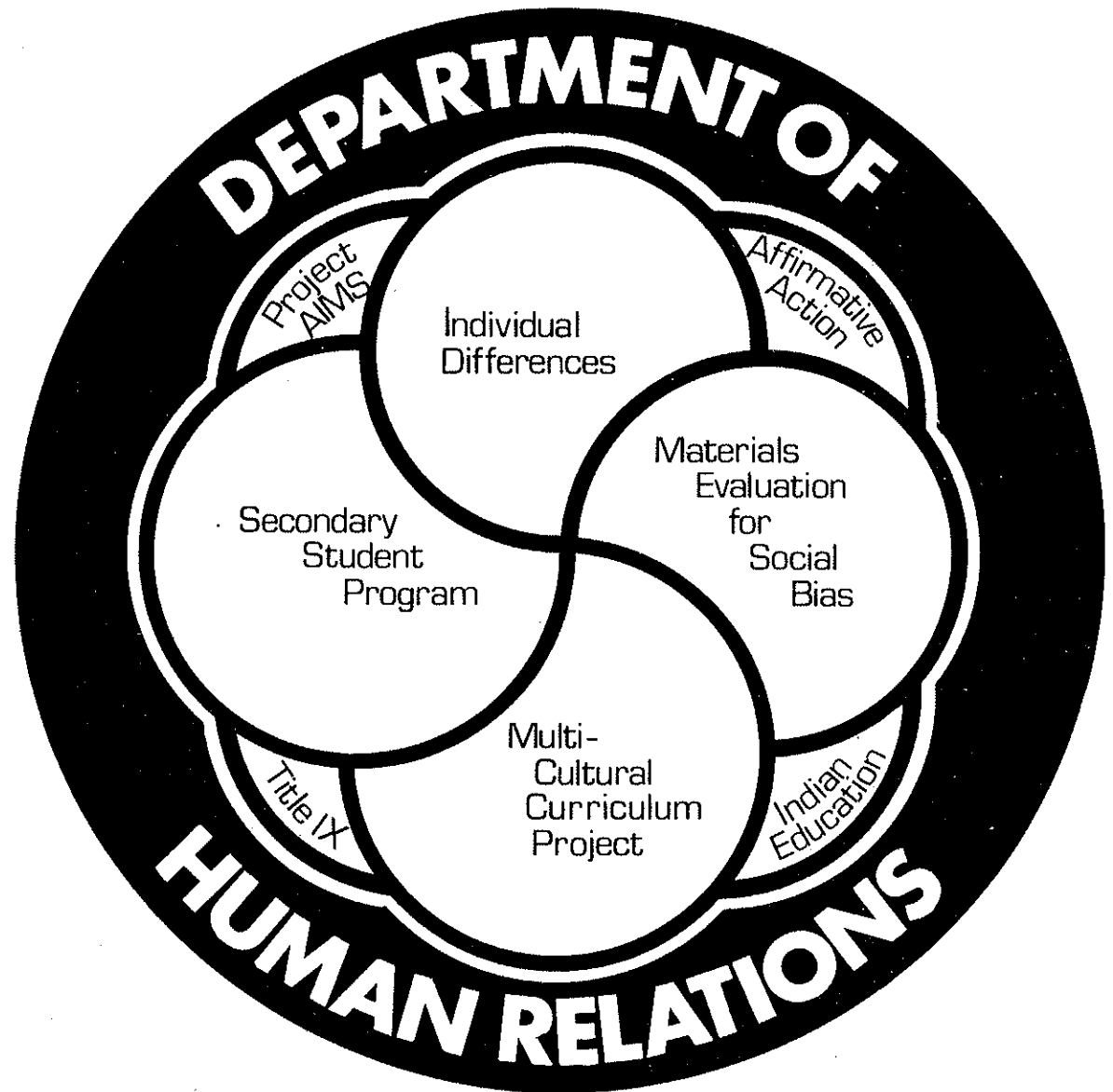


Madison Metropolitan School District



**A Decade of Development
1969-1979**

ACKNOWLEDGEMENTS

We wish to acknowledge the fine work of many of the citizens and educators of Madison for their high level of interest and support for human relations within the Madison Metropolitan School District. Many volunteer hours have been given to the district to promote human relations, human dignity and respect for all people.

In particular, we would like to acknowledge the deep concern and hard work of several groups of people: the Superintendent's Human Relations Advisory Council, project consultants and resource people, Human Relations Advisors, AIMS Steering Committee, Madison Indian Parent Committee, Individual Differences Cadre, Minority Services Coordinators, and teacher participants in the Multicultural Curriculum Development and Secondary School Human Relations Curriculum Projects.

We wish to say a sincere thank you to the department secretaries, Susan Glade and Barbara Page, to Roland Terracina and his staff in the MMSD print shop, and to Debbie Ready, Graphic Artist, and Lois Stewart, Composer.

Finally, we wish to thank all people in the community who are presently involved in human relations activity. This booklet is a reflection of your work.

TABLE OF CONTENTS

THOUGHTS FROM THE SUPERINTENDENT	iii
FOREWORD.....	iv
HISTORY	
History Of The Department Of Human Relations	2
PROGRAMS	
Affirmative Action	8
Evaluation Of Instructional Materials	9
Multicultural Social Studies Curriculum Development	10
Secondary School Human Relations Program	12
Title IX	13
Title IV (Indian Education) Program.....	14
Project Aims	15
Human Relations Negotiated Inservice Workshops	17
SPECIAL PROJECTS	
Human Relations Awards Luncheon	19
Central Office Relations Committee	20
Year End Activities	21
AFTERWORD	

STAFF

John Y. Odom, Ph.D., Director

Marlene A. Cummings, R.N., Coordinator

Ruth A. Gudinas, Ph.D., Coordinator

Eddie C. Smith, Ph.D., Coordinator

Susan J. Glade, Secretary

Barbara E. Page, Clerk Typist

Mary A. Boyd, B.A., Administrative Assistant, Project AIMS

Donald K. Brault, M.S., Coordinator, Title IX

Ellen M. Larsen, B.A., Home-School Coordinator, Indian Education Project

Carl A. Weise, B.S., Project Manager, Indian Education Program

DEPARTMENT OF HUMAN RELATIONS A DECADE OF DEVELOPMENT

Dr. John Y. Odom, Director

Madison (Wisconsin) Metropolitan School District
Dr. Douglas S. Ritchie, Superintendent

June, 1979

THOUGHTS FROM THE SUPERINTENDENT

The impetus for forming the Human Relations Department in the Madison Metropolitan School District came from a group of citizens and some school staff members. The issues of the late 1960's were complex and involved all people of all ages. The Madison community was diverse in its beliefs, its tolerance levels, and in its treatment of people. The Human Relations Department was created in order to encourage School District employees, students, and citizens to recognize the dignity and worth of every human being. The department goals included interpersonal and intergroup training, conflict resolution, individual differences programs, and now includes additional goals such as Affirmative Action and AIMS.

Concurrent with the development of the Human Relations Department, a citizen's advisory committee was formed and is now in its tenth year. This committee has been a critical and important arm of the Department. The committee serves as a community sounding board and has involved itself in issue resolution, planning, and in development of programs.

The Human Relations Department continues to be an important part of the instructional program. The diversity of the school enrollment and of the citizenry continues and the emphasis of the programs in the department must be continued. The enrollment of minority students continues to increase in a period of incessant overall enrollment decline. This is one of the reasons for continual emphasis to take advantage of the great opportunities that exist because of greater diversity.

I regard the Human Relations programs as an integral part of the instructional program and as an important component of the overall excellence of the Madison Metropolitan School District.



Superintendent

FOREWORD

This booklet represents a minor accounting of ourselves since our beginning in 1969. By design, there are not enough pages to tell you of either the ecstasy or the agony. We do have space to have, as Leo Buscaglia puts it, "a gentle sharing."

This business is about struggle -- struggling to survive as a field and struggling to exist as a profession in the midst of eras of unsure concern, then eras of apathy, then eras of animosity towards the idea of human relations.

Far from being a "get rich quick" field, it is best to turn to other fields if one plans to get rich at all. Human Relations is a profession and a pursuit in which its promoters must seek intangible rewards in small ways.

One of our rewards is the ability to occasionally brag about our accomplishments under the Human Relations precepts of "openness, honesty, and trust." Therefore, we share this booklet with you to accomplish three purposes:

- (1) to tell you about our goals and our programs which are designed to accomplish those goals;
- (2) to stimulate some sharing between us, if you have related efforts going; and
- (3) to stimulate some activity, if you have given up on human relations or if you have never started any human relations activities.

We are now working cooperatively with a large and growing number of educators within the Madison Metropolitan School District in order to take the lessons of human relations to more children in our district. This work gives us pause and cause to say to you the messages of human respect and human dignity are teachable and learnable. Therefore we as educators are obliged to strive for excellence in academia and in human relationships in our own lives and in the lives of our students. We are also obliged, much like the Ancient Mariner, to tell others that the struggle for human respect and human dignity is a never-ending process.



Yours for = opportunity,

John Y. Odom
John Y. Odom

HISTORY

HISTORY OF THE DEPARTMENT OF HUMAN RELATIONS

Initiation and Expansion

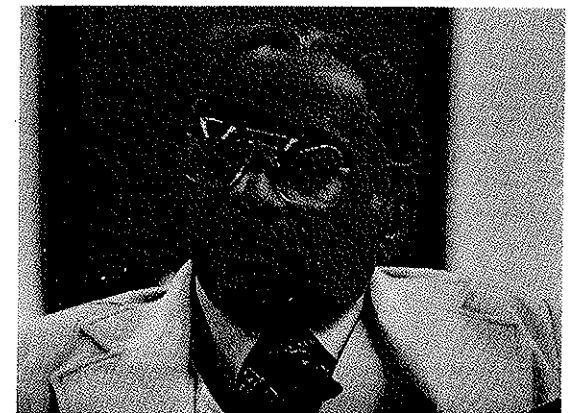
"The development of a new understanding to replace the predominantly distorted and destructive attitudes which prevail between black and white Americans has become an urgent national priority. No community, including Madison, can be truly healthy and stable as long as the lives of its black citizens are continually eroded by the depreciating attitudes of the majority of its white citizens. No white person can participate in the insensitivity and self-deception involved in racial bigotry without being, himself, diminished as a person. No black child can be effectively educated in a school community which continues to reflect the attitudes which have traditionally prevailed among his white teachers and fellow students. No white child can be responsibly educated for citizenship in this country or the modern world without developing a different perspective on racial and cultural and socio-economic differences than past generations have ever had. In fact, many serious observers believe that our society itself cannot long survive in its present form unless we can rapidly find the means to close the dangerously widening gap between black and white Americans as well as the poor and affluent. In short, a major educational effort is clearly needed and the public schools have a crucial role to play in that effort."

From: "A Proposal for a Human Relations Director For the Madison Public Schools," 1968.

This quote represents a beginning. Upon reviewing it, our 1979 eyes say that the statement is sexist and exclusionary. Yet our pluralistic 1979 eyes and hearts have developed from such statements written early on in the civil rights movement. It was also the wake of that movement which stimulated the beginning of several other parallel movements, all parented by the non-violent civil rights marches of the 1950's and early 1960's.

In 1967 the Madison, Wisconsin, community was spared the turmoil of race riots and the property destruction related to them. Perhaps this was the result of the small percentage of minority persons in the Madison community. But the community was not spared from the heightening of its awareness of its own racial discrimination and injustice. Concerned community and school people were working on a variety of fronts in order to re-educate and re-establish the norms which tend to discriminate against people based on their differences.

In 1967, at the urging of many community people, including representatives of the city's Equal Opportunities Commission, Superintendent Douglas Ritchie established a new group--the Superintendent's Human Relations Advisory Council--to provide the school system with directions in improving the system's efforts in human relations.



In 1968 the Equal Opportunities Commission and others were very busy developing plans and entreating the Madison Board of Education to authorize the organization the Department of Human Relations by first authorizing the hiring of a Director of Human Relations. The Board of Education agreed to do so and consequently, in July of 1969, Dr. Roland Buchanan was employed as the Director of Human Relations. About the same time Mrs. Marlene Cummings, a volunteer in human relations, was also employed to work in the department.

The original charge of the Director of Human Relations included the following: teacher training or inservice training, staff education and consultation, curriculum development, human relations activities and extra-curricular areas, staff recruitment, school-parent-community relations, and student ombudsman.

Originally, the most critical charge for the director was the inservice/staff development function. This need or priority was clearly established as a result of a survey conducted by Dr. Ritchie in which district educators were asked to identify their critical needs for training. The results of the survey were startling. Of the 1373 respondents only 20 per cent of them had had any course or group work related to minority groups. In addition, an overwhelming number of staff persons indicated that they would register for course work on either the "culturally different pupil," human relations education and/or techniques to help the students clarify values. These data provided emphasis for the growth of the Department of Human Relations, expanding from the initial two persons to a staff of eleven persons (including part-time staff) during the 1972-73 school year.

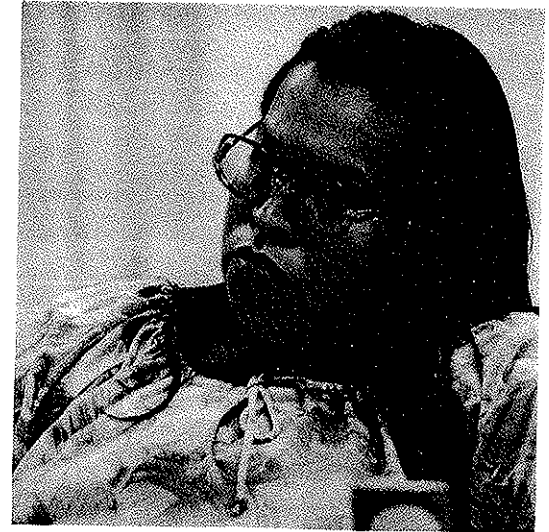
Early program efforts included a major federally-funded project in inter-group relations. The Individual Differences Project, originally called the Youth Bends Easily Program, was followed by programs in multi-cultural curriculum development, affirmative action, and conflict resolution.

SURVIVAL

"The times, they were a-changing."

The national forces which created the local thrusts in human relations were dissipating and diffusing. Changes in national directions were developing and more groups were defining themselves as "minorities" and following the model that was used by Black Americans to achieve a greater entry into the American structure; consequently, many efforts in human relations were gradually abandoned.

Programs which sang their swan song first were those which had been supported by federal grants. As these monies were channeled in other directions, many Departments of Human Relations and Inter-Group Relations were phased out.



The strength of the Madison Public Schools Department of Human Relations lay in the fact that the department had been first and foremost funded by local dollars. The federally-funded Intergroup Relations Project had much to do with the expansion of the Department of Human Relations staff. But additional staff, including a curriculum specialist and an administrative assistant, were hired through local funds. Thus, a core group of persons was created to continue the work of human relations.

In 1976, Dr. Buchanan resigned from his position as Director of Human Relations to move to another city. He was replaced by Dr. John Odom in the fall of the same year.

REFINEMENT & IMPLEMENTATION

In about 1976, school administrators began to realize that the decline in student enrollment, which had begun a few years earlier in the Madison district, was a permanent reality. Newly appointed Assistant Superintendent Donald Hafeman began his term with a position paper calling for the reorganization of the instructional division in the Madison Public Schools under the banner of "consolidation and integration of services." Dr. Hafeman, perceiving duplication of services and parallelism in the system, called for a better integration of services of regular educational programs, special education programs and the human relations programs. Human Relations Director Odom agreed with the concept of consolidation which would provide new and enhanced opportunities for professional collaboration and cooperation. He expressed his agreement in the form of a position paper--the Department of

Human Relations' perspective--on the reorganization being proposed by Assistant Superintendent Hafeman. The major emphasis of the Odom paper was the need for continuing the Department of Human Relations as an autonomous and intact unit while at the same time promoting better cross-district integration within the programs and priorities of all divisions, departments and schools.

An examination of the recommendations in Odom's reorganization paper makes evident the fact that, even with the reduction of one full time staff person in 1976, the program offerings of the department have expanded greatly from the department's meager beginnings. The recommendations were as follows:

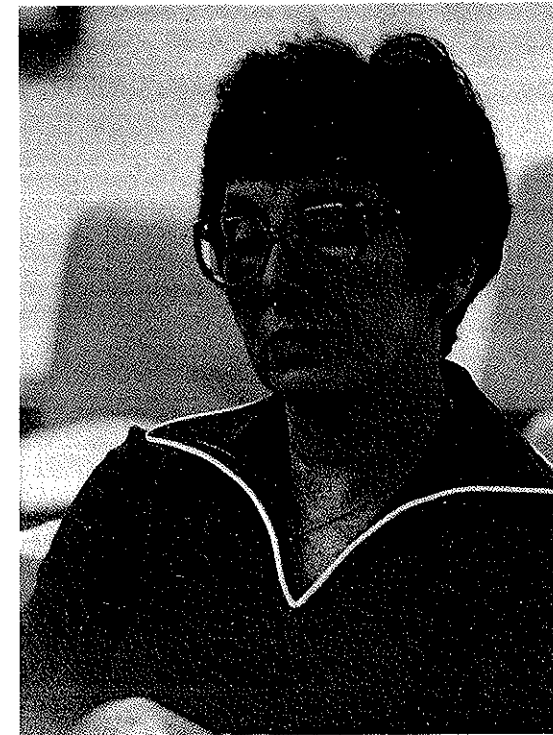
1. The Department of Human Relations shall provide leadership which will change the trend of low minority student achievement and of low high school matriculation among minority students.
2. The department will make in-school programs in human relations available for all students in the Madison Metropolitan School District, K-12.
3. By 1980 the department will have provided ample opportunities for educators in the Madison Metropolitan School District to complete the negotiated human relations requirement.
4. The Department of Human Relations will show evidence of improved retention rates of affirmative action group employees in addition to continuing in the spirit of affirmative action.
5. The department will continue to provide assistance to educators in the

selection of balanced instructional materials. With the assistance of resource persons, the department will assess the contents of American history courses in the district and, based upon that assessment, develop multi-cultural courses or units.

6. The department will provide leadership which will bring the district into full compliance with the regulations of Title IX and, at the same time, provide educational opportunities for educators regarding attitudinal changes necessary for eliminating the causes of institutionalized sexism.

In addition, long-standing programs within the department found regenerated energy in the reorganization effort. Programs such as the Individual Differences Project, the Multi-Cultural Curriculum Project, and the Human Relations Program for Secondary Students, originally called Conflict Resolution, benefited from the participation of more people who had not been reached previously. In addition the Intergroup Relations Project was translated into a Human Relations Inservice Training Program which has found direction from the Negotiated Agreement with Madison Teachers Incorporated. Other programs which were not originally included in the organization of the Department of Human Relations include such programs as the Indian Education Program, Title IX, Bi-Lingual Project (which is now managed through the Instructional Services Division), and the Minority Drop Out Prevention Project, now known as Project AIMS (Assistance to Increase Minority Student Success).

The effectiveness of the Department of Human Relations cannot be measured solely by evaluation of its projects. The



scope of the human relations program extends far beyond program parameters. The inclusion of department members in a variety of critical decision-making bodies within the district has done much to enhance the appreciation and respect for the human relations perspective on a variety of issues. Bodies in which department members sit include the following: Superintendent's Management Team, the district's Instructional Coordinating Council, the Instructional Services Division Cabinet, the Superintendent's Human Relations Advisory Council, the Special Services Council and the Program Materials Selection Coordinating Council.

The influence of the Department of Human Relations is also felt in its participation in a variety of special ad hoc groups

and the subsequent recommendations made by those groups. Notable among such groups are the High School of the Future Task Force, which was charged by the Board of Education to make far-reaching recommendations on the structure of high schools within the Madison district. A paper written by Director Odom was included within the final report and his sixteen recommendations were accepted and endorsed by the Task Force. The report to the Board of Education from its special Committee on Competency Based Education also included human relations input and recommendations.

The department is also involved in re-

search. Its annual research report on high school minority student attrition is a document much sought after by school and community people alike for determining the progress and problems relative to the education of minority students in our secondary schools.

The Madison community expects that the services of the human relations department will continue. It is that expectation that the department hopes to fulfill during the 1980's, providing appropriate human relations responses to the new decade's challenges in order to promote the democratic and pluralistic society that so many people have talked about for so long.



PROGRAMS

AFFIRMATIVE ACTION

The Board of Education approved an Affirmative Action Policy and an Affirmative Action Program to implement the policy in November, 1973. Since then, many positive changes have occurred in the representation and utilization of minorities and women in the workforce. To cite one prominent example, Madison is one of the few communities of its size in the midwest to have both a female and a Black high school principal. Women and Blacks are also represented as assistant high school principals and elementary school principals. Excluding administrators, approximately seventy-five non-white educators serve in a variety of capacities. A curriculum coordinator and a new district legal counsel -- both Black -- were hired during the last year.

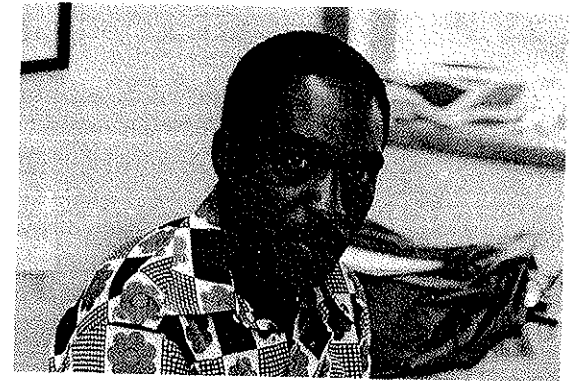
While very definite progress has been made during the past ten years, especially in the professional ranks, the district is presently looking for ways to increase the representation of minorities, particularly in the support functions, i.e., clericals and trades, and in the upper levels of the central administration. Hispanic, Native American and Asian citizens are acutely needed at all levels, and women are under-represented in several job categories, including administrator, athletic director and custodian.

The Department of Human Relations is spearheading a systematic, concentrated effort to implement fully the Board of Education's Equal Employment Opportunity and Affirmative Action Policy including active encouragement by the Board and vigorous enforcement by the Superintendent. Toward this end, the district's Affirmative Action Program document has been revised to ensure that line managers, who

do most of the hiring, account for their personnel decisions by means of a regular reporting system.

To help line managers and other supervisors become better prepared to perform these personnel functions, the Affirmative Action Coordinator will offer a series of inservice sessions, attendance at which will be mandatory. When the process is understood and A.A. goals become a factor in each manager's Performance Agreement, only the unwillingness to act can account for continued non-compliance with Board policy.

The Affirmative Action program continues to serve as a vehicle for making "equal opportunity" a reality.



EVALUATION OF INSTRUCTIONAL MATERIALS FOR SOCIAL BIAS

"The school district shall provide adequate instructional material, texts and library services which reflect the cultural diversity and pluralistic nature of American Society." Chapter 121, Wisconsin State Code.

The Program Materials Selection (PMS) Process has been implemented in the Madison Metropolitan School District since 1974. In this process, teachers who wish to purchase text materials for their teaching program go through a series of procedures, including documentation of program, selection of program materials and evaluation of those materials for ethnocentric, sexist and other biases.

Most text materials can be evaluated with the INSTRUMENT FOR THE EVALUATION OF INSTRUCTIONAL MATERIALS FOR SOCIAL BIAS developed by the Department of Human Relations. Since the instrument is applicable only to materials portraying American society or the American experience, specific criteria and instruments are continually being developed by and with teachers who have selected materials for history courses on Asia, the Middle East, women of different cultures, etc.

Criteria upon which the instrument is based and upon which most teachers rely for their evaluations include the following:

1. Inclusion: Does the material include people from a variety of ethnic groups; women; persons in a variety of sizes and shapes; families representing a variety of structures and styles; persons representing a variety of social class situations, ages, religious beliefs or pre-

ferences; persons with various handicapping conditions? Does the material portray persons of such groups interacting and inter-relating with persons of other groups?

2. Balance of images: Does the material reflect a balance of images that break down stereotypes of persons in the above groups and images that reinforce such stereotypes?

Many Madison teachers have told us, after their evaluation of materials for social bias, that their classrooms, use of materials and teaching have become much more oriented toward a pluralistic view of society. This growing desire of teachers to recognize bias in materials and deal with such bias with their students is, of course, the primary reason why human relations evaluations are an integral part of the PMS process.

**breaking
through barriers
in words
and
pictures**



MULTICULTURAL SOCIAL STUDIES CURRICULUM DEVELOPMENT

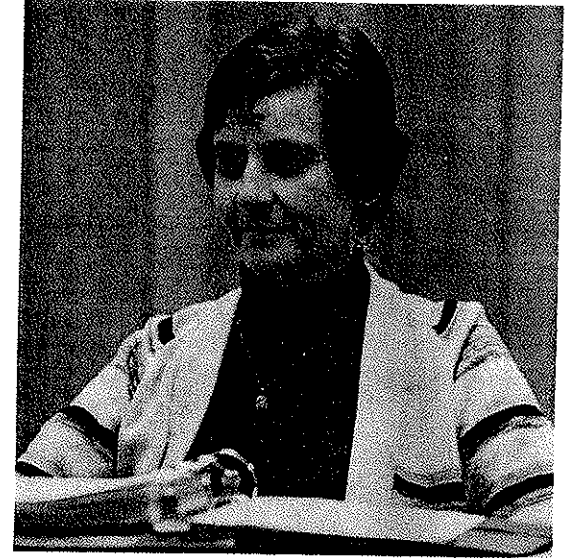
This program has gone through several phases. A few years ago, through the Ethnic Presentation Program, resource persons made presentations on ethnic history and experience in Madison classrooms. They also assisted individual teachers in their efforts to develop curriculum and locate good materials.

During the school year 1977-78, resource persons and middle school teachers worked together to develop two units for social studies: a unit on prejudice for eighth grade and one on family for sixth grade. Pilots of these units have been very successful and will continue as other teachers become interested.

The project's focus has changed a bit since mid-1978. While individual units and activities are currently being developed and/or piloted in eighth grade classrooms, a more "holistic" approach is being contemplated by project participants. Rather than introducing aspects of ethnic histories at various points in their American history courses, the teachers are beginning to see the necessity for a totally multicultural American history curriculum. Based on the assumption that the population known as the "American people" includes diverse cultural groups, such a curriculum will tell the American story from a variety of perspectives, including the traditional Anglo-American male perspective we find in so many "American history" textbooks.

Thus, the project's scope has changed significantly since its modest beginning. Given the enthusiasm, determination and talent of both teachers and resource

people, the final product promises to be something unique and eminently usable by all teachers dedicated to multicultural education.



INDIVIDUAL DIFFERENCES PROGRAM

How children learn to think about themselves and others need not be a problem if they are taught, in as many ways as possible, that each person is a unique and extremely important member of the human family. Such teaching reduces the bigotry that labels and condemns individuals to a lifetime of not fitting because they are "ugly," "fat," "dumb," "Black," "too white," "the wrong religion," "disadvantaged," "poor," "illegitimate," and "crippled" or the bigotry that influences their choices in friends, in careers, in their place in the world...even their right to believe as they wish.

The Individual Differences project grew out of a need for such teaching. It was initiated in 1972 by Marlene Cummings, Human Relations coordinator, who worked with a committee of parents, educators and community people representing children of many kinds of differences. Its primary goal is to enable children in grades K-5 to respect their own uniqueness and that of others. To do this, it places special emphasis on teaching respect for size, skin color, learning ability, physical disabilities and "inside" differences, i.e., beliefs, values, etc.

A variety of materials -- two teacher handbooks, a parent guide, puppets -- have been developed and at inservices sessions teachers are introduced to program objectives, materials and methods. During the summers of 1977 and 1978, a total of thirty-three teachers volunteered their time to be trained as cadre members and they have made a significant contribution to the growth of the Individual Differences program in the district. Each is presently responsible

for coordinating the program in his or her school. Principals of elementary schools met during the summer of 1979 to develop new understandings of the Individual Differences program and to work on their skills in managing human relations programs in their schools.

What are some of the successes of the program? Marlene Cummings says: "One very real hurdle has essentially been eliminated: the thought that teaching about differences in lieu of similarities is wrong because it makes the difference stand out as negative. Parents, teachers and support service people who have used the project have found that acknowledging the uniqueness of people, learning more about the many ways individuals differ, has enhanced their level of respect for differences in their own homes, classrooms, scout organizations, and in other institutions serving children. Also, their relationships with self and other adults have improved.

"Teachers have become more conscious of having had biases for or against children of varying body sizes, sexes, skin colors, socio-economic groups and learning abilities. This awareness has made them consciously respect the differences of all children.



"Religious holidays are being handled with much more discretion out of respect for the children from minority religions or belief systems. Some teachers just never thought that joyful national holidays could be a source of extreme discomfort for those children who are not a part of the majority group religion in this country. . . unless it could also be confirmed that their commemorations were also important and worthy of recognition.

"A very beautiful and significant reward from working with this project is to see children with hearing aids plainly drawing in the hearing aids when making self-portraits because they know it is important to include everything that is a part of them or to see Black children carefully blend colors of brown and black paint until their skin color is nearly matched for drawings of self. For a child from a single parent family to draw a picture of that family without being tempted to add another parent means that classroom teachers have taught, very carefully, that differences are an expected and natural part of the human experience."



SECONDARY SCHOOL HUMAN RELATIONS PROGRAM

This program began in the spring of 1977 simply as an idea of Dr. John Odom, Director of Human Relations, moved through the stages of discussion and exploration with parents, students, teachers and other educators, and has just completed its pilot year with good marks. Currently including staff in seven middle schools and all four high schools, the program is well on its way to achieving its goal of a comprehensive, systematic human relations effort in district secondary schools.

To insure maximum opportunity for participation in the program, a broad spectrum of activities is made available to students. Human relations clubs have been established in most schools; special human relations classes -- some for credit -- are offered, such as field trips, conferences, and ethnic meals. These are in addition to a myriad of activities provided by educators who are not formally associated with this program.

Staff development is an important component of the program. In addition to two dinner meetings each year, which are forums for discussing topical issues and being updated on research in the field, program staff are provided opportunities to attend workshops, conferences and seminars not made available in the MTI-Board of Education Bargaining Agreement. Substitute teachers are provided where necessary by the Department of Human Relations.

Among the many successes the program has enjoyed since its inception, one is considered by many participating students and educators to be the highlight -- the Middle School Human Relations Conference in

May, 1979. One hundred students -- ten from each middle school -- were invited to participate in this all-school-day affair at St. Benedict Center. The very rigorous agenda included workshops on leadership skills, student-faculty relations and peer relations. Sennett Middle School student Pat McConnell, whose report on the Conference was selected to appear in the district's Staff News, best summed up the importance of the event: "The Conference made us realize that human relations won't work without the help and commitment of everyone."

A major objective of the Secondary School Human Relations Program in the future is to involve more students and educators. Towards that end more teachers have been recruited and inserviced, the program handbook is being revised and expanded and a broader range of curriculum activities is being planned. Our hope is that eventually most of the middle and high school students and educators will have the opportunity to participate in some kind of organized human relations effort.

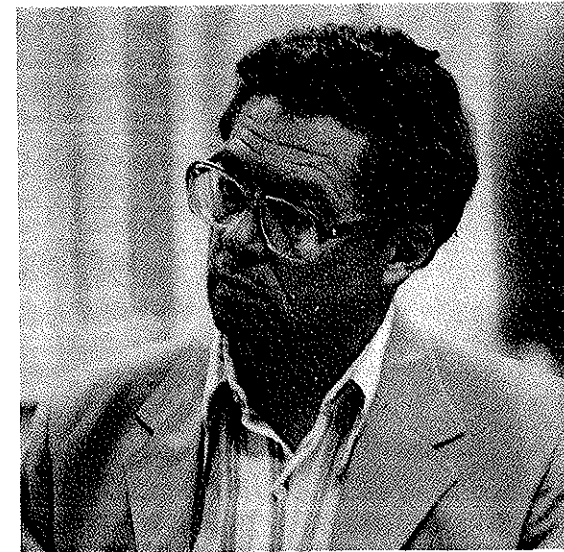
TITLE IX

"No person shall, on the basis of sex, be excluded from participation in, be deprived the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

This federal law forbidding sex discrimination in schools became effective on July 21, 1975. The regulations to implement this law are set forth in compliance standards called "Title IX," which the Madison Metropolitan School District must adhere to in conducting its education programs.

Through the development of assessment criteria, implementation of monitoring procedures, and public information efforts, the district has been able to maintain full compliance with the federal Title IX regulations. Current policies and practices are consistently reassessed and potential problem areas, arising from new interpretations of the regulations, are continually identified. As the goals statement of the Department of Human Relations states:

Far beyond compliance with the letter of the law, the district's adherence to the precepts of freedom and equal opportunity for all, regardless of sex and without duress, malice and harassment, shall be a goal of the department.



Through workshops, publications, and direct assistance to classroom teachers, the Human Relations staff works to create and maintain an educational climate in which problems of sexism in district

programs can be approached with greater awareness and sensitivity.

Staff development efforts are aimed at helping teachers develop in students the realization that in a society in which people are seen as individual human beings, sex differences are rarely relevant to one's educability, career choice, job performance or other roles.

A sensitive school environment can help students develop satisfying human relationships, prepare for life/career planning, and, in particular, learn to treat everyone as individuals with differing needs, interests and abilities. It is to the development of this kind of school environment, through the implementation of Title IX, that the Department of Human Relations is committed.



TITLE IV (INDIAN EDUCATION) PROGRAM

The American Indian students in the Madison Metropolitan School District have enjoyed the services of the Title IV Indian Education Program since 1974. This project's main purpose is to fulfill the special educational needs of Native American students while increasing their cultural awareness.

The Title IV program seeks to aid the students in becoming successful in the society in which they live. Educational goals are met through tutoring, counseling and materials made available to families and teachers. The Home-School Coordinator plays a major role in bringing the school and the family closer for the benefit of the children.

Pow-wows, beading, weaving, and preparing traditional Indian meals have been among the cultural experiences students and their families have shared through this project. These experiences are designed to help the students become more aware of, and take greater pride in, their being Indian.

Parent involvement is encouraged in all parts of the project, from preparation of the grant proposal and budget to participation in the cultural experiences. The project is administered jointly by the district and the Madison Indian Parent Committee. The MIPC, which is elected by the parents of Indian children, teachers of Indian children, and Indian high school students, sets the goals and determines the future for the project at its annual needs assessment.

In coming years the Title IV program will continue to serve the needs of the students, as determined by them and their parents. In addition, there is a need to bring the entire Indian community together in order to meet their collective needs. Through the children, and with the cooperation of Indian organizations throughout the Madison area, the project will work toward meeting this need.

PROJECT AIMS

Project AIMS (Assistance to Increase Minority Student Success) is a program of supplemental education for students who have academic difficulties and who belong to a minority group. The project, originally called the Minority Dropout Prevention Program, is funded under ESEA Title IV-C funds. It encompasses a federally-funded effort of three years: the first for research and model development, the second for model piloting and the third for full district implementation and dissemination.

A project steering committee was organized. It consisted of school people, community representatives and students. Its charge was to guide the development of the model and its implementation. The steering committee has been very influential in the development of the project.

The model itself is based on several assumptions, not the least of which are the following:

1. that the services of the AIMS Project will cooperate and neither compete nor conflict with existing programs and services;
2. that all efforts should be directed toward servicing students and not toward blaming a variety of actors in the students' educational lives, including parents, administrators, teachers or the community;
3. that the project should identify student problems on an individual basis rather than on group stereotyping;
4. that most of the services needed by students already exist within the community; and
5. that an appropriate and needed role for the project is to identify those services and match them with student needs, not to create new services.

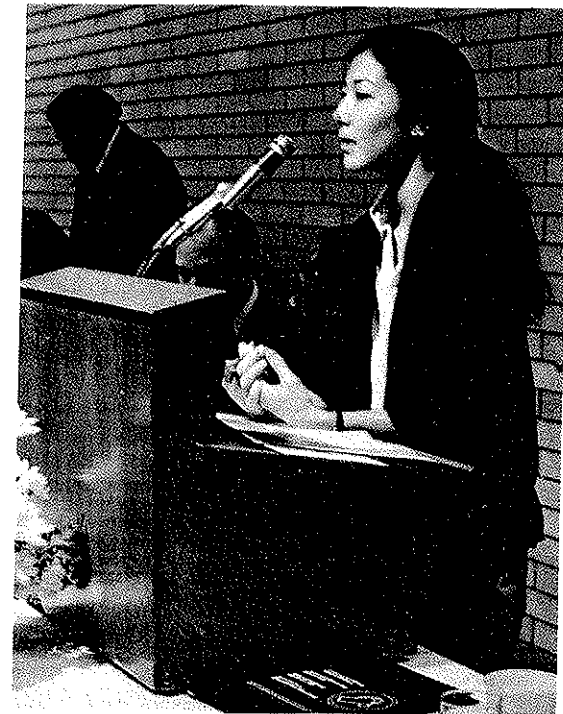
The AIMS project has been in operation for two years. It has provided a variety of services for students, including tutorials, cultural enrichment programs and workshops for students.

The second semester of the 1978-79 school year has seen the AIMS project bud and begin to flower into the kind of program its conceptualizer had envisioned. High points in the program include the following: the opening of a center for the project called the Human Relations Service Station, a district-wide conference for parents of minority students, and visits of national figures to interact with students, including, among others, entertainer Gil Scott-Heron, dancer John Parks and President Harrison B. Wilson of Norfolk State College.



Operationally, the project is tied into local school building consultation teams (BT's) which were originally a forum for helping students who do not qualify for exceptional education programs but who have special needs nonetheless. A minority services coordinator works with the BT, acting both as an advocate for the minority student and as a contact person for Project AIMS. If a BT or a community person decides that Project AIMS can be of assistance in helping a minority student, she/he may refer the student to the project. If possible, an individualized program of education will be created for the student if he or she is judged to be in need of it. AIMS' interaction with a given student will vary, based on the severity of the student's needs and the ability or inability of the local school to provide for that student's needs. In essence, then, the more a school is able to provide for a student's needs, the less involved is Project AIMS, and vice versa.

There are data which suggest that the project, although in its adolescence, is having an effect on increasing minority student success in Madison. And around the state of Wisconsin, the AIMS model represents an innovative concept that is already being emulated in various ways by other school districts.



HUMAN RELATIONS NEGOTIATED INSERVICE WORKSHOPS

In accordance with the terms of their union's contract with the Board of Education, Madison Metropolitan School District teachers must complete at least ten hours of inservice in human relations. For those who do not satisfy the requirement through the University of Wisconsin or other institution, the Department of Human Relations can provide up to thirty classroom hours (three credits) of equivalent work. With a few exceptions, elementary teachers are provided for through the Individual Differences Program while inservices for middle and high school educators are coordinated at various times throughout the school year.

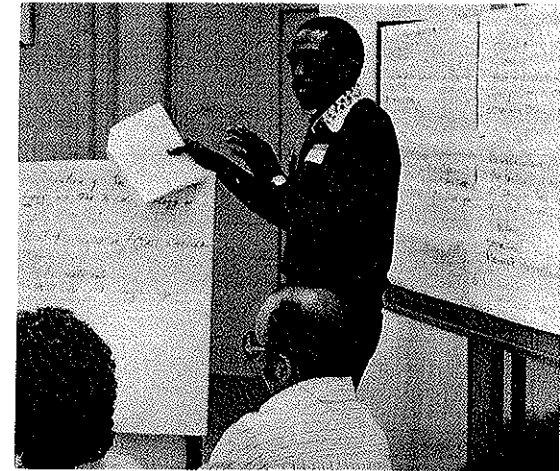
Inservice workshops are developed upon request by teachers and others. Most are school-based and primarily involve teachers from that school; a percentage of the membership of a particular workshop may be from other schools provided the host group approves. To insure that the unique needs of a particular faculty are addressed, prospective participants are permitted input into the planning of a workshop through a small planning committee, usually made up of representatives of each grade level or other school units participating.

Three objectives are always addressed in inservices for teachers. They include the following: (1) respect for individual and group differences; (2) the multi-cultural nature of American society, including the contributions of specific ethnic groups to American history and life; and (3) the effect of educators' beliefs and attitudes on student self-actualization. Ideally, when the

department's objectives and those of a given staff are brought together, the workshop can make provision for both since there is usually substantial overlapping.

Specific content areas that teachers have identified for inservices include single parent families, sexism in the schools, interpersonal communication, students with handicapping conditions, economic class differences among school children, and techniques in disciplining diverse groups of children. Where expertise to address these needs is not available in the Department of Human Relations or other district office, community resources such as the University of Wisconsin, Opinion Research Associates and others have been utilized.

The department will continue to provide opportunities for inservice in human relations for Madison Metropolitan School District educators.



SPECIAL PROJECTS

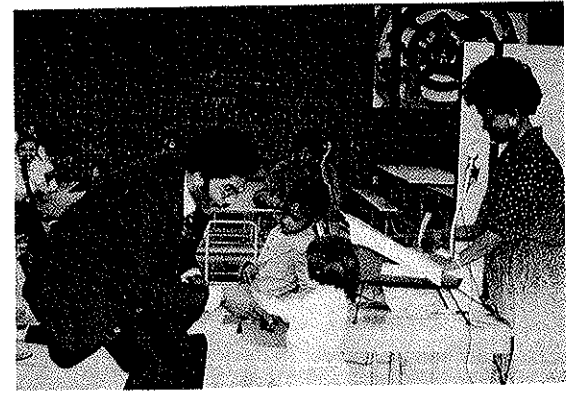
HUMAN RELATIONS AWARDS LUNCHEON

Human relations advocates long ago accepted the reality that they must face a gargantuan task with very meager resources. Nonetheless people must be excited about, stimulated to and rewarded for the work that they do in human relations. When it is unlikely that these persons will be rewarded monetarily, it becomes a creative challenge to devise new and inexpensive ways of thanking them for their efforts. In 1977, Dr. John Odom, Director of Human Relations, developed the idea of having an annual Human Relations Awards Luncheon which could be used as a forum both to thank people for work that they have done and to encourage people to continue to do good things in the name of human relations. He presented this idea to the Superintendent's Human Relations Advisory Council which subsequently saw the merit in it and agreed to sponsor the effort. Other persons who volunteered to work on the project were human relations coordinators Mrs. Marlene Cummings, Ms. Ruth Gudinas, and Superintendent of Schools Douglas Ritchie.

Award winners are nominated by school and community people for one of three kinds of awards. The first is a general award for any actions thought worthy of commendation by the nominating person. The second is a special award for nominees who, by doing something above and beyond the call of duty, made a lasting impression on several people. The third type of award is the Hall of Respect award for individuals in the community who have labored long and hard over a number of years to cause the kind of institutional change which

promotes and improves human relations.

There have been two highly successful human relations awards luncheons: the first on June 6, 1978, the second on June 6, 1979. It is clear that the awards luncheon is something that is now looked forward to by school and community people and the award is considered a significant achievement by the people who receive it.



CENTRAL OFFICE RELATIONS COMMITTEE (CORC)

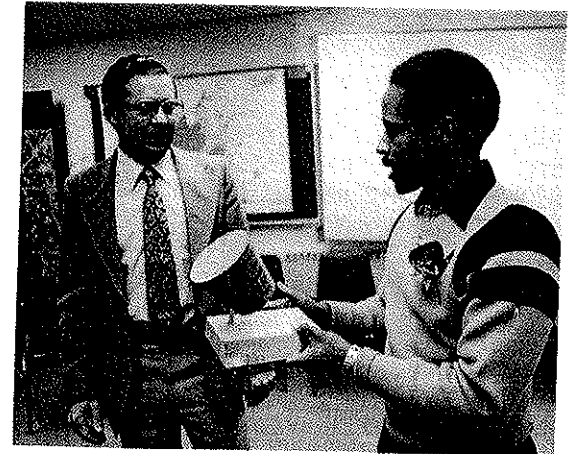
The employees in central administrative offices in school districts are often an overlooked and neglected lot. The central office is seen by many as a repository for the tired and retired, the ambitious and the mean. This image is unfortunate; yet it persists. Most teachers and administrators who have been called from the field to do a tenure in our central office have found, much to their amazement, that the stereotype does not hold true, that the central offices are, for the most part, staffed by talented, sensitive and caring people.

The best strategy for improving a group's image is to try to solve the real problems which contribute to the image. This is at first accomplished by a willingness on the part of managers to acknowledge the existence of problems, then to plan for their resolution and allocate human and fiscal resources to the resolution effort. Thus the improvement of image is not merely a cosmetic improvement. It is a reflection of an improved reality.

Having sensed this "image" problem when he was an administrative assistant in the Department of Human Relations, John Odom resolved to address it upon being appointed as Director of Human Relations in 1976. He wrote a proposal and received endorsement from the Superintendent's Management Team to organize a group called CORC — the Central Office Relations Committee. At present, CORC has representation from all work locations in the central office and from many job categories: clerical, technical and administrative.

The task of beginning to improve relation-

ships was not an easy one. Some of the typical comments that CORC members heard as they set out to develop better interpersonal relationships in central office were "It's a waste of time," "It will never work" and "I'll do it on my own." But plans were made and activities held. They tended to focus on socializing, such as family fun nights, talent shows and picnics.



In 1978 a survey was widely distributed to all central office personnel in order to assess interest in CORC and to determine whether or not the committee should continue its efforts. The data were supportive and encouraging.

Recently, more issue-oriented problems have been addressed by the CORC group including the following: 1) "CORC Colloquies," which are staff meetings to improve central office relationships in which the Superintendent of Schools and the Management Team are asked questions, either directly or indirectly, by central office persons, 2) the placing of a suggestion box in the central office, 3) the inclusion of central office secretaries in cardio-pulmonary resuscitation training sessions (which had

been previously available only to school administrators and teachers), 4) educational film showings scheduled during lunch breaks, 5) improvements in lunch offerings in the building, and 6) open house visitations among departments.

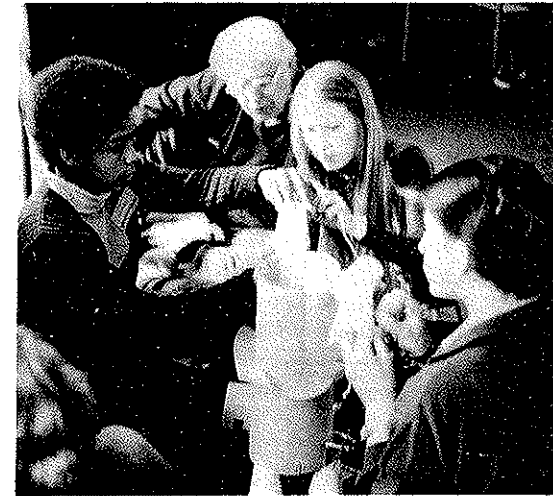
Attention to what may be perceived by some as small matters increases productivity and pride in one's workplace. Research as early as the Hawthorne studies, as well as more recent observations and literature from the major corporations of the country, validate the value of paying attention to the human needs of employees. It is on these human needs that CORC spends its time -- for better morale, greater productivity and just plain enjoyment of the central office employees.

YEAR END ACTIVITIES

"Year End" activities were initiated in 1975. The main purpose of such activities include the following:

1. to provide a reward for students who have been faithful in working in human relations programs within the district,
2. to provide a "mountain top" learning experience for students who attend,
3. to stimulate interest and participation in future human relations activities on the part of other students, and
4. to provide a forum of interaction with old, and, more importantly, new acquaintances.

Generally, evaluation data from year end activities have shown that they were very successful. The skeleton outlines which follow may provide the reader with at least a primary understanding of the nature and contents of year end activities.



1975 — The Greenlake Experience

Who: Students in Human Relations Activities at Memorial and East High Schools

What: A Retreat

Where: Greenlake, Wisconsin

Duration: One Weekend

Theme: Interpersonal Relations

Keynoter: Professor Max Goodson, Department of Educational Policies Studies, University of Wisconsin-Madison.

1976 — Human Relations Workshop

Who: Students in Human Relations activities in Madison Public Schools, Racine (Wisconsin) Public Schools, and Beloit (Wisconsin) Public Schools.

Where: Memorial High School

Duration: One Day

Theme: Respecting Group Differences

1977 — Human Relations Workshop

Who: Students in Human Relations in Madison Public Schools, Racine Public Schools, Milwaukee Public

Schools, and Beloit Public Schools
Where: University of Wisconsin-Madison
Duration: Two Days
Theme: Human Relations in the
World of Work
Keynoter: Jonathan Kozol

1979 — Human Relations Workshop

Who: Students in Human Relations
Activities in Madison Public Schools
Where: Howard Johnson Motel
Duration: One weekend
Theme: Building a Foundation For
Success
Keynoter: Junior Bridgeman, Milwaukee
Bucks

**1979 — Human Relations Workshop
for Middle School Students**

Who: Middle School Students Inter-
ested or Involved in Human Re-
lations Activities
Where: St. Benedict Center
Duration: One Day
Theme: People Caring About People
Keynoter: Clarence Sherrod, Deputy
Dane County District Attorney.

AFTERWORD



The Superintendent's Human Relations Advisory Council has been an effective tool in the Madison Metropolitan School District for the past decade. When the council was organized in 1967, it was hoped that one day there would be no need for such a council, that there would come a time when we all would respect each other's rights as human beings.

The council is composed of representatives from various community organizations interested in human relations and education: Board of Education, district students, Madison Neighborhood Centers, the district's administrators' association, Urban League, League of Women Voters, National Association for Teachers Incorporated, Madison Indian Parent Committee, Madison Jewish Community Council, University of Wisconsin-Extension Centers for Social Services and Women and Family Living Education, Individual Differences Cadre, University of Wisconsin Association for Faculty Women, Special Education Committee and Intergroup Relations Committee.

The council's major concerns are the following:

- 1) recruitment, promotion and employment, concerned with increasing the number of minority persons in the entire workforce of Madison public schools as well as increasing the number of minority persons and women in supervisory and administrative positions;
- 2) inservice education, concerned with including human relations in the total inservice program in order to raise educators' awareness of the multicultural nature of our society;
- 3) instructional materials, concerned with raising teachers' awareness of racist and sexist biases in texts and other materials; and
- 4) conflict resolution, concerned with the establishment of guidelines that will assist administrators and teachers in the resolution of interpersonal and intergroup conflicts.

Much progress has been made in recent years. There is much work to do. Fortunately the work to be done is much different than the early work of

the council and the department, which was mostly firefighting and confronting ignorance. We are now dealing more with prevention and subtleties.

Perhaps our present job is a harder one. We do know that progress has been made. This is a significant tribute to the citizens on the council as well as to the outstanding commitment and excellent leadership of Dr. John Odom, Director of Human Relations, and Dr. Douglas Ritchie, Superintendent of the Madison Metropolitan School District.

A handwritten signature in cursive script, reading "Lewis H. Ritchie". The signature is written in dark ink and is positioned above the printed title.

Chairperson,
Superintendent's Human Relations
Advisory Council

"There once was a land where people were always right. They knew it and they were proud of it. It was a land where a (person) was proud to say, "I am right and you are wrong," for those were words of conviction, of strength and of courage. No one was ever heard to say, "I may be wrong or you may be right," for those were words of weakness, uncertainty and cowardice. When differences arose between the people of this land....they looked not for truth but for confirmation of what they already believed."*

+ "And so it went in this land....Group after Group defined the right and took their stand and upheld their position against those who opposed them. It happened between those who taught in schools and those who provided the funds. It happened to those who gave priority to a strong defense and those who gave priorities to better cities. It happened to those who pleaded for peace at any price and those who argued for national honor at any cost." *

"Everyone was right, and they knew it and were proud of it....and the gap(s) grew wider, until the day came when all activity stopped. Each group stood in its solitary rightness glaring with proud eyes at those too blind to see their truth. Determined to maintain their position at all costs (for this is the responsibility of being right), no one travelled across the giant gap.

No one talked to those on the other side. No one listened. The quality of life declined and became grim.

Then, one day, a strange new sound was heard in the land. Someone said,

I MAY BE WRONG.

At first, the people were shocked that anyone could be so weak and so confused. Then another voice said,

YOU MAY BE RIGHT.

The people burst into laughter to hear anyone so indecisive and soft."*

"But the voice persisted and some began to listen. They began to listen to opposing and even "wrong" views. As they listened, they discovered common beliefs they had not known before. They even began to see signs of humanity and noble purpose in those whom they once only knew as adversaries. Here and there, people expressed their common desires in deeds and bright examples of joint action were seen in the land. With each new effort, people's faith in one another grew....and their faith in the future....and their ability to shape their own destiny."*

"They stated these beliefs in a Declaration of Interdependence.

All people are created equal - but each develops in a unique way. All people are endowed with certain inalienable rights - but each must assume certain inevitable responsibilities. For the happiness of all depends on the commitment of each to support equality and difference, rights and responsibilities."*

"In this land, people had learned that the search for truth is never over, that the challenge is always the same....to stop fighting long enough to listen to learn....to try new approaches....to seek and test new relationships....and to keep at a task that never ends."*

*IS IT ALWAYS RIGHT TO BE RIGHT?, copyright 1970 by Warren H. Schmidt.