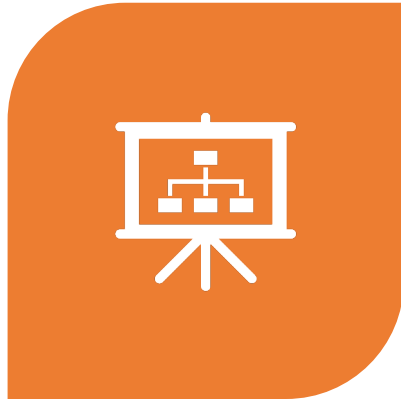




Investigation Into the History of Eugenics at UCL

Town Hall Meeting 2
Friday 11th October, 2019

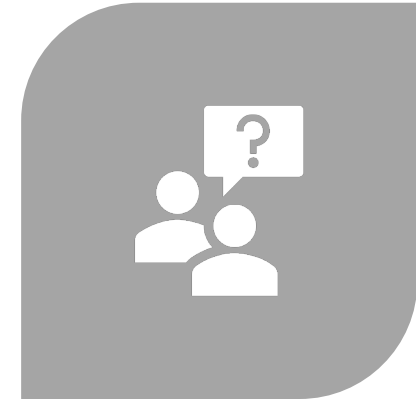
Welcome! Goals of Town Hall Meeting 2



PRESENTATION OF
SOME FINDINGS



FEEDBACK &
DISCUSSION



Q&A

Structure of Meeting

- Context of Inquiry
- Introduction of Members
- Galton's mission
- Terms of reference
- Commission Activity
- Outline of hearings and ongoing empirical research
- Findings on the historical role of UCL in the study and teaching of eugenics

Context of the Inquiry

Internal:

- UCL & relationship with Galton
- UCL's Archives, Collections, Legacies, named Chairs & spaces
- UCL Conference on intelligence
- UCL's student demographics (53% BME)
- UCL's goal to create an aspirational environment for **ALL** of its students

National and International:

- UCL's international status & reputation in a post-Empire world
- Decolonisation agenda (UK – Oxford, Glasgow, Nottingham)
- Universities Studying Slavery Symposium (USA)

Members

Students Union

- Black & Minority Ethnic Students Officer, UCL: Sandra Ogundele (2019 - 20), Samira Abdalla (2018-2019)
- Womens Officer, UCL: Nilisha Vashist (2019-20); Abeni Olayinka (2018-19)

Professional Services

- Ben Meunier (Secretary) (Library Services, UCL)
- Marcia Jacks (Co-Chair, Race Equality Steering Group) (Womens Health, UCL)
- Ash Talwar (Equalities & Diversity, UCL)
- Fiona McClement (Head of Equalities & Diversity, UCL)

Research Fellows

- Monica Bernal Llanos (Empirical Researcher)
- Maria Kiladi (Archivist)

Academics

- Iyiola Solanke (Chair) (Law, U. of Leeds)
- Caroline Bresseley (Geography, UCL)
- Joe Cain (Head, Science & Technology Studies, UCL)
- Subhadra Das (Collections, UCL)
- Tom Fearn (former Head, Statistical Science, UCL)
- Peter Fonagy (Head, Psychology & Language, UCL)
- Tamar Garb (History of Art, IAS)
- Ann Phoenix (Psychosocial Studies, IoE)
- Mark Thomas (Evolutionary Genetics, UCL)
- Ijeoma Uchegbu (Provosts Race Envoy)(Pharmacy, UCL)

Galton's Mission I - definition of eugenics

- *Inquiries into the Human Faculty*, 1883 (p24):
 - ‘the **science** of improving stock, which is by no means confined to questions of judicious mating, but which...takes cognizance of all influences that tend in however remote a degree to give **the more suitable races or strains of blood** a better chance of prevailing speedily over the less suitable than they otherwise would have had.’
- *Nature*, 1904:
 - “Eugenics is **the science** which deals with all influences which improve the **inborn** qualities of a race; also with those which develop them to the utmost advantage.”
 - (<https://wellcomelibrary.org/collections/digital-collections/makers-of-modern-genetics/digitised-archives/eugenics-society/>)

Galton's Mission II (*Nature*, 1804)

- “...3 stages to be passed through before eugenics can be widely practiced. First, it must be made familiar as an **academic** question, until its exact importance has been understood and accepted as a fact. Secondly, it must be recognized as a subject the **practical development** of which is in near prospect, and requires serious consideration. Thirdly, it must be introduced into the **national conscience, like a new religion**. It has, indeed, strong claims to become an orthodox religious tenet of the future, for eugenics cooperates with the workings of nature by ensuring that humanity shall be represented by the fittest races...I see no impossibility in eugenics becoming a religious dogma...

Galton's mission III

- Pearson, *The Life, Letters, and Labours of Francis Galton* (1924), iiii. 412
 - “We must remember that Galton had set before himself in the last years of his life a definite plan of eugenics propagandism. He wanted to appeal to men of science through his foundation of a Eugenics Laboratory; he had definitely approached separate groups like the Anthropologists in his Huxley Lecture and the Sociologists in his lecture before their Society and in his subsequent essays, he had appealed to the academic world in his Herbert Spencer Lecture at Oxford, and to the world that reads popular quarterlies in his Eugenics Education Society. But there are strata of the community which cannot be caught even by these processes. For these he consented to be interviewed, and for the still less reachable section who read novels and only look at the picture pages of newspapers, he wrote what they needed, a tale, his ‘Kantsaywhere’. His scheme for proselytism was a comprehensive one, but I think Galton knew his public better than most men.”

Galton,
'Inquiries into
Human
Faculty and its
Development'
(Preface, 2nd
edn, 1907)

- *"...the book has by no means ceased to live, for it continues to be quoted from and sought for [...] it became the starting-point of that recent movement in favour of National Eugenics [...] which is recognised by the University of London, and has its home in University College.'*

Terms of Reference

Examination of the study and teaching of eugenics :

- UCL's historical role [->**global reach**]
- current status at UCL [-> **Psychology, GEE**]
- current benefit to UCL from financial instruments [->**legal issues**]

Recommendations on:

- UCL's current position be on the teaching, dissemination and study of eugenics and its inherent link to modern day racism [-> **classism, sexism, disabilism**]
- Management of naming of spaces and buildings after prominent eugenicists [->**Task and Finish Group on Naming of Spaces at UCL**]
- findings and advice by the end of July 2019 [-> **December 2019**]

Commission Activity Dec 17 – Oct 18

Bibliography

Archival researcher – Dr Maria Kiladi

Empirical researcher – Monica Bernal Llanos

Inquiry hearings and submissions from expert witnesses

- 9 witness sessions
- 43 witnesses invited; 33 heard in person; 26 written submissions
 - 8 students and alumni/ 26 staff
 - 11 BME/ 22 white
 - 3 disabled persons/ 30 able-bodied
 - 17 female/ 16 male

Hearings: 3 questions

Question 1: how did you become aware of the history of eugenics at UCL? What does this mean to you and did the knowledge of this history change your perception of UCL?

Question 2: How do you think UCL should address this going forwards? Action on prizes, spaces, endowed professorships named after persons who founded and zealously promoted eugenics?

Question 3: How do you think UCL should approach its historical role in the teaching and research of eugenics in the future?

What does 'eugenics' mean to you?

- 'study of genetics, the cleaning out of weak links in society'
- 'selective breeding, human breeding to improve human species'
- 'well-born'
- 'science of statistics around theories of race'
- 'improving genetic stock of mankind'

Empirical research

Three online surveys

UCL staff and students : 12/07 to 31/ 10 2019.

members of the public: 22/07 to 31/10 2019

UCL alumni: 03/10 to 31/10 2019

design and activation - OPINIO
host - UCL Information Services

38 questions (including demographics). Each question had five optional answers organised as a 5-point Likert scale (Agree/Disagree).

ONLINE SURVEY

Introduction (937)

INQUIRY INTO THE HISTORY OF TEACHING AND RESEARCH OF EUGENICS AT UCL QUESTIONNAIRE

The Office of UCL President & Provost Professor Michael Arthur and The Commission of Inquiry into the History of Eugenics at UCL greatly appreciate your participation in this research. This is an important moment in the history of UCL, where we all have the opportunity to have a say on this subject matter. We look forward to your opinions, beliefs and ideas about the history of teaching and research of eugenics at UCL. This questionnaire should not take more than 10 minutes of your time to complete.

Your participation is anonymous and your responses, comments and demographic data will only be used for the purposes of the survey and will not be transferred to an organisation outside of UCL. The data will be transferred to the Commission of Inquiry who will retain it in compliance with the UCL Records Retention Schedule. The data will also be stored by UCL Information Services for 5 years and will then be removed from the Opinio system.

The data will be collected and stored in accordance with the requirements of the General Data Protection Regulation (GDPR), the Data Protection Act (2018), the UCL Institute of Education ethics requirements and the British Sociological Association (2002) Statement of Ethical Practice. The results of this project will inform a general report of recommendations. This will be made public and the identity of all participants will be strictly anonymised.

Before you start, please answer the following:

1. How familiar are you with the term 'eugenics'?

<input type="radio"/> Not at all familiar	<input type="radio"/> Very familiar
<input type="radio"/> Not so familiar	<input type="radio"/> Extremely familiar
<input type="radio"/> Somewhat familiar	

2. How aware are you that UCL has played a pivotal role in the history of teaching and research of eugenics?

<input type="radio"/> Not at all aware	<input type="radio"/> Very aware
<input type="radio"/> Not so aware	<input type="radio"/> Extremely aware
<input type="radio"/> Somewhat aware	

Section 1 (786)

SECTION 1 YOUR PERCEPTIONS ON THE HISTORIC ROLE OF UCL IN THE TEACHING AND RESEARCH OF EUGENICS

In December 2018, the Office of UCL President & Provost Professor Michael Arthur appointed the Commission of Inquiry into the History of Eugenics at UCL. There were various reasons for this, not only the decolonising agenda within and beyond UCL but also the discovery that within UCL campus, an honorary lecturer had been hosting conferences on eugenics and intelligence for at least three years, unbeknownst to most staff and students. The aim of the Commission is to make recommendations on how to address the present and future of the teaching and research of eugenics at UCL.

The term eugenics was coined in 1883 by British Victorian scientist Francis Galton, who defined it as the science of improving human populations by selective breeding. Galton developed his research and thinking between the mid-1800s and the beginning of the 1900s. His work and publications (see Galton, 1869; 1909) include numerous remarks and principles that were contested at the time and are now widely considered racist, sexist, homophobic, classist and ableist. Between 1904 and 1907, Galton promoted and sponsored the establishment of the Francis Galton Laboratory for National Eugenics at UCL, with Karl Pearson at its head. At the time Pearson, who had strong collegial links to Galton and supported the establishment of eugenics as a science, was UCL Professor of Applied Mathematics. Later in 1911, Pearson was appointed as the first Galton Professor of Eugenics as well as the first Professor of Applied Statistics in Great Britain.

The term eugenics was eventually dropped from the titles of a number of academic departments at UCL as many people believe eugenicist thinking should be neither commemorated nor celebrated. On the other hand, Pearson made influential contributions to the sciences of statistics and anthropometry, and Galton developed innovative approaches to meteorology and fingerprinting. Some have argued that these contributions should be separated from eugenicist ideas, which were common at the time, and that eugenics researchers should not be held accountable for the use of their work to justify atrocious acts such as the Nazi Holocaust.

- Galton, F., 1869. *Hereditary genius: An inquiry into its laws and consequences* (Vol. 27). Macmillan.
- Galton, F., 1909. *Essays in eugenics*. (Part 1). The Eugenic Education Society.

1. I learned about Galton's link with UCL:

<input type="radio"/> Today
<input type="radio"/> Before I joined UCL
<input type="radio"/> During my time at UCL
<input type="radio"/> After I graduated from UCL

2. I learned about Galton's ideas about eugenics:

<input type="radio"/> Today
<input type="radio"/> Before I joined UCL
<input type="radio"/> During my time at UCL
<input type="radio"/> After I graduated from UCL

Section 2 (736)

SECTION 2 YOUR POSITION ON THE NAMING OF SPACES ON UCL CAMPUS AFTER PROMINENT EUGENICISTS

The Commission of Inquiry into the History of Eugenics at UCL is considering the issue of the renaming of spaces such as the Galton Lecture Theatre (1-19 Torrington Place, named in the early 2000s), the Pearson Building (Main Quad), previously The Bartlett and renamed in 1980 after statisticians Karl Pearson and his son Egon Pearson, and the Petrie Museum (on Malet Place next to the Science Library) named in the 1950s after another prominent Victorian eugenicist and UCL Professor of Egyptology, Flinders Petrie, 'the father of modern archaeology'.

As well as Pearson, Petrie was a supporter of Galton and his eugenicist ideas, such as the restriction of marriage and reproduction among the 'antisocial' (Galton, 1909). Petrie worked closely with Pearson on measuring ancient Egyptian skulls with the intention to create 'racial' categories. At the end of the 1800s and based on his findings on skull measurements, Petrie proposed that it was only after a 'superior race' migrated into Egypt and replaced the native population that Egyptian dynastic culture truly blossomed (Petrie, 1896). In addition in 1925, Pearson co-authored a paper concluding that alien immigration of 'inferior races' was a significant problem for the state (Pearson and Moul, 1925).

In 1963, UCL Professor Lionel Penrose decided to remove the word eugenics from the Galton Laboratory title. This laboratory was eventually replaced by the UCL Department of Genetics, Evolution and Environment. The present consensus amongst statisticians and geneticists is that eugenics is unscientific and thus they reject it as a serious science.

- Galton, F., 1909. *Essays in eugenics*. (Part 1). The Eugenic Education Society
- Pearson, K. and Moul, M., 1925. The problem of alien immigration into Great Britain, illustrated by an examination of Russian and Polish Jewish children. *Annals of Eugenics*, 1(1), pp.5-54
- Petrie, W.M.F., 1896. *Nubia and Britain*. 1896. B. Quarren

13. Eugenics and racism are the same thing

<input type="radio"/> Strongly Agree	<input type="radio"/> Disagree
<input type="radio"/> Agree	<input type="radio"/> Strongly disagree
<input type="radio"/> Neither agree nor disagree	

14. I am concerned that some buildings in UCL are named after prominent eugenicists.

<input type="radio"/> Yes
<input type="radio"/> No

15. I find disturbing the idea of entering a space or a building named after prominent eugenicists.

<input type="radio"/> Strongly Agree	<input type="radio"/> Disagree
<input type="radio"/> Agree	<input type="radio"/> Strongly disagree
<input type="radio"/> Neither agree nor disagree	

Section 3 (722)

SECTION 3 YOUR POSITION ON HOW UCL SHOULD APPROACH ITS PIVOTAL ROLE IN THE HISTORY OF EUGENICS

Critical courses looking at the implications of eugenics have been delivered for some time to students in the UCL Department of Genetics, Evolution and the Environment (Faculty of Life Sciences). The historic link between eugenics and UCL is addressed in courses from UCL Department of Science and Technology Studies, as well as in Anthropology, Psychology and through the Galton Collection, available via UCL Museums and Collectors.

13. UCL should view its role in the history of eugenics in its historical context. Knowledge production constantly changes and need not be apologised for.

<input type="radio"/> Strongly Agree	<input type="radio"/> Disagree
<input type="radio"/> Agree	<input type="radio"/> Strongly disagree
<input type="radio"/> Neither agree nor disagree	

14. UCL was involved in knowledge production that was aligned to racism and needs to be honest about this.

<input type="radio"/> Strongly Agree	<input type="radio"/> Disagree
<input type="radio"/> Agree	<input type="radio"/> Strongly disagree
<input type="radio"/> Neither agree nor disagree	

15. UCL should embed a mandatory induction on the history of eugenics for all students and staff.

<input type="radio"/> Strongly Agree	<input type="radio"/> Disagree
<input type="radio"/> Agree	<input type="radio"/> Strongly disagree
<input type="radio"/> Neither agree nor disagree	

16. All UCL graduates should know about the history of eugenics at UCL.

<input type="radio"/> Strongly Agree	<input type="radio"/> Disagree
<input type="radio"/> Agree	<input type="radio"/> Strongly disagree
<input type="radio"/> Neither agree nor disagree	

17. There should be a permanent exhibition/public outreach on the history of eugenics at UCL so that the whole university is familiar with this history.

<input type="radio"/> Strongly Agree	<input type="radio"/> Disagree
<input type="radio"/> Agree	<input type="radio"/> Strongly disagree
<input type="radio"/> Neither agree nor disagree	

18. Please write here any comments you wish to make on the topics addressed in this section.

Section 4 (709)

SECTION 3 YOUR DETAILS

30. What is your age?

<input type="radio"/> 18-24 years old	<input type="radio"/> 55-64 years old
<input type="radio"/> 25-34 years old	<input type="radio"/> 65-74 years old
<input type="radio"/> 35-44 years old	<input type="radio"/> 75 years or older
<input type="radio"/> 45-54 years old	<input type="radio"/> Prefer not to say

31. What is your position at UCL?

<input type="radio"/> Undergraduate Student	<input type="radio"/> Academic Staff (Academics/Researchers/Teachers and TAs/ NIS related)
<input type="radio"/> Postgraduate Student	<input type="radio"/> Non-Academic Staff (Administration and Managerial Support/Professional Services/ Manual and Craft/Technicians)
<input type="radio"/> Alumni	<input type="radio"/> Prefer not to say

32. Which is your Faculty/Institute/Division:

<input type="radio"/> Arts and Humanities	<input type="radio"/> Mathematical and Physical Sciences
<input type="radio"/> Bartlett (Built Environment)	<input type="radio"/> Medical Sciences
<input type="radio"/> Brain Sciences	<input type="radio"/> Population Health Sciences
<input type="radio"/> Engineering Sciences	<input type="radio"/> Social & Historical Sciences
<input type="radio"/> Institute of Education	<input type="radio"/> School of Slavonic and East European Studies
<input type="radio"/> Laws	<input type="radio"/> Provoost and Vice Provoost Offices
<input type="radio"/> Life Sciences	<input type="radio"/> Professional Services
	<input type="radio"/> Prefer not to say

33. Which ethnicity best describes you?

<input type="radio"/> White	<input type="radio"/> Asian or Asian British - Bangladeshi
<input type="radio"/> White - Irish	<input type="radio"/> Chinese
<input type="radio"/> White - English, Welsh, Scottish, Northern Irish, British	<input type="radio"/> Other Asian background
<input type="radio"/> White - Scottish	<input type="radio"/> Mixed - White and Black Caribbean
<input type="radio"/> Irish Traveller	<input type="radio"/> Mixed - White and Black African
<input type="radio"/> Gypsy or Traveller	<input type="radio"/> Mixed - White and Asian
<input type="radio"/> Other White background	<input type="radio"/> Other mixed background
<input type="radio"/> Black or Black British - Caribbean	<input type="radio"/> Arab
<input type="radio"/> Black or Black British - African	<input type="radio"/> Other ethnic background
<input type="radio"/> Other Black background	<input type="radio"/> Not known
<input type="radio"/> Asian or Asian British - Indian	<input type="radio"/> Prefer not to say
<input type="radio"/> Asian or Asian British - Pakistani	

34. Do you consider yourself to have a disability?

Focus Groups
& Online
Forum
26 July to 31
October 2019

Academic Staff (26 July 2019 - 8 participants)

Postgraduate students x 3 (31/07/ 2019 - 4 participants;
07/08/2019, 6 participants; 11/09/2019 -4 participants)

BME students (14 August 2019 - 6 participants)

Administrative Staff (21 August 2019 - 6 participants)

BME staff (28 August 2019 - 6 participants)

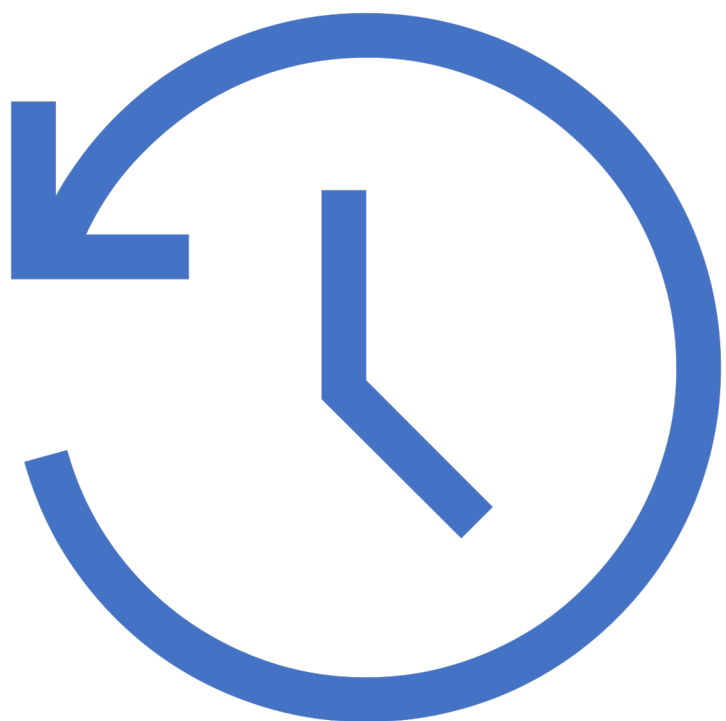
Outsourced staff (04 September 2019 - 4 participants)

ENABLE[1] (25 September 2019 - 2 participants)

Undergraduate Students (No.1_16 October 2019)

Undergraduate Students (No.2_23 October 2019)

Alumni Online Forum (03 to 31 October 2019)



Eugenics in the History of UCL: Archival Research

Main tasks



Origins of
Eugenics at
UCL:
Pearson &
the Galton
Laboratory

Eugenics Record Office, 1904, suggested by Galton to the University of London

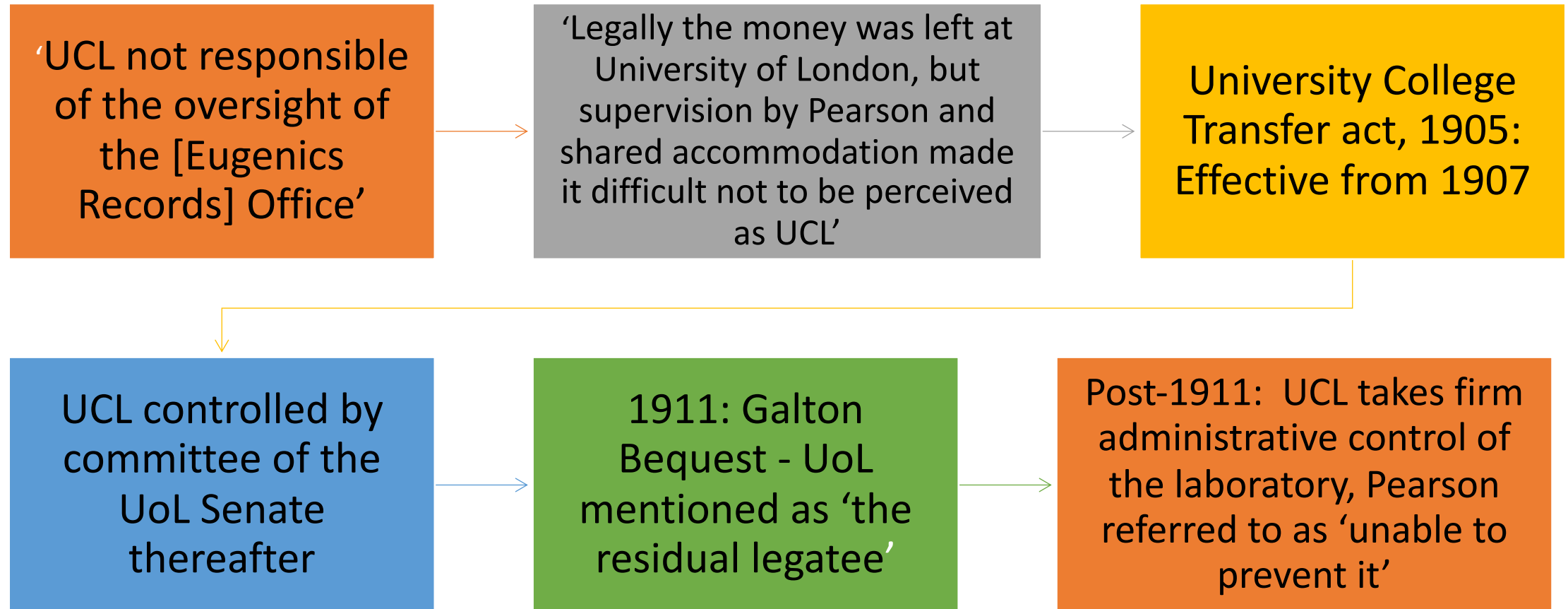
UoL creates committee: Galton, Pearson, Halford Mackinder (LSE Director), Sir Edward Busk (UCL lawyer in UoL Senate)

Edgar Schuster first fellow, resigned (fired?) in 1906

1906: End of Eugenics Record Office, Galton turns to Pearson for advice

Pearson suggests 'The Francis Galton Laboratory for the Study of National Eugenics' to UoL

UCL or UoL?



Archival findings: historical role of UCL in research & teaching of Eugenics

1904	1906	1911	1913
Founding of the Eugenics Records Office	Founding of the Francis Galton Laboratory for the Study of National Eugenics	Galton Bequest Galton Chair	Merger: Department of Applied Statistics with Biometric Laboratory and the Francis Galton Laboratory

Archival findings: historical role of UCL in research & teaching of Eugenics

1925

1933

Karl Pearson Retires

Department of Statistics and Eugenics
Split

Galton Professor: R A Fisher

WELDON BENEFACTION

Haldane: Professor of Biometry and
Zoology

ANNALS OF EUGENICS

Founding of Annals of
Eugenics

Early research of the Galton Laboratory

Karl Pearson (1925) *Annals of Eugenics*, Vol. 1, pp. 5-127 : 'The problem of alien immigration into Great Britain, illustrated by an examination of Russian and Polish Jewish Children' (with Margaret Moul)

Karl Pearson (1926) *Biometrika*, Vol. 18, p 105-117: 'On the Coefficient of Racial Likeness'

Karl Pearson (1928) *Biometrika*, Vol. 20A, 294-300: 'The application of the coefficient of Racial likeness to test the character of samples' (comparisons between Chinese and Indian cranial series)

Karl Pearson (1928) *Biometrika*, Vol. 20A, 389-400: 'On the importance of the type silhouette for racial characterisation in Anthropology' (with Ida McLearn and G M Morant) [comparisons between types given for men and women English students and West African "negroes"]

Archival findings: historical role of UCL in research & teaching of Eugenics

1944	1954	1957	1958
L S Penrose succeeds R A Fisher as Galton Professor Penrose editor of Annals of Human Genetics NB: Name Change)		Penrose becomes Galton Professor, Head of Department of Eugenics, Biometry and Genetics	Haldane retires from Weldon Chair of Biometry

Archival findings: historical role of UCL in research & teaching of Eugenics

1965	1967	1976	1978	1982
Penrose retires Harry Harris = Head of Department of Human Genetics and Biometry, Galton Professor and Galton Laboratory director	MOVE TO WOLFSON HOUSE: DEPARTMENT OF HUMAN GENETICS AND BIOMETRY, AND GALTON LABORATORY	Harry Harris resigns	Bette Robson becomes Galton Professor, Director of the Galton Laboratory, Head of Department of Human Genetics	Weldon Chair in Abeyance
C A B Smith = Weldon Professor of Biometry				
HH and CAB = joint editors of the Annals of Human Genetics				

Archival findings: historical role of UCL in research & teaching of Eugenics

1990	1994	2009
J S Jones becomes Head of Department of Genetics and Biometry.	Bette Robson retires	Nicholas Wood becomes Galton Professor of Genetics Galton Chair unfilled for 15 years (1994 - 2009)

The spread of Eugenics: UK and abroad

Eugenics Education Society (1907)

UK: Liverpool, Haslemere, Southampton, Glasgow (1910-1911); Cambridge, Belfast (1911-1912); Manchester, Birmingham; Brighton, Oxford (1913-1914)

NZ: Dunedin, Christchurch, Wellington.
Australia: Sydney (1912-1913), Victoria (1936 – 1961)

The Mental Deficiency Act, 1913

Global dissemination eg. Australia

- The Eugenics Society of Victoria (1936 – 1961)
 - Professor Wilfred Eade Agar, University of Melbourne, Biology Department -> founder, Eugenics Society of Victoria (29/10/ 36)
- Members:
 - Sir Walter Spencer **FRS** (1860 – 1929. Lancashire, England – > Australia 1886)
 - Richard Berry **FRSE** (1867-1962. Lancashire, England – > Australia 1905)
 - Wilfred Eade Agar **FRS** (1882-1951. Wimbledon, England –> Australia 1919)
 - Sir John Medley (1891-1962. Oxford, England – > Australia 1938)
- Eugenics Society of Victoria supported by Eugenics Education Society (books, funds)

Eugenics in the USA

- Binet's intelligence test (1905) - 'special needs' carried to US:
 - Lewis Terman (Stanford), Henry Goddard (Vineland Training School, New Jersey), Robert Yerkes (Harvard)
- Conclusion: *'test offered a fixed measure of innate intelligence [...] to detect the genetically inferior'*
- *'Their involvement in the eugenics movement predated the collection of [I.Q.] data [...] We can trace the force of that idea – and its utter divorce from any meaningful scientific data – in the successful efforts of the eugenicists to enact sterilisation laws'*
- First Sterilisation Laws adopted: Pennsylvania, 1905 & Indiana, 1907

What should
be the
approach of
the
Commission
to history?

1. In the Wake: acknowledge the 'afterlife' of eugenics (Christina Sharpe)
2. The Go-Between: accept the past as a foreign country where they do differently (J. P. Hartley)
3. A combination of both:
 - the past as past
 - the past as the wake