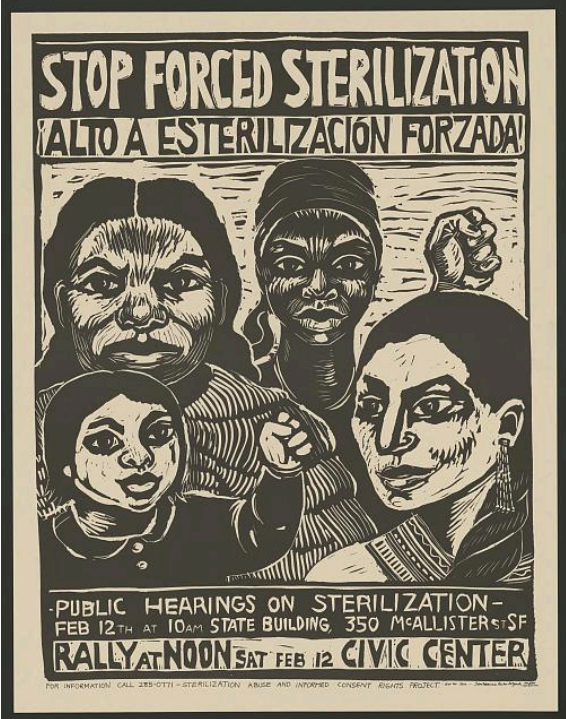


Inquiry and Primary Source-Based Lesson Plan

Lesson 1: The Dehumanizing Effects of Eugenics

Lesson Details	
Grade Level & Unit:	Grades 9-12 - Disability in the Progressive Era
Subject Area Focus:	History and Civics
Inquiry skill(s) Focus:	Analyze perspectives of people and historical contexts across historical eras. Examine the history of U.S. constitutional democracy honestly and with appreciation for its strengths.
Estimated Time to Complete:	140 minutes in three sessions. An extension could add 50 minutes. Further research and civic engagement could take much more time.



Rachael Romero. San Francisco Poster Brigade.
Library of Congress.

Lesson Summary:

The grades 9-12 Introduction to Disability History is a prerequisite for this lesson. Students examine terrible events in U.S. history—forced sterilization of people with disabilities under the laws of the eugenics movement—in part to examine how values change. Primary sources include challenges to eugenics from the 1930s as well as 21st century efforts to come to terms with its impacts. The material is emotionally difficult. It

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is essential to create a safe space for all, including students who might relate personally to the topic. Particular attention is required to ensure that discussion respects students of varied views. It is vital to clarify that universal norms of democracy today are clear that there is no valid justification for the program of eugenics and that its claims were in no way supported by valid science.

The grades 9-12 Disability Rights Civics Projects Lesson offers an opportunity for students to take action to educate the public and policy makers about the rights of people with disabilities to control their lives. The lesson on eugenics offers context for such a project.

A. Desired Results/Objectives:

Compelling Questions/Historical Question(s):

- How do the perspectives of Americans today shape interpretations of the early 20th century eugenics movement?
- How can we offer an account of U.S. constitutional democracy that is simultaneously honest about the wrongs and hopeful about the nation's ideals?

Supporting Questions:

- What is equality? How have Americans' definitions of equality changed over time? Who is included and who is not?
- Where did eugenics ideas come from? How well did the claims of eugenicists reflect genuine scientific research over time?
- Which groups wanted eugenics laws? What groups did they target? Who opposed eugenics?
- What were the impacts of the eugenics movement? What is being done to compensate its victims?

Standards - Skills summarized above. Standards cited in detail in unit overview.

- Content
 - What social and political values were in conflict during the U.S. Progressive Era (1890-1940)?

Universal Design for Learning:

How will you meet the needs of students with disabilities & remove barriers they might encounter?

[Also see Unit Plan grid.]

- **Engagement:** Eugenics is a difficult yet compelling topic. The lesson begins and ends with a hopeful outlook, rather than simply presenting eugenics as a past horror.
- **Representation:** Students analyze a variety of media: editorials, posters, reports, and charts. Students organize their analysis using popular tools from the National Archives and the Library of Congress.

- **Expression and Action:** Students do their best to analyze and report on a difficult topic grounded in democratic ideas of equality. An alternative assessment assignment allows students to prepare a report to the state.
- **Cultural Considerations:** Because eugenics is deeply disturbing, especially for students who recognize that they might have been its victims, consider how some students need additional notice and support. Some students may think about their own future families. The lesson begins by examining objections to eugenics at the time and its deep flaws. It closes by exploring how people today can address past injustices.

Lesson Vocabulary		
Disciplinary “Brick” Words	Transferrable “Mortar” Words	Other Disciplinary Words
<ul style="list-style-type: none"> ● Eugenics ● Historical perspectives ● Equality 	<ul style="list-style-type: none"> ● Perspectives ● Interpretations ● Evidence 	<ul style="list-style-type: none"> ● Progressives ● Plutocrats ● Override ● Obnoxious ● Genes / Genetic ● Heredity ● Defectiveness ● Segregation ● Sterilization ● Compensation ● Coerced ● Sacrifice ● Consent ● Imbeciles ● Degenerate ● Ku Klux Klan, KKK ● Nuremberg Trials ● Unsexed ● State “Colonies”

B. Assessment:

- Pre-Assessment:
 - Students discuss how the meaning of “equality” has changed over time.
- Formative Assessment(s):
 - Students examine and make notes on several primary sources, including using the National Archives primary source analysis tool.
 - Students mark up excerpts of the North Carolina Sterilization Victims Compensation Report.

- Summative Assessment:
 - Students write three or four paragraphs to answer questions about how perspectives change and why it matters. Students can include drawings and may have the option to present their thinking orally.

C. Learning Plan:

Lesson Introduction

- Ask: “How have Americans' definitions of equality changed over time? Who is included and who is not?” In pairs, students identify any time in U.S. History when the definition of “equality” changed. Why did it change? Share ideas with the whole class.

Learning Activities		
Time	What does the teacher do?	What does the student do?
	<p>Before this lesson:</p> <p>In the grades 9-12 introduction, the class set ground rules for discussing difficult topics and offensive language, and discussed the meaning of “equality”.</p> <p>If students wonder what language is appropriate, they should ask the teacher.</p> <p>Because the history of eugenics is disturbing, consider how some students might get additional notice and support.</p>	
5 minutes	<p>Post the questions:</p> <ol style="list-style-type: none"> 1. How do different factors influence the perspectives of people during different historical eras? 2. What social and political values were in conflict during the U.S. Progressive Era (1890-1940)? <p>Ask: How have Americans' definitions of equality changed over time? Who is included and who is not?</p>	<p>In pairs, students identify any time in U.S. History when the definition of “equality” changed. Why did it change?</p> <p>A few share ideas with the whole class.</p>
15 minutes	<p>Part A: What were objections to eugenics at the time?</p>	

Learning Activities		
Time	What does the teacher do?	What does the student do?
	<p>Analyze R.F. Paine editorial (see slides) using the National Archives analysis form (below), especially: Type - Date - Author - Audience - Why written? - What evidence points to why? - Two things about the U.S. at that time - Question for author.</p> <p>Discuss the questions about the editorial.</p> <p>Two points to consider:</p> <ul style="list-style-type: none"> ● You may wish to note that Paine mainly challenges who gets to decide. ● Does he really want to sterilize rich boys? <p>Analyze the quotation from the famous lawyer, Clarence Darrow’s essay: The Eugenics Cult (see slide).</p> <ul style="list-style-type: none"> ● What are Darrow’s objections to eugenics? 	<p>Examine “Where to Begin,” editorial by R.F. Paine (1915). Complete National Archives analysis form.</p> <p>Look for evidence to discuss:</p> <ul style="list-style-type: none"> ● Who does Paine want to protect? What political group do you think he represents? ● From this editorial, what do you think the eugenics movement was? ● What does Paine think of eugenics? <p>Analyze the quotation from Clarence Darrow (1926).</p> <ul style="list-style-type: none"> ● What does he think of eugenics?
15 minutes	<p>Part A (continued): What was eugenics? Guide examination the 1912 clipping from the New-York Daily Tribune, “Eugenists Would Improve Human Stock by Blotting Out Blood Taints.”</p> <p>Use the Observe-Reflect-Question protocol from the Library of Congress.</p> <p>Generate a list of questions.</p> <p>The clipping includes images and a paragraph.</p> <p>Explain vocabulary: “unsexed” - sterilization, and institutions, called “colonies” - residents cannot leave.</p>	<p>Examine the two clippings from, “Eugenists Would Improve Human Stock by Blotting Out Blood Taints.” Use the Observe - Reflect - Question - Investigate form.</p> <ul style="list-style-type: none"> ● What are Eugenists claiming about some Americans? ● Why are these four people labeled, “Menaces to Society”? ● Who do the eugenists want to take action? ● What actions do they want to see? ● Who decides who gets sent to camps and who gets sterilized? ● On what basis do they decide? <p>List your questions.</p>

Learning Activities

Time	What does the teacher do?	What does the student do?
30 minutes	<p>Part A (continued): What was eugenics?</p> <p>Present documentary examination of eugenics. (See lesson slides.)</p> <p>Note: Students should try to figure out the flaws in the graphic from “The Curse of Heredity,” but the teacher may have to explain it.) See the summary in the presenter notes in the slides.</p> <p>Expanded investigation could include the somewhat more detailed analysis of “Flaws in Eugenics Research” in the online exhibit of the Eugenics Archive.</p>	<p>Take notes.</p> <p>Note when questions are answered.</p> <p>Study the sources and questions as each comes up.</p> <ul style="list-style-type: none"> ● What was the context for the eugenics movement? ● What were the flaws in the “scientific” thinking of eugenicists? ● Why did powerful people support eugenics? ● What were some impacts of eugenics? On individuals? On the United States and the world? ● What does Justice Oliver Wendell Holmes Jr. see as his responsibility to Americans with disabilities? ● What effect did Nazism have on American attitudes about eugenics?
40 minutes	<p>Part B: Post these questions:</p> <ul style="list-style-type: none"> ● How have Americans’ views of eugenics changed? ● How do the perspectives of people in the present shape interpretations of the past? ● How should we judge historical events such as the eugenics movement? <p>Share the Compensation Report Analysis graphic organizer. (In student materials.)</p> <p>Excerpt from the final report to the governor of North Carolina on compensating sterilization victims. (2012). (Excerpt in student materials. There is a link to the whole report.)</p>	<p>Small groups of students each analyze one of four sections of the 2012 North Carolina Sterilization Victims Compensation Report.</p> <p>Mark up your section.</p> <p>Circle the most important three sentences.</p> <p>Complete the graphic organizer.</p> <p>Be ready to report to the other groups what your section is about.</p> <ul style="list-style-type: none"> ● What key points does this section make? ● What actions does it report on or call for?

Learning Activities		
Time	What does the teacher do?	What does the student do?
	<p>Each group should summarize their section of the report.</p> <p>Discuss as a whole class how the report makes use of historical evidence and narrative.</p> <ul style="list-style-type: none"> • What tools does the report use to measure and to judge the past? 	<ul style="list-style-type: none"> • Write a title on this section. <p>Groups share and discuss.</p> <p>Discuss how the report uses historical evidence and narrative.</p>
<p>50 minutes or more for research plus 20+ minutes for groups to present to the class.</p>	<p>Advocate for Compensation. Students research the history of sterilization in their state up to the present, and petition policy makers to compensate victims.</p> <p>Students examine the 1977 poster “Stop Forced Sterilization.”</p> <p>Summarize the 2005 article by Alexandra Minna Stern.</p> <p>The poster refers to a law originally targeting people with disabilities but used later to sterilize poor women of color.</p> <p>Virginia passed a compensation law in 2015. California passed a compensation law in 2021.</p>	<p>Interested students read the 2005 Stern article and present it to class.</p> <ul style="list-style-type: none"> • Were there forced sterilizations in your state or region? • What are links between ability, race, wealth, and gender? <p>Students may want to research and educate policy makers and the public about the importance of personal choice for all Americans.</p> <p>Especially if students live in a state that had involuntary sterilization of people with disabilities, they may wish to investigate the status of efforts to compensate victims.</p>

Summative Assessment:		
Time	What does the teacher do?	What does the student do?
<p>40 minutes</p>	<p>Part C: Students prepare answers to guiding questions.</p> <p>The second question (about the context of eugenics) assumes that students have studied the Progressive Era.</p>	<p>Students discuss the questions below.</p> <p>Write three or four paragraphs total as you answer the questions. Refer to primary sources from the lesson.</p> <ul style="list-style-type: none"> • How do the perspectives of Americans today shape how we

Summative Assessment:		
Time	What does the teacher do?	What does the student do?
	<p>Offer students the option to write an essay or to record a podcast. Encourage students to graph and illustrate reports.</p> <p>Alternate assignment: As you answer the questions above, imagine that you are going to explain to a commission in another state why North Carolina compensated victims of sterilization. Record your testimony (audio or video).</p>	<p>interpret the early 20th century eugenics movement?</p> <ul style="list-style-type: none"> ● How did the eugenics movement respond to changes of its time? ● How have the views of Americans changed toward people with disabilities since 1900? Why? ● Why should we care about a historical event 100 years ago?

D. Materials, Sources, & Equipment Used in the Lesson

(Unit Overview includes images of primary sources and full citations with URLs.)

Lesson Slides

1. [Slides for Grades 9-12 - Lesson 1 - The Dehumanizing Effects of Eugenics.](#)

What primary sources are used?

1. (1881). [American asylum for deaf and dumb, Hartford, Conn.](#) H.P. Arms Jr., Phila., Pa. [Print]. Library of Congress.
2. (c1893). [American Woman and Her Political Peers.](#) Briggs-Wall, H. [Print]. Library of Congress.
3. (1909). [The Fool Pied Piper. Lax Immigration Laws.](#) [Lithograph]. Library of Congress.
4. (c1910-1915). [Wm. Chas. Flynn.](#) Bain News Service. [Photograph.] Library of Congress.
5. (1911). [“The Curse of Heredity.”](#) Western Kansas World (WaKeeney, KS), October 28, 1911, Image 3, col. 1-3. Chronicling America, Library of Congress.
 - **Excerpts in student materials and slides.**
6. (1912). [“Eugenists Would Improve Human Stock by Blotting Out Blood Taints.”](#) New Daily York Tribune. Chronicling America, Library of Congress.
 - **Excerpts in student materials and slides.**
7. (1915). [“Alexander Graham Bell Will Talk on Eugenics.”](#) The Washington Times (Washington [D.C.]), February 4, 1915, (Home Edition.) Chronicling America, Library of Congress.
8. (1915). “Where to Begin.” The day book. [volume], October 08, 1915, Last Edition, Image 21. R.F. Paine. Chronicling America, Library of Congress. [Link to Paine letter.](#)
 - **Excerpts in student materials and slides.**

9. (c1922). [Group at White House, including William H. Taft and Oliver Wendell Holmes, Jr.](#) Washington, D.C. Harris & Ewing. [Photograph]. Library of Congress.
10. (1925). [“Cross burning, Ku Klux Klan.”](#) Harris and Ewing photographer. [Photograph]. Library of Congress.
11. (1926). [The Eugenics Cult](#). By Clarence Darrow. The American Mercury, Volume VIII, Number 30, June.
12. (1926). [Clarence Darrow](#) (standing) at Mcleod Hearings.
13. (1927). *Buck v. Bell*, 274 U.S. 200. Creator: Holmes, Oliver Wendell, Chief Justice, Supreme Court of the United States. [Buck v. Bell](#).
14. (1932). [Genes and Eugenics](#). New York Times.
15. (1938). [Human sterilization today](#). Human Betterment Foundation. Page 8. Pamphlet. Library of Congress.
16. (1945). Nuernberg [i.e., Nuremberg] trials in session. New York World-Telegram & Sun. [Photograph.] Library of Congress. [Link to Nuremberg photo](#). [Full-sized Nuremberg image in blog](#).
17. (1977). [Stop Forced Sterilization](#). Rachael Romero. San Francisco Poster Brigade. [Print]. Library of Congress.
18. (2012). [Governor’s Eugenics Compensation Task Force. An excerpt from the final report to the governor of North Carolina on compensating sterilization victims in 2012](#). Digital Public Library of America. Courtesy of North Carolina Department of Natural and Cultural Resources via North Carolina Digital Heritage Center.
 - **Excerpts in student materials.**
19. (2017). [“Were you forced or coerced into losing your ability to conceive a child? Could you be a sterilization victim?”](#) North Carolina Office of Justice for Sterilization Victims.
20. (n.d.). [Website of the N.C. Office of Justice for Sterilization Victims](#). North Carolina Department of Administration, Office of Justice for Sterilization Victims.

What secondary sources are used by students?

1. [Flaws in Eugenics Research](#). Garland Allen. (n.d.). Eugenics Archive.
2. [Unwanted Sterilization and Eugenics Programs in the United States](#). Lisa Ko. Independent Lens, PBS. (January 29, 2016).
3. [Sterilized in the Name of Public Health: Race, Immigration, and Reproductive Control in Modern California](#). Alexandra Minna Stern. (2005).

Other Teaching Materials

1. (n.d.). [Primary Source Analysis Tool from the Library of Congress](#): Observe - Reflect - Question.
2. (n.d.). [National Archives and Records Administration, Document Analysis Worksheets](#).

Student Materials

On following pages.

“Where to Begin.”

The day book. [volume], October 08, 1915, LAST EDITION, Image 21. R.F. Paine.

[Link to Paine letter.](#)

Excerpt.

WHERE TO BEGIN.—The millions of Mrs. Harriman, relict of the great railroad “promoter,” assisted by other millions of Rockefeller and Carnegie, are to be devoted to sterilization of several hundred thousands of American “defectives” annually, as a matter of eugenics.

It is true that we don't yet know all that the millions of our plutocracy can do to the common folks. We see that our moneyed plutocrats can own the governments of whole states, override constitutions, maintain private armies to shoot down men, women and children, and railroad innocent men to life imprisonment for murder, or lesser crimes. And if we submit to such things, we ought not to be surprised if they undertake to sterilize all those who are obnoxious to them.

Of course, the proposition depends much on who are to be declared “defective.”

A boy is born to millions. He either doesn't work, isn't useful, doesn't contribute to human happiness, is altogether a parasite, or else he works to add to his millions, with the brutal, insane greed for more and more that caused the accumulation of the inherited millions. Why isn't such the most dangerous “defective” of all? Why isn't the prevention of more such progeny the first duty of eugenics? Such “defectives” directly attack the rights, liberties, happiness, lives of millions.

Talk about inheriting criminal tendencies! If there a ranker case of such than the inheritance of Standard Oil criminality as evidenced in the slaughter of mothers and their babes at Ludlow?

Sterilization of hundreds of thousands of the masses, by the Harrimans and Rockefellers? Let's first try out the “defectives” of the sons of Harriman and Rockefeller!

“Eugenists Would Improve Human Stock by Blotting Out Blood Taints.”

(1912). New Daily York Tribune. Chronicling America, Library of Congress. [Link to Eugenists article.](#)

Excerpt.

NEW-YORK DAILY TRIBUNE, SUNDAY, FEBRUARY 18, 1912.

Eugenists Would Improve Human Stock by Blotting Out Blood Taints

MENACLES TO SOCIETY

CLASSIFIED AS A HIGH GRADE IMBECILE, THIS GIRL, EIGHTEEN YEARS OLD, POSSESSES THE BRAIN OF A CHILD OF SEVEN.

ALTHOUGH NINETEEN YEARS OLD THIS GIRL IS ONLY SEVEN YEARS OLD MENTALLY

PHYSICALLY A WOMAN BETWEEN 25 AND 30 YEARS MENTALLY SHE IS ONLY SIX. SHE HAS A FEMALE TOWARD SISTER

THIS MAN, THIRTY-SEVEN YEARS OLD, HAS ONLY THE MENTALITY OF A CHILD OF EIGHT AND ONE-HALF YEARS.

Scientists Are Studying How to Cut Down the Awful Cost to Mankind of Bad Heredity, Which Often Swells from a Tiny Pool to a Black Ocean of Mental Defectiveness.

Startling Examples Are Many—A Single Instance, Here Recorded, Reveals the Extension of a Crop of Wild Oats Into a Morass of Hundreds of Wretched Lives.

WHEN THE DRAG IS REMOVED.

The eugenicist believes that the human stock can be developed into families of this character when the drag of the unfit has been removed; when the biologist has traced more fully the effect of combinations of physical and psychic characteristics, and when society has been educated to the point of raising the requirements for marriage. For the elimination of the incubus of defective stock segregation and sterilization have been suggested. Connecticut, Indiana and New Jersey have sterilization laws. For the mating of the fit it has been proposed that persons be compelled to submit to examination before they marry, and marriages of those who are found unfit prohibited. In one of the Pacific colonies of Great Britain it is reported that this suggestion is made more practicable by simply requiring the examination, leaving it to the consciences of the parties to decide whether they shall act upon the results or not. The eugenicist also believes that many of the fit who are not now permitted to marry should be allowed to do so. Such include clergymen and, in England, nurses.

The Curse of Heredity

(1911). [Link to The Curse of Heredity](#). Western Kansas World (WaKeeney, KS), October 28, 1911, Image 3, col. 1-3. Chronicling America, Library of Congress.

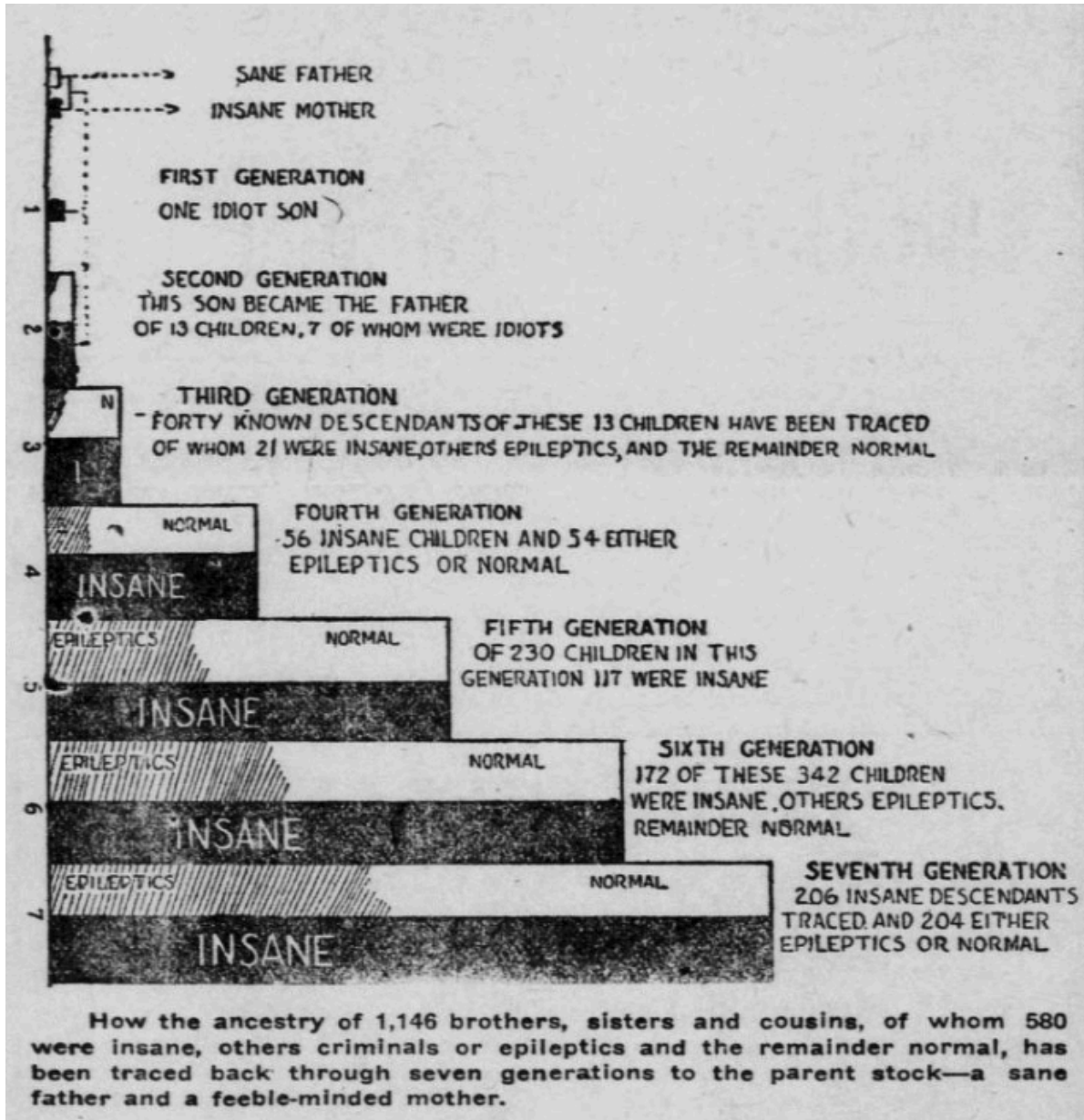
This article provides the so-called science used by eugenicists. They drew conclusions based on their preconceptions. The article claims, “More than two-thirds of the descendants of the original founder of the family, a criminal who came to America in... the seventeenth century, were criminals, feeble-minded persons or degenerates.” Yet far more factors than one man’s genes set the character of seven generations of thousands of people.

Excerpts.

“All that we have yet done has been to house the feeble-minded,” said Prof. Johnstone the other day. “Now we are finding that they are increasing with such rapidity that this plan is impossible. We have got to go a step further. Special classes must be organized in every school for all children who are behind in their work. These children must be examined carefully by physicians. We are standardizing tests for feeble-mindedness, and so accurate are these tests that every feeble-minded child can be detected with absolute certainty. If morally suitable these backward children can be kept in school and live at their homes until the age of puberty. If they are not morally suitable they should be sent to training schools for the feeble-minded. There they should be unsexed and taught some useful occupation. Thirty to fifty per cent. can be made entirely self-supporting after ten

years’ training. When they grow up they can be placed in homes and farms for feeble-minded adults. The men can work in shops and on the farms. The women can sew and work in the orchards. Many of them can be permitted to return to their own homes. The greatest danger today is that feeble-minded persons when they are allowed to return to their homes bring more feeble-minded people into the world. But unsexing them will remove this danger and within a few decades the community will have to deal only with the occasional feeble-minded child who is born to normal parents.

We are not ready to adopt the old Spartan custom of putting to death the feeble-minded and the physically unfit, although there are some persons who believe this should be done. We cannot continue to house them. The expense is already greater than the state can bear. We must put an end to the breeding of feeble-minded children as far as possible and train those we have and those that are bound to come to be self-supporting.



2012 North Carolina Report on Compensation of Sterilization Victims - Excerpts A-D

- [Excerpt from the final report to the governor of North Carolina on compensating sterilization victims in 2012.](#)
- [Website of the N.C. Office of Justice for Sterilization Victims.](#)

2012 North Carolina Sterilization Victims Compensation Report Notes

What are the key points of this section?	What actions does this section call for?	What title would you give this section?

2012 North Carolina Report on Compensation of Sterilization Victims - Excerpt A

Forty-nine people were sterilized under the 1929 law prior to the N.C. Supreme Court ruling it unconstitutional in 1933. The state legislature immediately re-drafted North Carolina’s eugenics laws to correct the 1929 law’s lack of notice of hearing and lack of a right to appeal for those ordered to be sterilized...

**Chart A: Distribution of N.C. Eugenics Board program
Victims by Date of Sterilization and Age**
Data Provided by Don Akin, Statistician - State Center on Health Statistics

Date of Sterilization	10-19	20-29	30-39	40-49	50-59	Unk.	Total
Jan 1929 to Jun 1935	87	87	42	4	2	1	223
Jul 1935 to Jun 1940	380	205	112	11	1	0	709
Jul 1940 to Jun 1950	727	593	249	36	0	1	1,606
Jul 1950 to Jun 1960	936	1,201	745	93	8	0	2,983
Jul 1960 to Dec 1968	686	717	260	23	1	0	1,687
Jan 1969 to Dec 1974	174	118	26	2	0	0	320
Total	2,990	2,921	1,434	169	12	2	7,528

...Females accounted for eighty-five (85) percent of sterilization victims in North Carolina. Non-whites, composed of predominantly Blacks and some Native Americans, accounted for forty (40) percent of sterilizations.

2012 North Carolina Report on Compensation of Sterilization Victims - Excerpt B

The N.C. Eugenics Board program was abolished by the state legislature in 1977 and the powers of the Board were transferred to the state courts. Involuntary eugenics laws in North Carolina were finally repealed in 2003. North Carolina's Eugenics Board program approved the majority of its sterilizations after World War II resulting in North Carolina having more surviving victims than other states. Most states abolished their eugenics programs or laws after World War II. The presence of the Human Betterment League, a Winston-Salem based eugenics nonprofit, boosted public, legislative and financial support for eugenics in North Carolina. This nonprofit closed in the mid-1980s.

In 2002, the Winston-Salem Journal published a five-part series about North Carolina's sterilization and eugenics history. Following the series, Governor Mike Easley issued an apology to victims on behalf of the state and created a Gubernatorial Commission to examine the history and propose recommendations...

Nearly 7,600 sterilization procedures were performed with approval from the North Carolina Eugenics Board program before the program ended. The State Center for Health Statistics estimated in October 2010 that 2,944 victims of North Carolina's Eugenics Board program could still be alive...

2012 North Carolina Report on Compensation of Sterilization Victims - Excerpt C

Based on majority approval, the Task Force recommends a package of compensation described as follows that provides a lump-sum financial payment and mental health services to living victims. The package also provides for the expansion of the N.C. Justice for Sterilization Victims Foundation and public education to serve as a deterrent against any future abuse of power by the government of North Carolina...

The Task Force recommends a lump sum payment of \$50,000 to the estimated 1,500 to 2,000 living victims of the N.C. Eugenics Board program...

Sterilization victims have told the Task Force that they have suffered a lifetime of psychological disorders from the forced sterilizations they endured as children or young adults. The Task Force proposes that the state appropriate money to pay for the mental-health services of these victims. These services could include counseling, victim support groups and other out-patient mental health services...

2012 North Carolina Report on Compensation of Sterilization Victims - Excerpt D

With its state mandated Eugenics Board program, North Carolina violated the most basic rights of its citizens through an abuse of science and social policy. Today, the state must do everything it can to make sure that it never repeats those abuses. A strong public education program will serve as a deterrent. The Task Force recommends that the eugenics exhibit be updated as a traveling exhibit and that a permanent exhibit memorializing all victims of the Eugenics Board program be created. The N.C. Justice for Sterilization Victims Foundation will determine the logistics and location of the permanent exhibit. The N.C. Justice for Sterilization Victims Foundation should work with the Community

College system to display the traveling exhibit at campuses throughout the statewide system. Finally, the Task Force recommends that the N.C. Justice for Sterilization Victims Foundation develop an ongoing oral history project to document the stories of victims whose history has yet to be told. The Foundation should reach out to oral history, journalism and film programs at universities and foundations across the state for help with the project. The Task Force adds that the Eugenics Exhibit is separate from the extensive outreach program that the Foundation will also operate....