immigration 1840-1920

Scandinavia 1,950,000

Russia 3,280,000

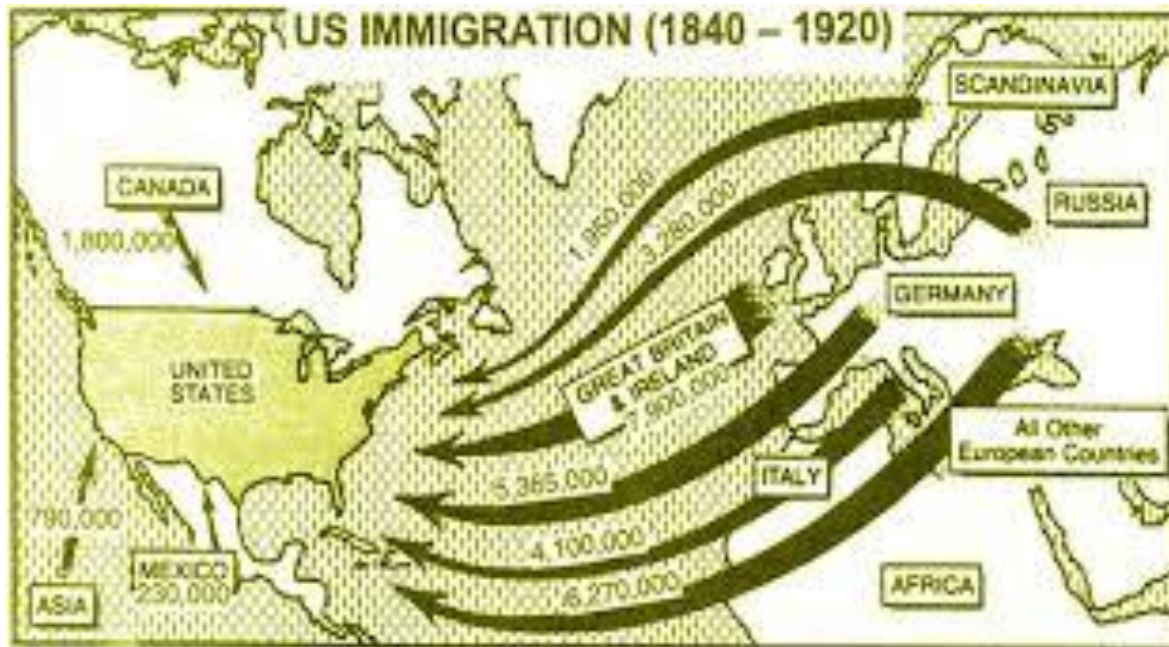
Great Britain & Ireland 7,900,000

Germany 5,365,000

Italy 4,100,000

All other European countries 6,270,000

Asia 790,000



From the start, Indianapolis African Americans were an integral component of the city's political economy

Unlike other large northern cities, Indy's Blacks kept a significant presence throughout the 20th century.

1827 **5%** (55) of Indy's 1,066 residents were Black

1861 **3%** (498) of Indy's residents were Black at onset of the Civil War

1900 **9.4%** (15,931) of Indy residents were Black

Polite Protest by Dr. Richard Pierce pp 2-3 [www.untag-](http://www.untag-smd.ac.id/files/Perpustakaan_Digital_2/POLITICAL%20ECONOMY%20Polite%20protest%20%20the%20political%20economy%20of%20race%20in%20Indianapolis,%201920-1970.pdf)

[smd.ac.id/files/Perpustakaan_Digital_2/POLITICAL%20ECONOMY%20Polite%20protest%20%20the%20political%20economy%20of%20race%20in%20Indianapolis,%201920-1970.pdf](http://www.untag-smd.ac.id/files/Perpustakaan_Digital_2/POLITICAL%20ECONOMY%20Polite%20protest%20%20the%20political%20economy%20of%20race%20in%20Indianapolis,%201920-1970.pdf)

The First Great Migration: 1916-1930 African Americans

1,600,000 left the South

Indianapolis

1910 21,816

1920 34,678

>11% of population

The Geography of the Great Migration

The Migration of African Americans from the American South (1910-1970)



Eugenics History: Indiana

1899 Dr. Harry C. Sharp performed the 1st (voluntary) vasectomy for eugenical sterilization on an inmate patient--Jeffersonville, IN jail

1905 Indiana passed one of America's first restrictive marriage laws prohibiting the "mentally deficient, persons with a 'transmissible disease' and habitual drunkards" from marital unions.

1907 Indiana passed the world's first Eugenics Law

Provided for the involuntary sterilization of "confirmed criminals, idiots, imbeciles and rapists." In 1927, a revised law was used, but before it was repealed in 1974, over 2,400 of the Indiana's most vulnerable citizens were *involuntarily* sterilized.

Kantor, W. (1937). "Beginnings of sterilization in America: an interview with Dr. Harry C. Sharp, who performed the first operation nearly forty years ago." *Journal of Heredity*. 28(11):374-376.

Stern, A. (2007) "We Cannot Make a Silk Purse Out of a Sow's Ear": Eugenics in the Hoosier Heartland *Indiana Magazine of History*. 103(1):3-38

The Hoosier Eugenics Law to eliminate “the unfit”



Eugenics

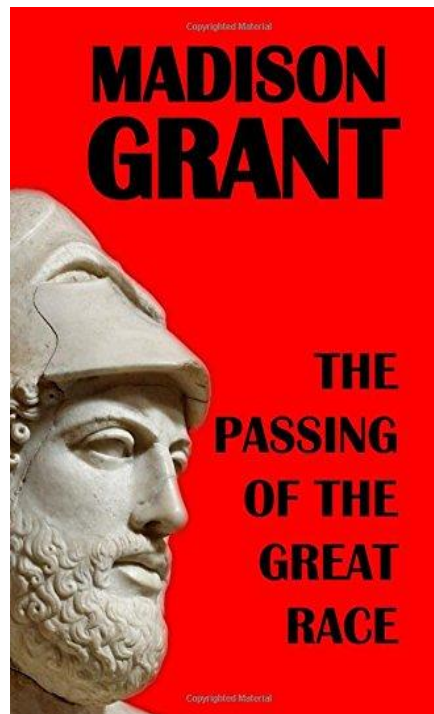
Eliminating the inferior

Saving the superior

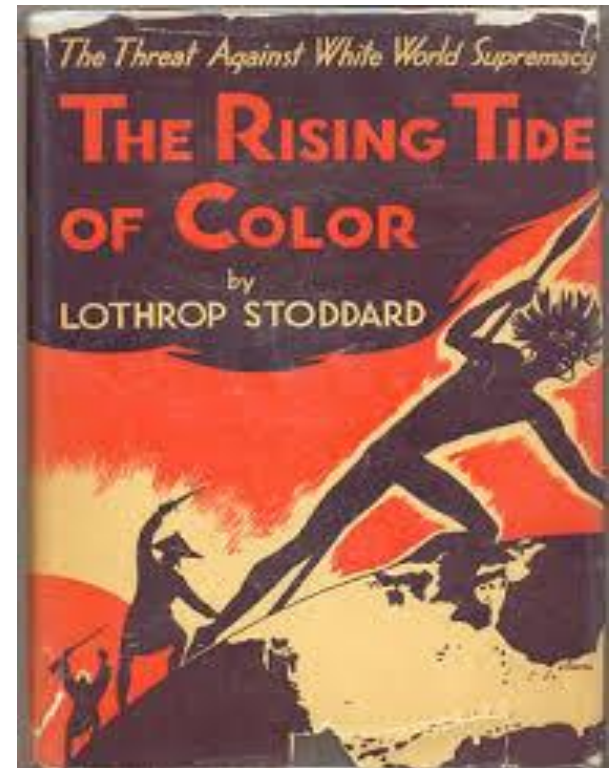
Francis Galton 1883

“scientific racism”

“racial hygiene”



1916



1920

Forced sterilization by state of “socially inadequate classes” 1907-1937

While discouraging certain couples from having children, sterilization in some states was seen as a “patriotic cause” and “better long-term solution than institutionalization”

Indiana	1907	2,424	Montana	1923	256
Washington	1909	685	Delaware	1923	945
California	1909	20,108	Virginia	1924	8,300
Connecticut	1909	557	Idaho	1925	38
Nevada	1911	0	Utah	1925	772
Iowa	1911	1,910	Minnesota	1925	2,350
New Jersey	1911	0	Maine	1925	326
New York	1912	42	Mississippi	1928	683
North Dakota	1913	1,049	West Virginia	1929	98
Kansas	1913	3,032	Arizona	1929	30
Michigan	1913	3,786	Vermont	1931	253
Wisconsin	1913	1,823	Oklahoma	1931	556
Nebraska	1915	902	South Carolina	1935	277
Oregon	1917	2,341	Georgia	1937	3,284
South Dakota	1917	789	<u>Total</u>		<u>58,520</u>
New Hampshire	1917	679			
Alabama	1919	224			

Source: Paul A. Lombardo, *Three Generations, No Imbeciles: Eugenics, the Supreme Court, and Buck v. Bell* (Baltimore, MD: Johns Hopkins University Press, 2008), 294.

The Indiana Procedure

During the 1947 post -WW II Nuremberg Trials, when asked about their sterilization program, Nazi physicians referred to "the Indiana procedure."



<http://www.newswithviews.com/NWO/newworld17.htm>

Dennis L. Cuddy, PhD 04.29.02

David Starr Jordan (1851-1931)

Nationally recognized eugenicists



1851: born in Gainesville, NY

1874-1875: taught science Indpls. Shortridge HS

1875-1879: taught biology Butler College

1879-1884: taught Natural History at IU

1884-1891: IU president

1891-1913: Stanford University founding president

While at Stanford, Dr. Jordan brought out 2 of his prize Hoosier students:

Lewis Madison Terman (1877-1956) Johnson, Co., IN
Father of Stanford-Binet IQ Test in 1917

Ellwood P. Cubberley (1868-1941), Andrews, IN. Father of “tracking” Dean of School of Ed. at Stanford (1917-1933)
He created the “science” of school management and promoted testing to rank/sort students

Rev. Oscar C. McCulloch (1843 - 1891): Eugenics influences concepts of charity

1879 Starts Indianapolis Charity Organization Society (ICOS)

ICOS is precursor to United Way of Indianapolis

Organizes charities to see who deserves help
and who's a "parasite pauper" a professional
beggar "gaming the system"



His research "Tribe of Ishmael" he says proves pauperism
is a pre-disposition passed genetically from parents:
"pauper gene"

- *Research used to argue for sterilization laws called
the "Indiana Plan"*

1885-1886 McCulloch begins to rethink the relative influence of biology in
creating paupers, and thereby also reconsiders what it meant to be unworthy

1920-1950 Oscar McCulloch School No. 5 W. Washington St/White River

Rev. Gerald L. K. Smith

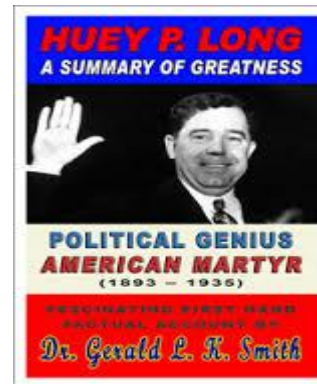
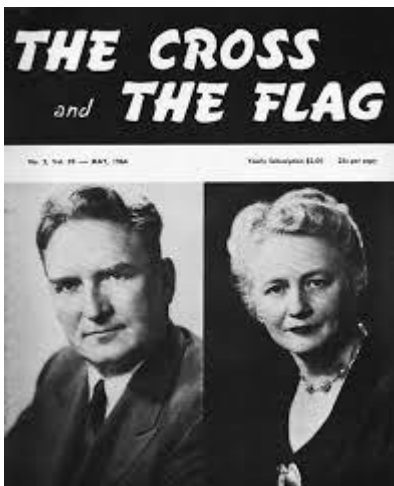
Disciples pastor, anti-communist, anti-Jewish, far-right rabble rouser

1926 becomes founder/pastor of Capitol Ave. Christian 142 W. 40th St

1928 “...semi-official church of Butler”

Rev Smith becomes Butler’s Minister of the Chapel of the School of Religion which made him *college chaplain*

1934 Joins Gov. Huey Long’s depression era “share the wealth” campaign



**Former Capitol Avenue Christian Church
142 W. 40th Street
Originally built as University Park Christian in 1922**



Indiana State Fair Baby Contests

“Insuring that Hoosiers were breeding the healthiest and most desirable human beings”



1921-1932

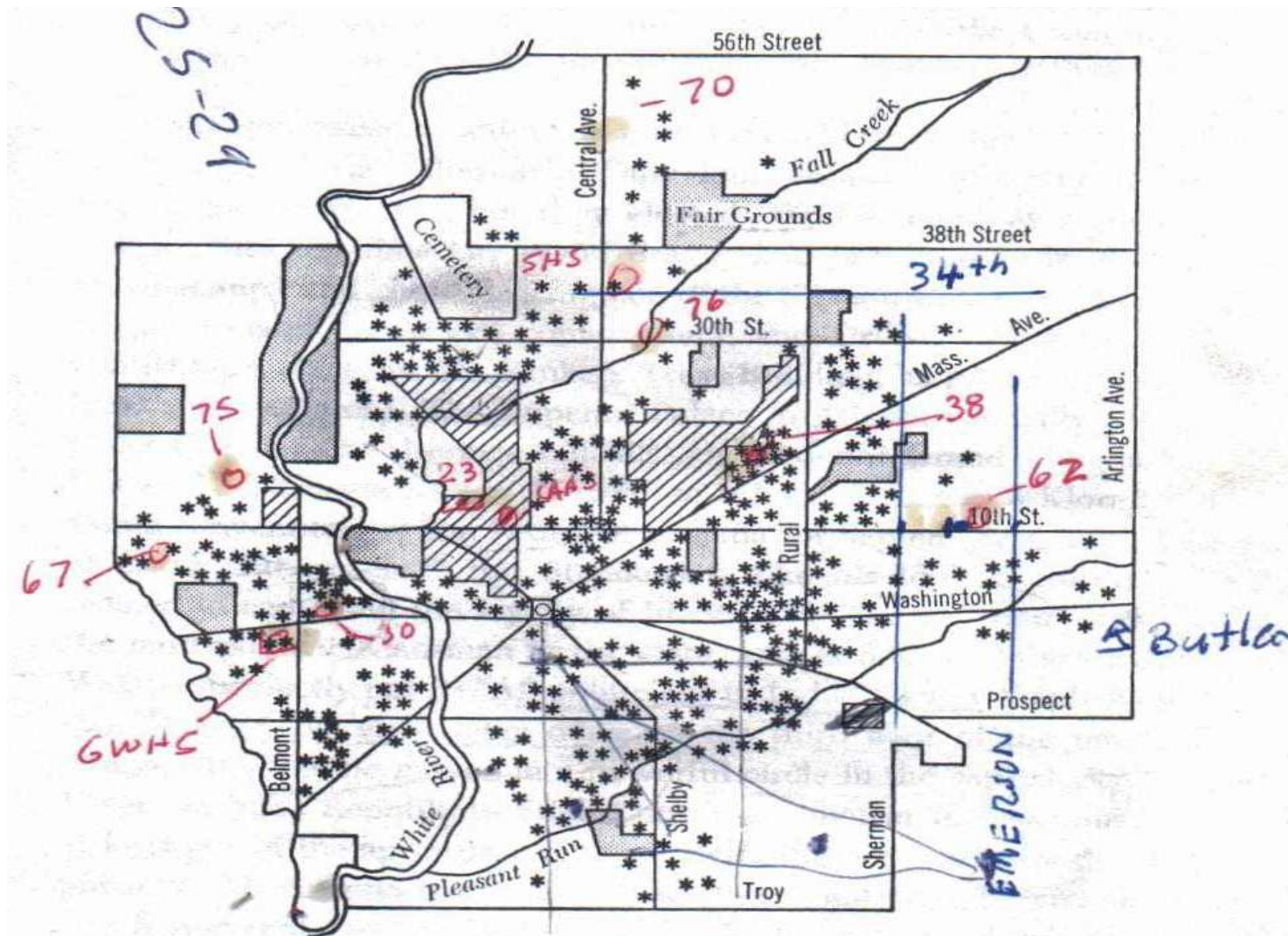


Better Babies Bldg. constructed in 1927



Distribution of Klan strength in Indianapolis, 1923

Slanted lined areas are Black neighborhoods * = 100 Klansmen



"Chic" Jackson *Indianapolis Star* cartoonist from 1913-1934

Indianapolis Star June 27, 1921 p. 15

Ft. Wayne Journal-Gazette December 6, 1923 p. 20

Roger Bean—Lily Knew Arthur Had Something on His Hip—By Chic Jackson



ROGER BEAN

Flora Really Didn't Mean to Say What She Really Meant

By CHICK JACKSON
Indianapolis Star Artist



LOST AND FOUND

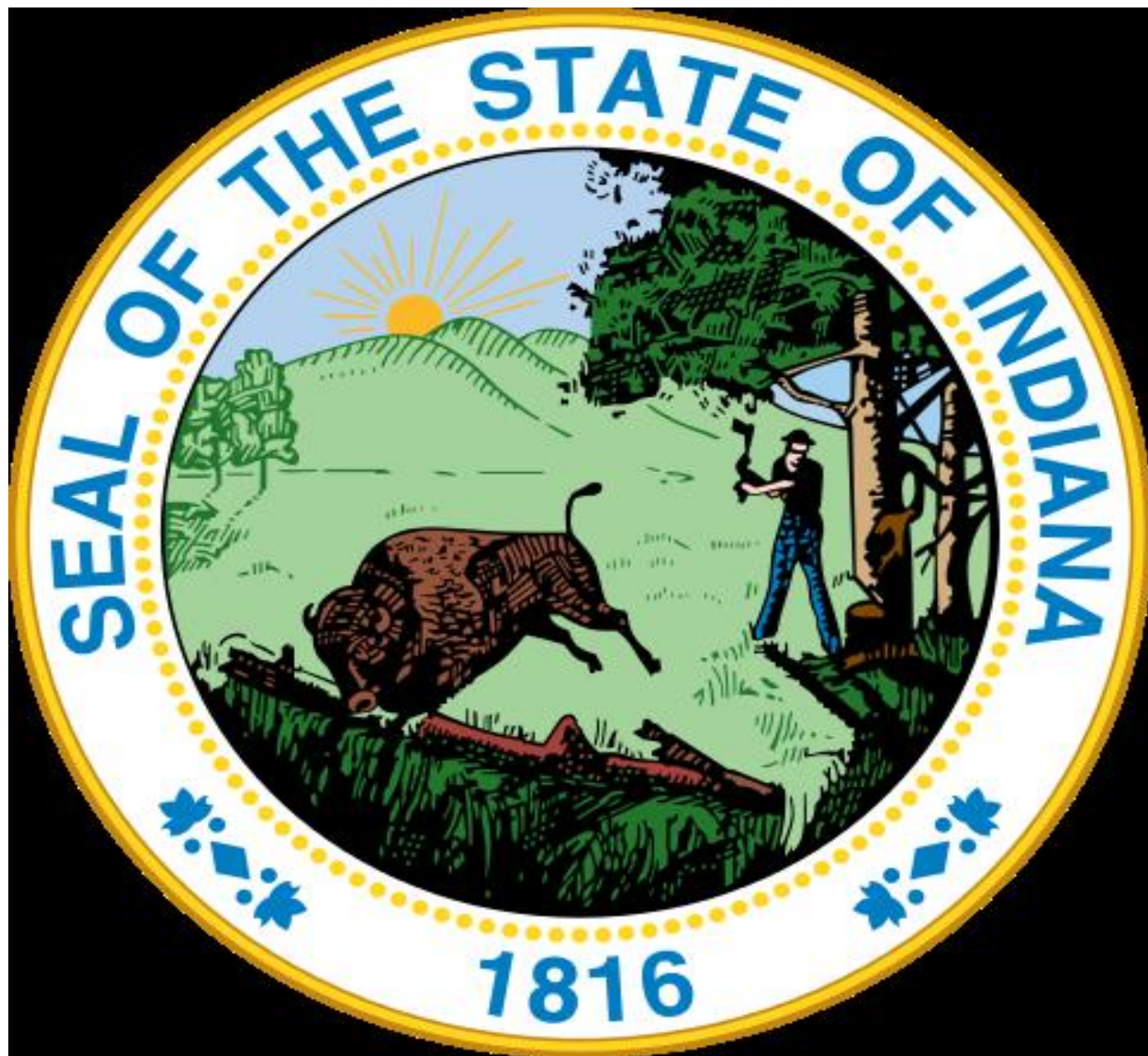
PUBLIC NOTICES

PUBLIC NOTICES

HELP WANTED—MALE

SALESMEN WANTED

SITUATION WANTED—



In 2017 Indiana dismantled normalcy

What is normalcy?

The state of being usual, typical, expected, or “ordinary”

The idea of “the norm” 1840-50: Normality 1849

Normalcy 1857 White Supremacy 1865-70

Eugenics 1880-85 Galton 1883

If such a thing as a psycho-analysis of today's prototypical culture were possible...such an investigation would need to show the sickness proper to the time to consist precisely in normality.

~ Theodore Adorno, *Minima Moralia*, 1950

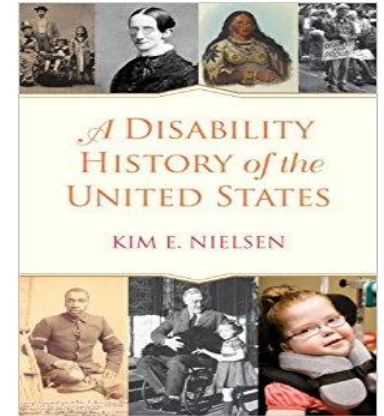
a seminal text in Critical Theory

Neely Fuller Jr.: "If you don't understand racism/white supremacy, everything else that you think you understand will only confuse you"

There is no dis/ability without normalcy

There is no “differon” without normalcy

The problem's not the student with learning disabilities;
it's the way normalcy is constructed to create
the “problem” of the learning disabled child.
reworded from L. Davis, “Constructing Normalcy”



I'm not deaf, you cant' sign. You have a signing disability.
I'm normal. ~ reworded from L. Davis, “Constructing Normalcy”

This comparison to a fictitious “normal child” is the
unethical process of normalcy. ~ Merry Juerling

When you control the schools, you control the future

The Hunt for Disability: The New Eugenics and the Normalization of School Children (Baker, 2002)

Lowe (1997): Aspects of eugenic thought has proved more pervasive/enduring when directed to schools than to the more spectacular arguments around sterilization

Examples: Dis/ability labels, Special Education, Standardized Testing, Pharmaceuticals for behavior

Bernadette Baker The Hunt for Disability, *Teachers College Record*, 2002

Roy Lowe *Schooling and Social Change*, 1997

Understanding Strength-Based Learning Plan

Imagine a public school system where difference is a “taken for granted” attribute of every child who enters a classroom.



The S-B LP story: Democratic Education

30 public democratic schools in Israel 1987 Hadera School

The purpose of the schools is discovering and developing
the uniqueness of each student



“A democratic [school] guards the equal right of every
[student] for self-actualization.” ~ Yaacov Hecht, IDE

The S-B LP story

Teacher aide A: "The state standardized tests are today. I am worried about Chester. He can't subtract and he's a slow reader. And, he has a hard time paying attention. He's going to do poorly. This will bring down our school's test scores I know."

Teacher aide B: "That's not good. He has a lot of weaknesses. Hey, though ... regarding Chester, what can he do?"

Teacher aide A: (pausing) "Well, I...I never thought of that..."

What is a Strength-Based Learning Plan?

The plan intends to give students labeled Special Ed the chance to explore, discover, and actualize those areas of knowledge, skills, and behaviors needed to graduate, while doing the same regarding their interests, passions, talents, and indeed their very uniqueness.



What is a Strength-Based Learning Plan?

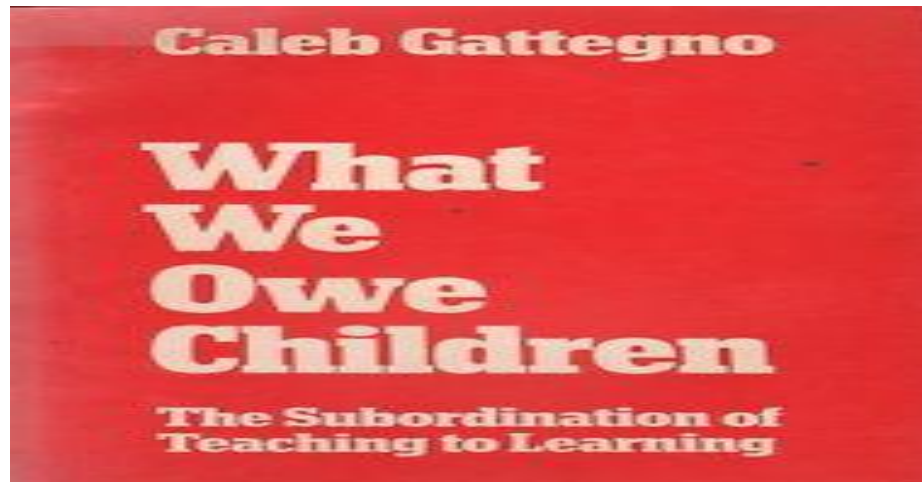
Current IEPs focus on a student's deficiencies in order to satisfy the ethos of normalcy. The S-BILP circumvents and neutralizes issues of color, gender, ability, class, and age by creating chances for students to leave school with experiences:

- meeting their own standards**
- discovering/developing their passions**
- actualizing their uniqueness**



Why do we call our idea a Strength-Based Learning Plan instead of an Individualized Education Plan (IEP)?

We want to emphasize learning over teaching and “education”



What we own children
The subordination of teaching to learning

Self-actualization vs. Standardization I

Discovering and developing a student's strengths and uniqueness dissolves and renders non-existent, dysfunctional, inappropriate, and useless any standard except the student's inherent self-actualized blossoming and "personal best."

There never was a more risky motto than "Know thyself." Yet, the final aim is not to know, but to be.

You've got to know yourself as far as possible, but not for the sake of knowing.

You've got to know yourself so that you can at least be yourself.
"Be yourself" is the last motto.

~ John Edwards, "What We Steal from Children" quoted from D. H. Lawrence

Self-actualization vs. Standardization II

"The right of all children to learn and become productive citizens compels each employee of the Indianapolis Public Schools to contribute to an environment conducive to learning and instruction through the appropriate methodologies so that children will develop life skills and **become self-actualized individuals.**"

~ Indianapolis Public Schools Instructional Mission, 2005

"The purpose of a Strength-Based ILP is not to normalize students, but actualize them."

~ Merry Elizabeth Juerling

CRT has 2 themes which the S-B LP validates

Transforming the relationship between law and maintenance of white supremacy/racial power

- unpacking the why/how of the 1907 law can enable this transformation;

Pursue a project of achieving racial emancipation and anti-subordination:

- implementing the S-BILP concept is such a project.

Crenshaw, et al, 1995

How S-B LP meets the 2 traits of Dis/ability Critical Race Studies or “DisCrit”

An S-B ILP focuses on exposing the connection between racism/ableism

- “Normalcy” makes students of color inherently inferior, abnormal, deficient, and thus “politically” viewed as dis/abled

The S-B ILP concept exemplifies activism and resistance

- Though educational , the idea is actually about political/ social change
- Resists normalcy/standardization --exposes special education as a political concept that has nothing to do with education

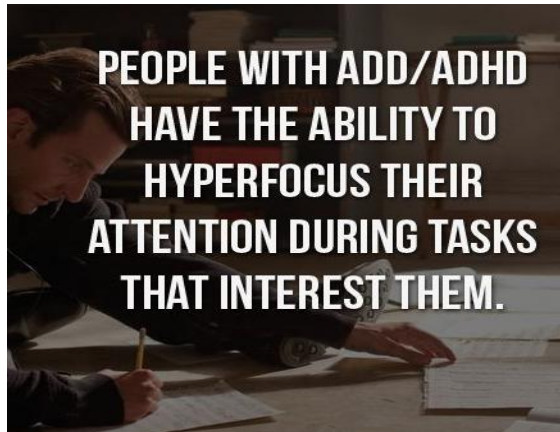
DisCrit/DSE

We saw most common disproportionalities in Special Education diagnosis and services impact children of color. The S-B ILP was fashioned after looking deeply into the historical context of the idea of disability through the concepts of Dis/ability Critical Race Studies (DisCrit) and Disability Studies in Education (DSE), and how these studies help us see the intersections of race and dis/ability in the classroom.

Uncle Eli

In 2002, Eli Lilly's Strattera (strat-tir-uh) approved by FDA for treating "sitting dis/ability" (ADHD).

For the year 2015, worldwide Strattera sales increased 6 % to \$784,000,000.00



ADHD
I march to the beat of
a different drummer...
every 5 minutttes

What is diversity

We propose a shift from high standards for uniformity
to high standards for diversity.

~ Dr. L. Stoddard, *Educating for Human Greatness*

Color

Racial Identity

Gender Identity

Sexual Orientation

Age

Culture

Global Youth

Culture/Hip hop

Ability

Mental

Physical

Body

Class

Working Class

Epistemology

??

Diversity also means using a variety of epistemologies in classrooms besides Western epistemologies

Non-linear epistemologies



Other epistemologies

~African~

“The inclusion of
Indigenous
epistemologies in
higher education
in south Africa”
by Dr. Soul Shava

Decolonizing
Epistemologies



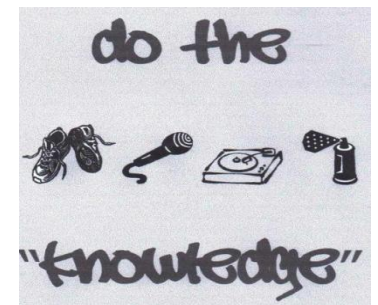
~Female~

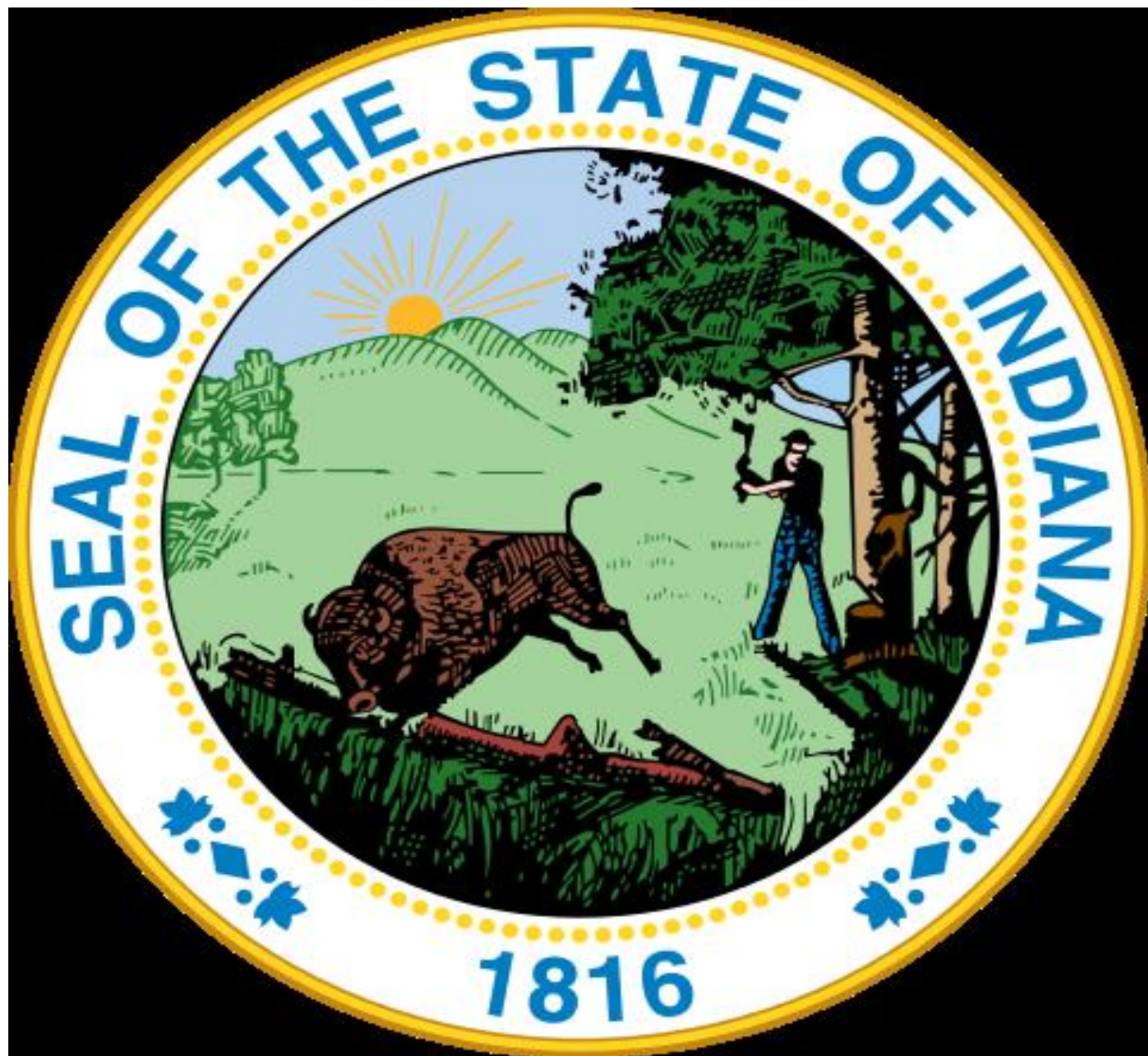
Stand Point
Theory

~Deaf~



~Hip Hop~





The New Eugenics

If eugenics was an attempt to “perfect” humanity via sterilizations

What interventions are used now instead of sterilization?

--tutoring --longer school days --teacher incentives --more & constant testing --a longer school year --school costumes --over use of computers --single gender

These activities are to make up for the child’s deficiencies and “lesser-ness.” Yet, doesn’t the very presence of these “interventions” actually enable a sort of **neo-eugenics** stigma placed on some students as “lacking”? Was it not being unfit/”lacking “that led to sterilizations?

“The only universal, if there is one, is the experience of the limitations of the body” ...Irving Zola, 1989

Why Indiana/Indianapolis?

What are our responsibilities?

--1899 Sterilization --1905 Marriage Law --1907 Eugenics Law
--Dr. Jordan --Cubberley --Terman --Rev. McCollough --Rev. Smith
--KKK --IPS Attacks/Indy Chamber of Commerce --Butler U/ Quota

Indiana “legalized” white supremacy by the 1907 Eugenics Law. Like no other place, Indiana has a duty to reconcile this infamous past, leading America to an enlightened view of our human potential.

Others can support us, help us up when we fall, or warn us if they see a danger we don't. Still, we Hoosiers have to go into the Indiana arena alone to confront and battle this legacy; and, so discredit and then abandon this deficit model of humanity...forever.

