

# THE HISTORY WE WERE NOT TAUGHT: WASHINGTON STATE HISTORY THROUGH A RACIAL EQUITY LENS

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**Survey** - 57 Responses; 206 surveys sent out to all who registered

## 1. You registered for this forum. Did you attend?

Yes	44	77%
No	13	23%

## 2. Did you find the information provided in the forum helpful? Did you learn information you did not know?

Yes	43	98%
No	1	2%

If no, please explain.

- I know almost all of this stuff. For someone never exposed it would be helpful but it is too tightly packed with information. Better to take a topic or two and explore more slowly rather than lots of information thrown at an audience

## 3. Did you have an emotional reaction to the information you heard?

Yes	31	54%
No	13	23%
No Response	13	23%

If yes, please explain

- The statistics are very stark, and I realized how angry I would be if I were on the receiving end of this treatment.
- Frustration at the unfairness toward other groups.
- Sometimes I am just horrified at our racist history
- Impossible not to react to our extended history of bigotry and violence
- It is always sad to hear this info and unfortunately our world is still not a great place.
- I had not heard some of these facts.

## 4. Did you experience technical problems during the forum?

Yes	1	2%
No	39	98%

If yes, please explain.

- My video worked fine until the breakout room but during breakout and throughout the remainder of the forum, I was not allowed to turn my video on.
- My video was stopped and could not be restarted for the breakout room which was frustrating.
- I only had one person in my break out session and she was unable to activate her video. I was fine myself.
- Link was tricky. Suggest links without 0 in them can be confused between letter and number

**5. Based on what you heard at the forum, what policies and/or practices would you like to impact for racial equity.**

Fill in blank 37 responded; 20 skipped

- Education – 15
  - I don't know. Correcting the curriculum in schools is a start, but we are beyond that.
  - Access to affordable health care and early childhood education. Continued reform of our local law enforcement at the county level
  - School curriculum needs to reflect the omissions. Mandatory teacher education to reflect the history of BIPOC persons and communities.
  - Youth need to learn a fuller, more robust, complete education.
  - School behavior systems.
  - Certainly better history curricula at all levels. Ensuring that efforts to enact equitable public policies provide these historical contexts
  - Education of fellow white people
  - It's going to take quite a while, I believe for people To except racism, next i,m going to participate in a 13 week Class on how to talk about racism.
  - Expand dissemination of this information to primary and secondary education
  - Revision of textbooks to reflect a more accurate portrayal of history.
  - Policies that focus on closing the achievement gaps and polices on racial equity in schools
  - Renaming areas and education
  - I would like to see Civics/ Government and PNW history taught in a more historically correct way. Kids need to roll play how bills get passed in the state legislature.
  - Continue to educate people in our communities.
  - I think the most important thing right now is education. And you are doing just that.
- Address Inequity - 8
  - More than anything, the wealth gap needs o be addressed, which should include reparations.
  - End felony disenfranchisement & reinstate voting rights for currently incarcerated people. Housing justice and reparations (perhaps in the form of university tuition, tax breaks, preferential loans, and similar) to address the impact of racism on current distribution of wealth.
  - Federal policies on housing, reparations for direct link generational land/business/inheritance wrongs, public safety justice reforms & environmental mediation
  - Watch more closely for lack of equity in local govt. policy decisions, especially regarding education access and land use areas
  - Voting equity.
  - Reparations for Black people.
  - Impact of the juvenile justice system on Black youth.
  - Policies that focus on closing the achievement gaps and polices on racial equity in schools
- Housing – 4
  - Housing
  - Housing and education
  - Opportunities for equitable housing and higher education
  - I am working hard on Affordable Housing access for our BIPOC community here in Encinitas, CA with Encinitas 4 Equality racial justice organization
- Equal treatment/respect - 2
  - Treat people equally. Stand up to people in power who use that power to suppress others.
  - Golden rule. It is that simple. Treat others as equals and dispense with generalities and biases.

- Other/Misc - 9
  - Much more citizen- and local organization-led work to attack directly both today's surge of racist violence and the underlying structural racism built into so much of our socio-economic ecology.
  - Many but one is the improvement of the minimum wage which has racist history and ongoing impact.
  - Still considering this
  - Be more attentive to issues.
  - No change
  - Police oversight, including culture shift. More lectures and courses taught about the issues. New text books like "These Truths " by Jill Lepore and "The half has never been told" by Edward E Baptist.
  - That's a big question for a little survey... in breakout groups we talked about needing policies to correct past mistakes, such as teaching history in schools that includes the many perspectives of the many races, ethnicities, ages, immigration status, gender, class, etc. of people involved. Also policies to help people heal from traumas, and form their own healthy identities, such as art, music, cultural exploration.
  - Review of state and local legislation.
  - Many

**6. Based on your answer to question 5, what action step(s) should be taken to make the changes needed for this policy or practice to be equitable?**

Fill in blank 33 responses; 24 non responses

- I have to confess that I have not read it yet, but this book (From Here to Equality by William Darity) is on my list. I am hoping that it charts a path forward on this issue.
- Reinstate voting rights for all (following policies in Maine). Voter education to ensure that people with felony convictions know when rights are restored. Support legislation - such as the bill introduced by State Rep. Christopher Rabb, D-Philadelphia - that mandates state money be appropriated to historically Black neighborhoods and institutions most impacted by systemic racism. Perhaps this could be extended to other groups who suffered loss of homes or lack of access to home ownership due to racism, e.g. Native and Japanese- I haven't yet seen proposals for this.
- Federal truth-telling commission, national public education PSA's, changes in policy to mitigate historic harms & actions correcting discriminatory policies nationwide
- Our county is forming a Racial Equity Commission and I will support adequate funding of this group so it can effect policy changes and more education on the issues.
- Focused loan programs by banks & lending groups
- Create or at least Support educational projects that will increase awareness in the local community of inequities. Include support for minority groups and individuals to get more involved themselves.
- Police reform. Legislator reform
- Continue support for Washington's election system and reject voter suppression activity.
- Equal opportunity for loans and scholarships

- History should be taught through another lens. Her saying that "until the lions have their own storytellers, the history of the hunt will always glorify the hunter" rang very true. True, lasting change must be internal. The heart has to change. People can go thru the motions of acceptance, and still stone wall others. It is when the heart, the motivations change, that true change comes about.
- Do not know for sure
- Much more grass-roots work at the community level to engage the broadest range possible of citizens.
- Congressional action.
- info should be more widely known
- Implement restorative justice practices in all schools.
- Legislation on Congress must be supported and encouraged/
- Confront inequities and discrimination.
- Rotary Clubs can work with Community Passageways to support their work. I am working with other Rotary Clubs and my Rotary Club to do this.
- This would take the gathering of hundreds of stakeholders across the state to implement new teaching standards.
- Keep doing what I am doing
- Generally what I said in #5 making sure the question of origins and power dynamics that brought us to now are examined and used explicitly in making changes— we can rename schools but also need to keep the reason this needs to be done in the ongoing conversation
- Speak from the voices of BIPOC
- As we begin to talk to each other honestly, changes will happen
- Produce a variety of engaging age appropriate materials that could be presented at school or away from school (as a way around potential backlash from status quo advocates).
- Bring school boards together to work on a statewide policy
- Change curriculum
- Stated in 5.
- I think some policies are in place, but schools and communities don't have all the resources they need to fully implement policies. Ask youth what they need to feel at peace in this world to feel a sense of belonging and connection....
- Continue to push elected officials to examine and eliminate policies that cause racial inequities.
- State school system review of curriculum. It has not been taught correctly. Middle school and high school particularly. Make interactive. This is urgent!
- I am not sure
- Much
- Our city just created Encinitas Equity Commission and our City Housing Element for 2021 through 2029 is requiring increased percentage of any developments in Encinitas for Affordable Housing with community outreach to BIPOC community during application process to live in Affordable Housing units

## 7. What would you suggest that the group who presented this forum offer as a follow-up?

Fill in blank 32 responses; 25 skipped

- Workshop/Additional Presentations – 10
  - A workshop teaching people how to research the history of their homes in order to expose - and rectify - any racist content. It would be great to create hyperlocal infographics using some kind of data mapping tool. A "class project"
  - More time is needed to present the material. Further action steps should include looking at how this information can be developed into curriculum for teachers.
  - Present the same program to schools and community organizations
  - The excellent information presented here moved more quickly than it should have to really engage in it. I would use this presenter again and perhaps have two break out sessions and just move more slowly. It could also end with a panel of respondents.
  - The session was stated to be a 'fire hose' and it was. I suggest editing before future sessions. And offering time to digest each slide as it is presented.
  - More programs! In high schools!
  - A second forum
  - A webinar on what is being done now, steps, to change and update our WA state curriculum to include Civics/Government and corrected history.
  - Continue to educate
  - Another forum on racism
- Power Point - 4
  - I would like to see a ppt of the factual material presented by Mary, and notes from the presentations and discussion that followed. It all went so fast I couldn't keep up with my own notes.
  - Send out the power point slides for a longer chance to review
  - There was a ton of information and it was impossible to do anything with it. The resources do not allow one to easily access the information provided. It would be very helpful to have the PowerPoint slides. Otherwise, all one is left with his the knowledge that there is a lot of history we were not taught, the emotional reaction to hearing some of that history, and a few tidbits that one can remember.
  - Video of presentation and access to informational slides. Too much information to absorb and remember. This inhibits our ability to effectively share wisdom afterwards.
- Other - 18
  - So much info crammed into so little time. Perhaps next speaker could go a bit slower and have handouts.
  - A shortened 20 minute version aimed @ grades 6-12 and one for general adult public presentations with guided breakout & group activities
  - Unknown. The format was difficult due to large amount of information disseminated in a short period of time.
  - Would like to see more historical detail. There was a lot to cover so it went pretty fast. Would like to see the personal impact of redlining, for example, through the experience of the affected.

- Need to move from this historic look to a description of the real-life dynamics playing out every day now.
- A deeper dive into the indigenous history of Washington state.
- Give us actions on which we can work together to accomplish.
- A history of the native communities.
- Zoning, agriculture, policing, immigration, lending, voting, tax, military, etc policies and how they have reenforced racial inequities.
- For more learning perhaps develop a resource list that expands on the findings presented
- Encourage participants to keep on the path of justice
- One option is the 13 week class based on the book learning to talk about race
- See my notes above.
- Wide dissemination of materials described in #6.
- How to celebrate and participate with community
- Presentations by Jill Lepore, Edward E Baptist, and Isabel Wilkerson.
- Identify a few areas that we can all help with, build support for.
- Call our attention to legislation that needs support or that needs to be stopped.

## 8. What could have been done to improve the forum?

Fill in blank 33 responses; 24 skipped

- No recommendations - 6
  - Great as is
  - Nothing. It was great!
  - It was great.
  - Nothing
  - Nothing, it was great!
  - You did a great job
- More time/more slowly - 11
  - Either do in two sessions or cut down material ... it was so intensely fascinating and rapid-fire that even taking notes without missing the photos & graphics was a challenge
  - More time to absorb the content... or schedule it over two sessions
  - More time for the presentation
  - More time for presentation of material and a bit more time in breakout session with facilitation.
  - More time for details
  - Probably have a little less material, so it could be presented more slowly.
  - Made it longer. A lot of information to digest.
  - Breakout groups too small and short: ours started with 4; one left after extended bigoted commentary by one participant. Not enough time in breakout to get anything done.
  - I know time was limited, but there was so much information presented, it was a bit hard to keep up. Maybe offer 2 segments in the future?
  - Break it into smaller segments, including others in a commentary Q and A.
- Make slides/video available – 4

- She spoke so quickly I could not get all the info. Slides were packed with info and not easy to read. As I recall she was not willing to share them either. What about handouts or a more audience friendly speaker?
- Just have the slides, as mentioned in the previous answer.
- See #7 Move more slowly through the slides, have two breakouts and have a panel response that could be orientated around action.
- See #7 above.
- Other - 12
  - Less technical information, more 'story telling'
  - My breakout room was missing two of the four participants assigned to it, making for very limited exchange of thoughts.
  - Highlight most important information and reevaluate the importance of the breakout sessions.
  - It was an excellent forum. Not sure that the breakout sessions were so productive. Maybe the time could have been spent continuing with the lecture, but it did provide the speaker some connection with the audience that a live forum would have afforded.
  - Include the state's ugly history of anti-Chinese laws and actions
  - It could have been twice as long and still could not have touched on all the relevant topics.
  - I would have liked to see more from the 19th Century: inclusion of the anti Chinese riots in Tacoma and Seattle in 1895, the attacks on the Native People's (essentially genocide) especially during the 1840s, and the exploitation of Mexicans (who had lost their lands in 1849 to the South and East of Washington) between the 1840s and 1880s (they transported supplies by mule pre-railroad and we're the expelled like the Chinese)
  - The text-heavy PowerPoint was hard to absorb though I recognize the difficulty with this zoom medium. When an in- person event becomes possible I think the approach used by Walidah Imarisha offers some good ideas. In her presentation “why aren’t there more black people in Oregon— a hidden history”. She put the facts on separate sheets around a wall and the audience visited the “gallery” or could stay and watch a timed slide show of the pictures. This program is on YouTube. I do recognize the limits of online engagement
  - See my notes above. I probably would not quote a white guy - David Bley at the end of the presentation. I also think having people of color help present would be good. I think the info on Native American peoples needs to be run by the tribes. They do not like to think they "came" 13,000 years ago - that is the White mans perspective. Tribes say they have always been here.
  - I'd prefer to get information and questions in writing, and/or in a video, ahead of time, have time to think about questions. Then a shorter lecture and longer breakout groups, and more time to develop next steps together.
  - I felt Mary was rushed in trying to present so much information. But I really appreciated the follow up sharing of her resources. I hope to encourage two different organizations to enlist her and her presentation. The information is much needed.

- May consider decreasing amount of information shared to avoid overwhelming audience. I would consider compartmentalizing indigenous peoples history from Black enslaved history simply because each storyline is overwhelming in itself.

## 9. Is there anything else you would like us to know?

Fill in blank 31 responded; 26 skipped

- No - 8 responses
- Thank you - 6
  - As someone from Bellingham who always wondered why I never met a black person until we moved to Seattle (when I was 13 years old) - the city level information was simultaneously enlightening, disheartening, and compelling. A strong call to accountability and action. Thank you
  - Thank you!
  - Thank you for putting it on!
  - Thank you for doing this.
  - Thanks. This is really important background that we all need.
  - Thank you for holding this! I look forward to follow up actions.
- Do more – 7
  - This needs to be broadcast widely ... too few adults have any significant understanding of how our government, laws and societal norms were formed or why or on what premises. I think if most people knew they'd want to make equitable changes to assure that no group of demographic is disenfranchised or discriminated against through systemic mechanisms. We all do better when we all do better!
  - Overall it was excellent - great information that needs to be more widely shared.
  - Good start-- need much more of these presentations.
  - Good work; keep going
  - Very important information that needs to be made available to more local audiences
  - Find ways to make this presentation to more people. Then advocate ways that we can advocate for policies to make positive changes.
  - Need LONG TERM strategy to focus on nexus of RACE, ECONOMICS and POWER together. Flash-in-the-pan efforts may feel good but unlikely to create change.
- Other - 10
  - I'm really sorry I missed it. I would love to stream it, or attend another. My apologies.
  - Useful info; I learned things I did not know. I'm in Tacoma and she only touched on the racist history here. So many presentations tend to be Seattle focused. Maybe this was mainly for King Co?? I do not remember as have been to multiple other webinars since 2-17-21
  - It was exceptionally good information and the presenter also was top rate!
  - Looked interesting but I do very little on line ... I am a human to human person

- I appreciate Mary's information. She has done a lot of work. Thanks for asking!
- Most of the items presented were not news to me. Even though it was not taught in school, after my 74 years, I've met up with most of the general history. The details, however, were helpful.
- It was excellent.
- Just finished reading Colin Woodard's two books: American Nations and American Character. They should be required reading for HS teachers and Civics / Govt students.
- I'm interested in listening to a recording of the event, if possible.
- Mary Fertakis is brilliant and has so much critical knowledge to share. I don't want community understanding of her great work to be diluted because folks become paralyzed by obtaining too much information at one time....and not have ample space to absorb and process it. If we are unable to absorb and process we are inhibited at distributing the information effectively. A deep bow to all organizations' leadership for sponsoring this event and to Mary Fertakis for her priceless contribution to our education. With gratitude