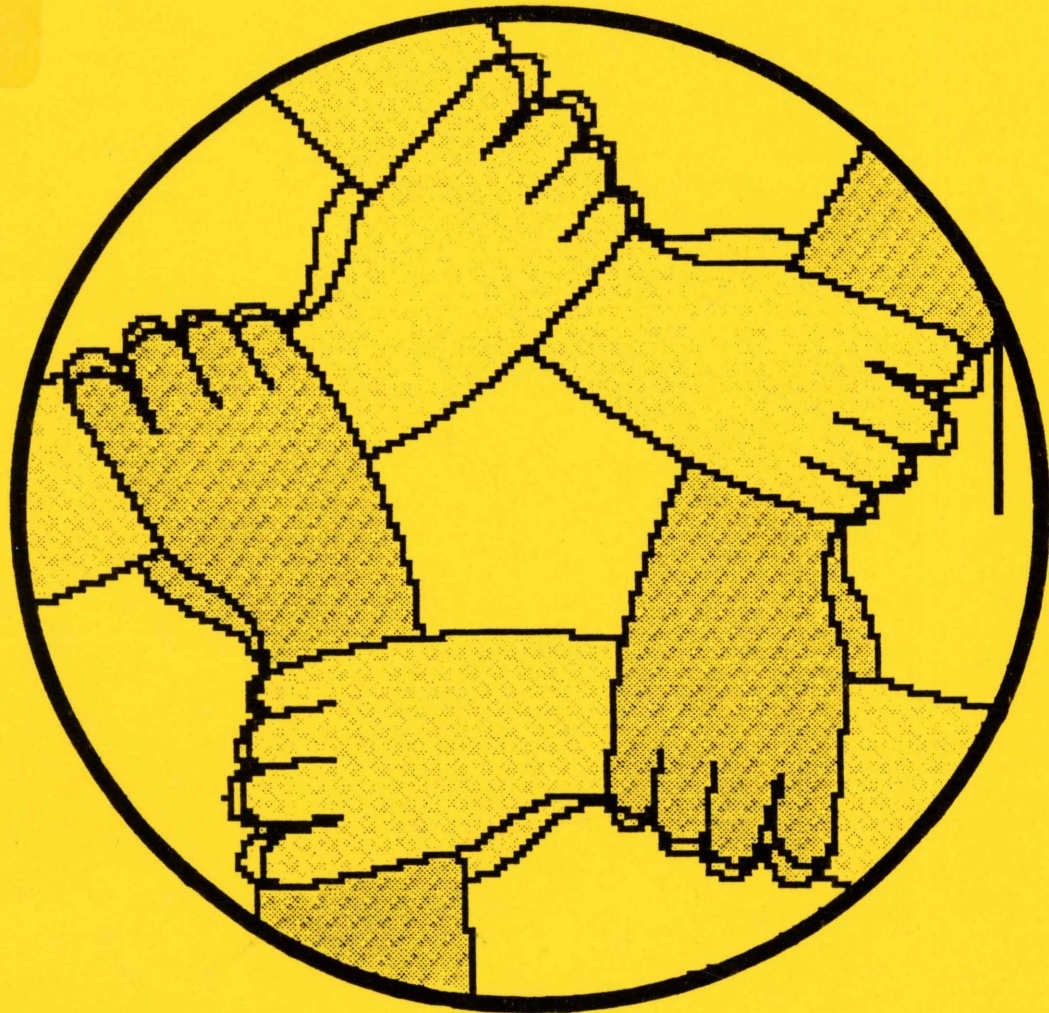


LC
1099.4
.G35
1999



CELEBRATING DIVERSITY

IN IOWA

BY

RUTH ANN GAINES

DEPARTMENT OF EDUCATION

State Board of Education

Corinne Hadley, President, Newton
Sally J. Frudden, Vice President, Charles City
C.W. Callison, Burlington
Gregory A. Forristall, Macedonia
Gregory D. McClain, Cedar Falls
Mary Jean Montgomery, Spencer
Gene E. Vincent, Carroll
Kay E. Wagner, Bettendorf
John C. White, Iowa City

Administration

Ted Stilwill, Director and Executive Officer of the State Board of Education
Judy Jeffrey, Division Administrator, Early Childhood, Elementary and Secondary Education
Susan Fischer, Teacher of the Year Coordinator

ACKNOWLEDGEMENTS

I sincerely thank all the administrators, teachers, counselors, students, parents and support staff who welcomed me in all the different schools I visited. You helped me broaden my awareness of how wonderful Iowa schools really are.

I also want to thank the many people who invited me to speak, write, act and consult. You helped me enhance my creative abilities to help others.

In addition, I am grateful to Jerry Stillwell, principal of East High School and all those in the Des Moines Public Schools who supported my endeavors. You helped me realize how fortunate I am to work in the district.

I am especially grateful to Ted Stilwill, Judy Jeffrey and Susan Fischer for allowing me to take risks by creating projects not before covered by other ambassadors.

Finally, my mother, Ruth L. and my son, Brandon, deserve my ultimate gratitude for giving me up for a year to explore new territory on my own.

TABLE OF CONTENTS

1. College Visits
2. K – 12 School Visits
3. Conferences & Workshop
4. Panels & Club Talks
5. Committees
6. Voices of Change
7. Having Our Say
8. What You Can Do
9. Introducing The President: Bill Clinton
10. New Beginnings

Introduction

Being the 1998 – 99 Iowa Teacher of the Year put me in the unique position that only one Iowa teacher experiences each year --- The opportunity to visit schools around the state and talk and listen to thousands of administrators, teachers, students, parents and community residents about educational issues. Throughout my travels, I was keenly impressed with the high quality of teachers and their unanimous intentions to create safe, comfortable and stimulating learning environments for their students. From LeMars to Muscatine and from Crystal Lake to Lamoni, I saw teachers working overtime, taking staff development classes, and spending their own money for materials as strategies to become more effective teachers.

I was also touched by the openness of the students. Since I am African American, I provided more than a few Iowa students with their first time encounter with someone who looks like me. I'll never forget the precious little kindergartner in Baxter who waited patiently for her turn in a long line of well-wishers in order to put her arms around my neck and privately, but enthusiastically share with me that her cousins "are black." My presence routinely sparked what I perceived to be an honest, healthy curiosity and willing acceptance of my views on education as a teacher of color.

After spending a year as Iowa's Ambassador of Education, I am convinced that Iowa's student population hungers for opportunities to learn about diversity and to expand their own cultural horizons. Most are aware that their current home communities are more homogeneous than the communities in which they will live and work in the future. They want to be prepared to deal respectfully with differences.

As I look back over the most exciting, rewarding and challenging years of my 28 year career in education, I feel proud to be an Iowan, blessed to be an Iowa teacher, and more determined than ever to empower Iowans to regard “Celebrating Diversity” as an integral part of the educational process.

This report highlights the variety of opportunities I have had to celebrate diversity around the State as the 1998 – 99 Iowa Teacher of the Year.

**COLLEGE
VISITS**

COLLEGE VISITS

It was my great pleasure to visit sixteen institutions of higher learning: Drake University, Iowa State University, Graceland College, Waldorf College, Grandview College, William Penn College, The University of Northern Iowa, Central College, Simpson College, Clarke College, Wartburg College, Des Moines Area Community College (Urban Campus), Des Moines Area Community College (Newton Campus), Des Moines Area Community College (Ankeny Campus), and A.I.B. My experiences varied widely from campus to campus. On several occasions, I talked about my experiences with students and described some of the real life episodes that occur in today's classrooms. I discovered that students preparing to be teachers in Iowa generally feel that they do not receive enough practice time in the classroom to adequately prepare them to deal with a diverse student population.

After visiting with student teachers around the state, I created several recommendations that I shared with some college education professors:

- 1.) The Student Teaching Experience should be longer, and viewed as a paid internship for student teachers.
- 2.) Pre-student teachers need more field based experiences.
- 3.) There should be a minimum diversity course requirement for student teachers.
- 4.) Cooperating teachers need to be better compensated.
- 5.) There should be a variety of assessments that indicate a student teacher's potential as a classroom teacher.
- 6.) A written test should not be the ultimate and/or only indicator of a person's ability to teach.

THE CLARKE COLLEGE STORY

My most memorable college visit occurred on May 16, 1998, when I was honored by the college I graduated from, thirty years ago. I was invited to be the keynote speaker at their commencement. At the time I attended Clarke, very few minority students were enrolled. When I returned, this small women's college in Eastern Iowa had not only become co-educational, but was much more diverse.

My keynote address focused on the excellent preparation for the real world that I received at Clarke. I explained how my current work of helping diverse students excel in the arts can be traced back to my roots at Clarke. I encouraged the graduates to find their place in the world to serve and to never forget to say "thank you" to Clarke College for providing them with a solid beginning.

K - 12
VISITS

K – 12 VISITS

During my ambassadorship, I had the privilege of visiting 400 classrooms, in ninety-three buildings, in 50 districts. My work varied from giving speeches at assemblies to visiting classes, talking with administrators, consulting with teachers, and conducting conflict management, drama and diversity workshops with both teachers and students. I discovered that many students had little exposure to the dramatic arts, so I encouraged teachers to incorporate role playing into their curriculums as a way to allow students to express themselves in their knowledge of the subject matter.

I also discovered that teachers in general found teaching “respect and responsibility” a major thrust in their classrooms. I used conflict management techniques in classrooms where teachers revealed to me that their students had difficulty sharing with and caring about each other.

I visited many schools that lacked minority students, so I chose to read books, tell stories and act out scenes from plays that reflected diversity, in order to give both students and teachers some exposure, and also to motivate teachers to develop better multicultural nonsexist curriculums.

I enjoyed using a multitude of teaching strategies in schools around the state and I learned much about students and their ongoing needs to be appreciated for their differences.

THE MARTIN LUTHER KING JR. SCHOOL STORY

One of the most memorable experiences of all my school visits was the K – 2 graduation rehearsal at MLK School in Des Moines. Approximately 100 small children lifted signs indicating their future career choices to the background music of “ I Believe I can Fly.” To see children of all sizes, races and colors sit and dream together is what we are all striving for. This is certainly being accomplished at MLK. Some of their choices were:

POLITICIAN

TEACHER

ASTRONAUT

DANCER

ACCOUNTANT

ARTIST

BUS DRIVER

BASEBALL PLAYER

PILOT

DOCTOR

SINGER

DISTRICTS INCLUDED:

1. Des Moines
2. Urbandale
3. Johnston
4. S.E. Polk
5. Ankeny
6. Dubuque
7. Winterset
8. Waverly
9. West Des Moines
10. Anamosa
11. Eldridge
12. Norwalk
13. Waterloo
14. Cedar Falls
15. New London
16. Sioux City
17. Pella
18. Perry
19. Le Mars
20. Aurelia
21. Muscatine
22. Danville
23. Interstate 35
24. Ames
25. Winthrop

Grundy Center
Huxley
Knoxville
Osceola
LeMars
Mount Pleasant
Waukee
Applington
Burlington
Walnut
Lennox
Martinsdale
Indianola
Ogden
Sergeant Bluffs
Crystal Lake
Baxter
Oskaloosa
Newton
Forest City
S.E. Warren
Logan-Magnolia
Lamoni
West Liberty
Van Meter

CONFERENCES

CONFERENCES

I was invited to speak at 23 state wide conferences, and several workshops during my ambassadorship. Most of the requests were invitations to speak about diversity, and I welcomed every opportunity. The highlight of my conference celebrations was the Lt. Governor's conference on diversity. At this conference I acted in an original play, commemorating the desegregation of Katz Druy Store in downtown Des Moines in 1948, and I was the mistress of ceremonies for the Lt. Governor's Prism awards ceremony.

At the opening of the Prism Awards Ceremonies; I shared the importance of Iowans learning to experience diversity. I also motivated educators to encourage their students to share and be proud of their cultures, as well as celebrate their cultural differences. I closed my speech with the following poem:

DIVERSITY

I believe that diversity is a part of the natural order of things – as natural as the trillion shapes and shades of the flowers of spring or the leaves of autumn.

I believe that diversity brings new solutions to an every-changing environment, and that sameness is not only uninteresting but limiting.

To deny diversity is to deny life – with all its richness and manifold opportunities. Thus I affirm my citizenship in a world of diversity, and with it the responsibility to . . .

Be tolerant. Live and let live. Understand that those who cause no harm should not be feared, ridiculed, or harmed – even if they are different.

Look for the best in others.

Be just in my dealings with poor and rich, weak and strong, and whenever possible to defend the young, the old, the frail, the defenseless.

Be kind, remembering how fragile the human spirit is.

Live the examined life, subjecting my motives and actions to the scrutiny of mind and heart so to rise above prejudice and hatred.

Care.

Author Unknown

CONFERENCES

1. Connecting School Improvement
2. Iowa Council of Teachers of English
3. Iowa Learning Disabilities
4. School Based Youth Services
5. Delta Kappa Gamma
6. Peer Counselors
7. Lt. Governor's Conference on Diversity
8. Y-Teens
9. ESL Bilingual
10. Iowa – MAEOPP
11. Des Moines Professional Educators
12. Iowa Child Care Council
13. Iowa Reading Association
14. Ames Middle School Writers Workshop
15. What You Can Do
16. Ask A Girl
17. National Black Child Development
18. Iowa African American Women's Conference
19. Students At Risk
20. Crystals Foundation
21. World of Choices-WDM
22. Des Moines National Poetry Festival
23. Youth Global Institute-Des Moines

WORKSHOPS

In many districts, I was asked to help students and educators become more familiar with diversity issues. I developed a two hour workshop entitled, "Bridging the Cultural Gap." In this workshop, which is totally interactive, participants identify their own cultures, uncover many of their cultural biases, define discrimination, list numerous forms of discrimination, and describe times they have been discriminated against.

Many of the participants revealed that they discovered many new ways of defining themselves culturally. They also expressed learning as many new forms of discriminations. Finally, the activities seemed to help participants realize that all of us are more alike than different but that the differences enhance our lives immensely.

**WORKSHOP
HANDOUTS**

You Are A Marvel

Each second we live is a new and unique moment of the universe, A moment that never before and never will be again. And what do we teach our children in school? We teach them that two and two make four and that Paris is the capital of France. When will we also teach them what they are? We should say to each of them: Do you know what you are? You are a marvel. You are unique. In all the world there is no other child exactly like you. In the millions of years that have passed, there has never been a child exactly like you. And look at your body --- what a wonder it is! Your legs, your arms, your cunning fingers, the way you move! You may become a Shakespeare, a Michelangelo, a Beethoven. You have the capacity for anything. Yes, you are a marvel. And when you grow up, can you then harm another who is, like you a marvel? You must cherish one another. You must work --- we must all work --- to make this world worthy of its children.

--- Pablo Casals

What Research Tells us About Reducing Prejudice

- **Facts alone are not sufficient to reduce prejudice.**
- **Social class prejudice may be stronger than racial or religious prejudice.**
- **Persons with high self-acceptance tend to have a low degree of prejudice.**
- **The cognitive, affective, and behavioral components of prejudice are not necessarily related.**
- **Films and other media can be used effectively to improve attitudes between groups.**
- **Social contacts between group members may reduce prejudice.**
- **Amount of time spent learning about a group is directly related to reduction in prejudice.**
- **A climate that fosters open discussion of negative feelings can encourage a change to more positive attitudes.**
- **Understanding the process of prejudice and stereotyping can lead to more accepting attitudes.**

Taken from *Social Education*, Volume 49, Number 7, October 1985. pp 604-609.

NICHOLS' MODEL THE PHILOSOPHICAL ASPECTS OF CULTURAL DIFFERENCE

Ethnic Groups/ World View	Axiology	Epistemology	Logic	Process
European Euro-American	Member-Object The highest value lies in the object or in the acquisition of the object.	Cognitive One knows through counting and measuring	Dichotomous Either/Or	Technology All sets are repeatable and reproducible.
African Afro-American Hispanics Arabs	Member - Member The highest value lies in the interpersonal relationships between persons.	Affective One knows through symbolic imagery and rhythm.	Diunital The union of opposites.	Ntuology All sets are inter-related through human and spiritual networks.
Asian Asian-American Polynesian	Member - Group The highest value lies in the cohesiveness of the group.	Conative One knows through striving toward the transcendence.	Nyaya The objective world is conceived independent of thought & mind.	Cosmology All sets are independently interrelated in the harmony of the universe.
Native American	Member - Great Spirit The highest value lies in oneness with the Great Spirit.			

Attitudes Towards Differences: The Riddle Scale*

Attitude	Characteristics
Repulsion	People who are different are strange, sick, crazy and aversive
Pity	People who are different are somehow born that way and it is pitiful
Tolerance	Being different is just a phase of development that...most people 'grow out of'
Acceptance	Implies that one needs to make accommodations for another's differences: does not acknowledge that another's identity may be of the same value as their own.
Support	Works to safeguard the rights of those who are different
Admiration	Acknowledges that being different in our society takes strength
Appreciation	Values the diversity of people and is willing to confront insensitive attitudes
Nurturance	Assumes the differences in people are indispensable in society

**Taken from Alone No More: Developing a School Support System for Gay, Lesbian and Bisexual Youth, 1994, Appendix A; developed by Dorothy Riddle, Ph.D., psychologist from Tucson, AZ.*

Printed courtesy of GLSEN Central Iowa
The Gay, Lesbian, Straight Education Network
teaching respect for all in our schools
For information call 515-277-1668

WHITE PRIVILEGE: UNPACKING THE INVISIBLE KNAPSACK

I was taught to see racism only in individual acts of meanness, not in invisible systems conferring dominance on my group. - Peggy McIntosh

I think whites are carefully taught not to recognize white privilege, as males are taught not to recognize male privilege. So I have begun in an untutored way to ask what it is like to have white privilege. I have come to see white privilege as an invisible package of unearned assets that I can count on cashing in each day, but about which I was "meant" to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools, and blank checks.

1. I can, if I wish, arrange to be in the company of people of my race most of the time.
2. If I should need to move, I can be pretty sure of renting or purchasing housing in an area that I can afford and in which I would want to live.
3. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
4. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
5. I can turn on the television or open to the front page of the paper and see people of my race widely represented.
6. When I am told about our national heritage or about "civilization," I am shown that people of my color made it what it is.
7. I can be sure that my children will be given curricular materials that testify to the existence of their race.
8. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.
9. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods that fit with my cultural traditions, into a hairdresser's shop and find someone who can deal with my hair.
10. Whether I use checks, credit cards, or cash, I can count on my skin color not to work against the appearance of financial reliability.

11. I can arrange to protect my children most of the time from people who might not like them.
12. I can swear, or dress in second-hand clothes, or not answer letters without having people attribute these choices to bad morals, the poverty, or the illiteracy of my race.
13. I can speak in public to a powerful male group without putting my race on trial.
14. I can do well in a challenging situation without being called a credit to my race.
15. I am never asked to speak for all the people of my racial group.
16. I can remain oblivious of the language and customs of persons of color, who constitute the world's majority, without feeling in my culture any penalty for such oblivion.
17. I can criticize our government and talk about how much I fear its policies and behavior without being seen as a cultural outsider.
18. I can be pretty sure that if I ask to talk to "the person in charge" I will be facing a person of my race.
19. If a traffic cop pulls me over, or if the IRS audits my tax return, I can be sure I haven't been singled out because of my race.
20. I can easily buy posters, post-cards, picture books, greeting cards, dolls toys, and children's magazines featuring people of my race.
21. I can go home from most meetings or organizations I belong to feeling somewhat tied in rather than isolated, out of place, out-numbered, unheard, held at a distance, or feared.
22. I can take a job with an affirmative action employer without having co-workers on the job suspect that I got it because of race.
23. I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the place I have chosen.
24. I can be sure that if I need legal or medical help my race will not work against me.
25. If my day, week, or year is going badly, I need not ask of each negative episode or situation whether it has racial overtones.
26. I can choose blemish cover or bandages in "flesh" color that more or less match my skin.

IDEAS FOR PEOPLE TO BRIDGE THE CULTURAL GAP

- 1. Share the information about culture and diversity with your friends and colleagues.**
- 2. Have students share their culture. Be creative. It can be done through a variety of curricular activities. This includes the elementary as well as the secondary level. with the use of family or friends of students as well as using the community resources, ie. organizations, agencies, etc.**
- 3. Sponsor family activities or classroom activities where culture can be shared with such things as:**
 - Share ethnic folklore.**
 - Exhibits to share the family culture in any form of expression, art, music, handicraft, food, family pictorial histories, etc.**
 - Small rap sessions, "Everything I Wanted to Ask About Your Culture but Was Afraid To Ask." Talk openly about race.**
 - At certain holiday times of the year, share a meal and share family traditions around the holidays.**
 - Visit the place of worship of another religion. If you know someone of that denomination, ask questions about the beliefs and rituals. You may want to ask about stereotypes you may have heard to get clarification.**

- Take advantage of the ethnic festivals and celebrations in your community. Learn about the traditions and customs surrounding the event.
- Be sincere about your interest to learn more and to share your culture. Never say the phrase, "What is it that you people" do or want. It is offensive to several groups of people especially some people of color. It makes people feel that they ("you people") are a group that must be tolerated.
- Be sensitive to how people wish to be addressed. Examples: An person of Hispanic origin may wish to be referred to as Mexican, Chicano, or Latino. (There are a number of Hispanic ethnic groups, ie. Cuban, Puerto Rican, Peruvian, Columbian, etc.) Some Blacks prefer to be called African-American. Some American Indians prefer Native American or their tribal name. Most Asian people prefer to be recognized by their particular ethnic group. They find it offensive if they are identified as another group, ie. referring to all Southeast Asian people as Vietnamese.
- Read cross-cultural publications. Stretch yourself to learn different perspectives.
- As you live, learn, and work your way through the four phases of culture, share your head, heart, and hands with others who have not had the opportunity to do so and who may have preconceived ideas about people and cultures in your community.

PANELS
AND
CLUB TALKS

“ALL THAT MAKES ME SO UNIQUE”

BY

LINDA MICHELLE BARRON

When they used to tease me or when they'd laugh and stare
I'd shut my eyes real tight and pretend I wasn't there

I tried to be extra good
I thought no one would see the part of me that's different if I were different quietly

I didn't look in mirrors
I didn't want to hear or see the mirrors differences shouting back at me

I really wanted “same-ness”
Put “different” on a shelf
Until my friend helped show me
The wonder of myself

My friend said to imagine a world with everything the same
Everything monotonously all the same . . . the same . . . the same

The world . . . an outline drawing . . . with no specifics painted in not even shade of music
A world without reason to spin.

Of course, we each are different
We each should celebrate the colors, curves, dimensions that we each radiate

Now, I celebrate my differences . . .
All that makes me so unique
Why let others define me,
When I can be my own critique.

This poem “All That Makes Me So Unique” is one I often used to introduce my panel and club talks. I participated in six panels and at least 20 club talks, most of which dealt with some aspect of cultural diversity. Thus, this poem helped focus on the beauty of differences.

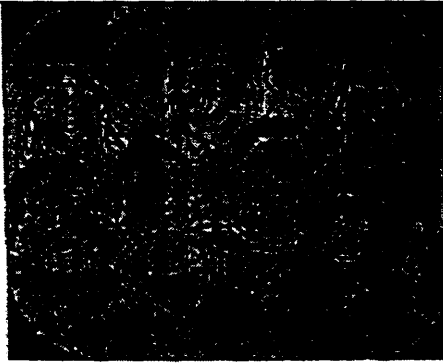
THE PHI DELTA KAPPA STORY

My most memorable speech was delivered November, 1998 for Phi Delta Kappa in Cedar Falls. I spoke about my background and how the type of discriminations I have experienced as a young child. I stressed the need for us to realize that each one of us can make a difference:

Understanding and Valuing Diversity

Ruth Ann Gaines, Iowa Teacher of the Year, spoke at our November meeting at the Broom Factory in Cedar Falls. A brief summary of her presentation follows:

She grew up in Des Moines and, as a child, watched her father lose his job because of race. She also remembers African-American celebrities Nat King Cole, Cab Calloway, and Pearl Bailey who played at the KRNT Theatre but were denied the opportunity to stay in the city's hotels. She learned that being different somehow had a cost. She also realized that she wasn't represented in school-- not in the teachers, the curricula, or in displays. Her parents, on the other hand, grew up in segregated schools and they knew their history, their rituals, and their leaders-- unlike her school where



these were not taught.

These experiences inspired Ms. Gaines to dedicate herself to students who were different. As a teacher, she wanted to do something to help these students. She did inservices for teachers to help them understand how to teach diverse students. She became known as an "advocate" for the downtrodden and began to be invited to private sector workshops dedicated to diversity. Her work also led to her choice as the Iowa Teacher of the Year. She is very proud of that and feels that her recognition will help us all acknowledge the work to be done.

As she travels, she has discovered several attitudes that need to change. (These are indicated in italics below, followed by her response to these attitudes.)

- *Diversity is something different from me.* We are all diverse-- diversity is the norm. We need to celebrate diversity and use diversity to make things better

last year, could you talk about something different?" We have to recognize that we all have room to grow in the area of acknowledging diversity, recognizing diversity, and celebrating diversity. It is a life-long task.

- *"We have no diversity-- why do we need you?"* While this may be true of some communities in Iowa, the students won't always be in such a community. Ruth is often called in as a consultant after a group is in deadlock. All kids need the opportunity to understand and value diversity.
- *"What about all those minorities that are taking our jobs?"* Usually this refers to one situation that is blown out of proportion. Do you have a job? Is everyone in your work setting qualified? Are they minorities? Don't we have unqualified people everywhere?
- *"Is it going to cost anything?"* What is the cost if you don't do anything?

Ms. Gaines concluded that we are

(Continued on page 3)

Capable of making a difference.

PANEL STORY

I participated in a radio broadcast on WOI - FM on June 29, 1999 along with other panelists: Simon Estes, international opera singer, Joe Junta, conductor of the Des Moines Symphony, Doug Brauen, Iowa Public Radio Personality, and Dan Hunter, Executive Director of the Iowa Arts Council. The panel topic focused on the arts in Iowa. My perspective included: using the arts as a way to help students celebrate their cultures and also using the arts to help students identify with current cultures in society.

I've used my drama classroom as a safe place for students to role play their backgrounds, their concerns and their identities for 28 years. I tried to encourage the listening audiences to understand the importance of the dramatic arts in a school environment.

PANELS

1. "International students" – DMACC Urban Campus
2. "Lunch & Learn" – DM Register Panel
3. "Celebrating Women" – Panel at Drake Univ.
4. "Diversity Panel" – Valley High School, DM
5. "Diversity Panel" – Lutheran Social Services, Ankeny
6. "Arts in Iowa" – WOI Radio Broadcast

CLUB TALKS

1. League of Women Voters – DM
2. DM Retired teachers – DM
3. Altruso Club – DM
4. Delta Kappa Gamma (Tau Chapter) – DM
5. American Association of Business Women - DM
6. American Association of University Women – Oskalooska
7. Catholic Daughters – DM
8. Des Moines Chamber of Commerce
9. Phi Theta Kappa Induction Ceremony – Ankeny
10. Phi Delta Kappa – Cedar Falls
11. Language Arts Meeting – Van Meters
12. Winterset Lyons Club Honor and Student's Dinner
13. United Way's Foster Grandparent's
14. DM School's Tag Program
15. DM School's Partner's For Progress Breakfast
16. New Horizon's Luncheon – DM
17. Zeta Phi Beta Luncheon –DM
18. Heather Manor - DM
19. Philadelphia 7th Day Adventist – DM
20. Valley United Methodist Church - WDM

COMMITTEES

COMMITTEES

I participated in many committees as Iowa's Education Ambassador including: The Governor's Task Force on Diversity, K – 3 Reading Consortium, the Dept. of Education's Equity Committee, Clarke College's Educational Advisory Committee, the Educational Advisory Committee of Simpson College and the Dean's Educational Advisory Committee at UNI. My background as a diversity consultant was greatly valued on the education committees.

I was able to provide ideas both for recruiting and maintaining minority students on college campuses. I made several recommendations:

- 1) Establish better connections with high school counselors and teachers so that future minority teachers can be better identified
- 2) Give minority future teachers a financial incentive to remain in Iowa
- 3) Bring minority freshman and new students to campus for an unique college orientation
- 4) Establish cultural houses on campus for minority students
- 5) Provide diversity training to Professors and Instructors
- 6) Provide a list of resources for minority students when they first come to campus including places in the community to attend church, where to get their hair done, where to buy certain foods and other products relative to their culture, etc.
- 7) Conduct on going forums with students on race related issues in order to help them gain better understanding
- 8) Consult with minority professionals to help bridge cultural gaps by establishing a minority advisory board to seek continual advice on ways to keep the campus atmosphere accepting of differences
- 9) When possible, assign mentors to freshman minority students

**HAVING OUR
SAY**

“HAVING OUR SAY”

THE DELANY SISTERS’ FIRST 100 YEARS

I acted in a play!!!! I had not performed since college, but the Des Moines Community Playhouse gave me an offer that I couldn’t refuse. I was invited to audition for and was ultimately cast in the part of Bessie Delaney, the 101 year old sister of Sadie, the 103 year old, who together composed an unforgettable duet. The play was presented seventeen times, and two of those performances were exclusively for middle and high school student audiences.

The story line involves the two daughters of a minister born in slavery and a brilliant woman of mixed heritage, travelling through time from slavery through the early 1990’s telling their story of trials and triumph in a racist and sexist America. The play was entertaining and educational and presented all who saw an American experience that they won’t soon forget.

As Bessie, I saw life as something to always struggle against as a black woman. The following speech describes the essence of Bessie: (pg. 261-270)

BESSIE: Every time I encountered prejudice which was rubbed in my face under Jim Crow – I would feel it down to my core. I was not a crying child, except when I was being treated badly because of my race. In those instances – like when they wouldn't serve me at the drugstore counter in Raleigh – I would go home and sit on my bed and weep and weep and weep, the tears streaming down my face. (Very upset.) Now, Mama would come up and sit on the foot of my bed. She never said a word. She knew what I was feeling. She just did not want to encourage my rage. So my Mama would just sit and look at me while I cried, and it comforted me. I knew that she understood, and that was the most soothing salve. (Sadie holds up a pair of crystal goblets.)

(Bessie sets candlesticks and two serving dishes. Sadie finishes setting the goblets, sets a gravy boat and serving bowls.)

BESSIE: The words used to describe us most often were colored, Negro, black, and nigger. I've also been called jiggerboo, pickaninny, coon – you name it, honey. Some of these words are worse than others, and how mean they are depends on who is saying them and why. Personally, I don't use the word black very often to describe myself and my sister. To us, black was a person who was, well, black, and honey, I mean black as your shoe. I'm not black, I'm brown! Actually, the best word to describe me, I think, is colored. I am a colored woman or a Negro woman. Either one is OK. People dislike those words now. Today they use this term African American. It wouldn't occur to us to use that. We prefer to think of ourselves as Americans, that's all!

**VOICES
OF
CHANGE**

VOICES

In 1995, East High School in Des Moines experienced several racial riots that upset the regular flow of academic and social progress. Many community leaders were called upon to help dispute the uprisings, but it was the drama students who seemed to have the most creative solution to various aspects of the problem.

The students, created a performing group called, "The Voices of Change," to dramatize solutions to the many human relations problems that plagued students. The initial performance was in January, 1996, and the group has become nationally known since then.

During the 1998-99 school year, I invited 12 members of the "Voices of Change" from East High School to join me in my travels. I believe that thier school performances were the most effective vehicle I used to help teach about racism and other forms of discrimination. The diverse group of students (2 African American, 2 Latino, 1 Asian, 1 Biracial and 5 White) performed at conferences, for adults and at K – 12 schools throughout the state. The districts they performed in were: Des Moines, Ankeny, Aurelia, Burlington, Waterloo, Cedar Falls, Waverly, Applington, Sergeant Bluff, S.E. Warren and Manhattan, Kansas.

VOICES OF CHANGE'S MESSAGE

CHANGE: RACISM

CHANGE: SEXISM

CHANGE: PEER PRESSURE

CHANGE: VIOLENCE

CHANGE: STEREOTYPES

CHANGE: ATTITUDES

CHANGE: HEARTS

CHANGE: MINDS

CHANGE: YOURSELF

D.M. East students' lesson



"It's been successful because the message is from kids, to kids."

— Ruth Ann Gaines
teacher, East High School,
Des Moines

Liberty Center, Ia. — The principal at Southeast Warren High School knows the students here are good kids, knows they're getting a good education.

Fine administrators and great teachers make a nice combination.

This rural school district in southern Iowa is giving the kids almost everything they need to make their way in the world — except for one very important thing.

Last week, that changed.

For a few hours anyway, this white school district had a little color.

Eight students and a teacher from East High School in Des Moines came to town to talk about diversity and why it's important to remember that it's a very big world out there.

More than 200 students from the junior high and high school at Liberty Center sat in



**JOHN
CARLSON'S**
I O W A

the bleachers and learned something their teachers never could have taught them.

"It's a great lesson for our kids, a really worthwhile experience for them to see and hear this," said Tracy Hook, the Southeast Warren principal. "It's a good lesson for anybody."

The Des Moines students have spent lots of time this

on diversity is a touring triumph

past school year traveling the state with their diversity road show. They've visited small schools and big schools, putting on skits that entertain and instruct.

The East High students stood on the Southeast Warren gym floor a few days ago and gave a performance with some real heft to it.

They did a skit on white kids making ugly remarks about a black teacher, showing why it was wrong and how it hurt.

They gave the Southeast Warren students, who come from the Liberty Center, Lacona and Milo areas, an idea of what it's like to be of mixed race.

There were skits on rumors, AIDS and city street lingo.

The Southeast Warren kids were fascinated by what they saw, and the Des Moines teacher who founded the group in 1996 said the reaction

isn't unusual.

"It's been successful because the message is from kids, to kids," said Ruth Ann Gaines, a drama teacher at East High. Gaines, named Iowa Teacher of the Year last year, is a participant in the skits as well as the leader.

Gaines told the Southeast Warren students that the group, which is called "The Voices of Change," was formed after racial troubles broke out at East in 1995. Something needed to be done to get problems out in the open, she said.

The student group was the answer. It can help kids in rural districts get an idea of how racial problems develop and escalate. And it can help urban kids see how conflicts might be avoided or resolved.

"I remembered seeing Ben Vereen and some young performers at the convention center," Gaines said. "I thought

my drama students could do it as well, or better."

This year, the East students have performed in schools in Arlington, Cedar Falls, Waterloo, Waverly, Ankeny, Burlington, Aurelia, Southeast Polk, Le Mars and Des Moines. Monday, they're scheduled to be in Sergeant Bluff, and in May, they're traveling to Manhattan, Kan.

"It's really worthwhile," said Stephanie Gibb, one of the East performers. "I think the kids are getting something out of it. I know I am."

Matt Oliver, a Southeast Warren senior, said it's a good lesson.

"This is an all-white school and there's never anything wrong with being exposed to this," said Oliver. "We know these problems are out there, but we don't see it for ourselves."

Did it sink in?

"I think some of the stub-

born seniors probably think they don't need to hear this," said Oliver. "But I was sitting around the junior high students. It sunk in with them."

Gaines is happy to hear it. Kids from different backgrounds can get along with one another, she knows, and this is a new way to point that out.

Assemblies in gymnasiums in places like Liberty Center are great places to start the process.

You can see it in the eyes of the kids, sitting on the bleachers, leaning forward and listening. No classroom lecture will do this. Teachers, administrators, everybody agrees.

Gaines and the group from East High have figured out a way to see that the message gets through.

Columnist John Carlson can be reached at (515) 284-8204 or carlsonj@news.dnreg.com.

**WHAT YOU
CAN DO**

WHAT YOU CAN DO!

I've always wanted to sponsor a Youth Diversity Conference, and as Iowa's Ambassador of Education, I had my chance. I used the \$5,200 that I received from ISEA, the \$500 grant that I received as the Wal-Mart 1998 Teacher of the Year, \$1,000 that I received from the Midwest Desegregation Center in Manhattan, Kansas and \$2,000 from the Stanley Foundation in Muscatine in order to help finance this project. Other monies were received from the \$50 registration fee that was collected from teams of students who attended the conference.

The conference committee was formed in early November and planning continued without a conference coordinator until late February. It was at that time we sent letters to all the districts in the state, announcing the conference theme, format, and registration information. Approximately 300 students and teachers attended "What You Can Do," the first conference of its kind in the state. Students attended sessions conducted primarily by other students and thus empowered each other to celebrate diversity in their own home schools.

WHAT YOU CAN DO
MATERIALS

What You Can Do!
A Youth Diversity Conference

Ruth Ann Gaines, Iowa Teacher of the Year
East High School
815 E. 13th Street
Des Moines, IA 50316
(515) 242-7788

Dear Students:

Thank you for your participation in this first annual youth Diversity Conference. For many years, I have wanted to provide an opportunity for the young people of Iowa to dialogue about issues of diversity. Having worked with high school students during the past 28 years, I know that young people have the ability to empower each other to make change. Thus, my major mission as the 1998-99 Iowa teacher of the year has been to motivate students, like you, to take the initiative to "make a difference" in your own home schools.

I believe that your involvement here today will enhance your understanding of the need to develop strategies that will allow students in your high school to better appreciate and celebrate diversity. I also trust that your interaction with diverse students across Iowa will encourage you to continue to be personally committed to our mission of providing equal opportunity for all students.

Respectfully,



Ruth Ann Gaines
Iowa Teacher of the Year

Committee List

Tom Anderson.....	Department of Education
Jim Carnahan.....	Scavo
Ruth Ann Gaines.....	IA Teacher of the Year
Jill Goldesberry.....	Stanley Foundation
Barb Hawbaker.....	Wal-Mart
Jane Hildenbrand.....	Des Moines Public Schools
Mark Hollander.....	Des Moines Register
Kim Jackson.....	DMACC Upward Bound
Mary Lynne Jones.....	Des Moines Public Schools
Helene Kaplan.....	Heartland Area Education Agency
Linda Martin.....	Area Education Agency 7
Richard Murphy.....	Heartland Area Education Agency
Charles Rankin.....	Midwest Desegregation Assistance Center
Bill Sherman.....	ISEA
Rudy Simms.....	NCCJ
Benita Slater.....	DMACC Upward Bound
Nancy Smiley.....	Heartland Area Education Agency
Vidal Spaine.....	Des Moines East High School
Jerry Stilwell.....	Des Moines East High School
Rick Williams.....	New Horizons

Sponsors

Des Moines Public Schools
Des Moines Register
Iowa Department of Education
Area Education Agency 7
Heartland Area Education Agency
Des Moines Area Community College
Urban Campus-Upward Bound
Iowa State Education Association
Midwest Equity Assistance Center
National Conference for Community and Justice
Stanley Foundation
Wal-Mart
Anderson Erickson Dairy
Holmes, Murphy & Associates, Inc.
Hy-Vee Food Stores, Inc.
Iowa Utility Association
Mid-American Energy Company
Pella Rolscreen Foundation
Rockwell-Collins
Seabury & Smith
US West Communications
Wellmark Community Investment Department

Acknowledgements

Helene J. Kaplan, Conference Coordinator
Nancy Smiley, Conference Assistant

Featured Speakers and Performers

Governor Thomas J. Vilsack

Governor Vilsack graduated from Hamilton College in Clinton, New York with a degree in History in 1972 and from Albany Law School with a Juris Doctorate in 1975. He married Christie Bell, a Mt. Pleasant native, in August of 1973 and located permanently to Mt. Pleasant after graduating from law school. Tom and Christie are the parents of two sons. Governor Vilsack practiced law with his father-in-law and his brother-in-law in Mt. Pleasant for twenty-three years before becoming Governor. In 1992, Governor Vilsack was elected to the Iowa Senate. During his six years as State Senator, Governor Vilsack wrote the largest property tax cut bill in Iowa history, worked to expand health care to children in working families, and required companies that receive state incentives to pay good wages and provide fair benefits to their employees. In 1998, Tom Vilsack was elected the first Democratic Governor in more than 30 years.

Mayor Preston A. Daniels

Preston Daniels, a life-long resident of Des Moines, was raised on the City's Southeast side in an area known as Chesterfield. After graduating from Tech High School, Mr. Daniels served as a Sergeant in the U. S. Army. Upon completion of his military duty, Mr. Daniels attended Drake University and received a Bachelors Degree in Psychology and a Masters of Science Degree in Health Science and Counseling. Mr. Daniels worked as a probation officer for the Fifth Judicial District, Department of Corrections. Currently, Mr. Daniels is the Director of Court and Community Relations for Employee and Family Resources/Iowa Managed Substance Abuse Care Plan. Mr. Daniels has been active in numerous neighborhood activities and served two years as the President of the Drake Neighborhood Association. Mr. Daniels served two terms as a Des Moines City Councilman At Large and also served as Chairman of the City's Police Subcommittee. Mr. Daniels is currently the Mayor of Des Moines.

Ms. Ruth Ann Gaines

Ms. Gaines is the 1998-1999 Iowa Ambassador for Education, serving in the role of Iowa Teacher of the Year and was a finalist for the 1998 National Teacher of the Year Award. She has taught Drama at East High School in Des Moines, Iowa for 27 years. In addition to her teaching, Ms. Gaines is a Diversity Consultant in Central Iowa, presenting to students, teachers and the business community and has been a television and radio producer for twenty-two years. She received her Bachelors and Masters degrees in dramatic art from Clark College in Dubuque, Iowa and the University of California Santa Barbara, respectively. Her biography appears in the 1998 edition of *Who's Who in America*. Ms. Gaines is the mother of a son, Brandon, 15.

Mr. Ted Stilwill

Ted Stilwill has served as Director of the Iowa Department of Education since his appointment by Governor Branstad in September of 1995. Prior to that time, he headed the Department's activities dealing with elementary and secondary education. Before coming to work in state government, he worked for 18 years as a teacher and administrator at the local level. Mr. Stilwill also chairs the School Budget Review Committee and serves on several state boards or commissions. Nationally, he is the current Treasurer for the Education Commission of the States and will serve as President of the Board of Directors of the North Central Regional Educational Laboratory.

Dr. Eric A. Witherspoon

In the summer of 1998, Dr. Eric Witherspoon was named superintendent of the Des Moines Public Schools. Dr. Witherspoon holds a B.A. from Hope College in Holland, Michigan, where he completed two majors—psychology and English. He holds a M.S. degree in administration and supervision from Purdue University and completed his Ph.D. at Purdue in administration/curriculum and business management. With a strong interest in public school leadership and reinventing public education, Dr. Witherspoon also served for three years as a primary consultant and trainer with the Chicago Public Schools in the school improvement and desegregation project. He has taught graduate-level courses in school leadership at Purdue University and Butler University. An educator who considers public education the centerpiece of our nation, Dr. Witherspoon resides in Des Moines with his wife and daughter. He also has two sons attending Purdue.

Dr. Charles Rankin

Dr. Charles Rankin is a professor in the Department of Foundations and Adult Education in the College of Education, Kansas State University, in Manhattan, Kansas. He received his Bachelors and Masters degrees from Wichita University and his Ph.D. in Urban Education from Kansas State University in 1973. He is a certified trainer for Respecting Ethnic and Cultural Heritage (REACH), Student Team Learning, and Teacher Expectations for Student Achievement (TESA). In addition to teaching numerous courses at Kansas State, Dr. Rankin has written many publications and papers for national journals. He is an appointed Commissioner for the National Commission for African American Education and is on the Board of Directors for Magnet Schools of America. He has received many awards for his achievements.

East High Gospel Choir

The East High Gospel choir is under the direction of Mr. James McNear, Director of Choral Activities at East High School. The group was formed two years ago and has continued in its musical growth even to this day. It is composed of non-auditioned singers who meet before school. The group primarily performs contemporary gospel and spiritual repertoire. Mr. McNear comes to East High School from Merrill Middle School where he built a highly successful program in just three years. He graduated from Drake University receiving his undergraduate degree in Music Education with emphasis in Choral conducting. Mr. McNear made his mark at Drake by being elected the first African American president of the Drake Select Chorus. He also is currently the state minister of music for the Churches of God in Christ, and his local church Mission Temple Church, and his newly formed Total Praise Chorale. He also is working on a follow up CD to his 1996 release "Whose Truth Is It?" done in the gospel jazz idiom.

Youth Diversity Conference Schedule

7:30 - 9:00	Registration and Continental Breakfast - Mezzanine Showcase Displays - Mezzanine						
9:00 - 9:30	Opening Session- Grand Ballroom Introduction: Ms. Ruth Ann Gaines, Iowa Teacher of the Year Welcoming Remarks: Governor Tom Vilsack Mayor Preston Daniels Dr. Eric Witherspoon, Superintendent of Des Moines Schools Mr. Ted Stilwill, Director of Iowa Department of Education						
Session I	Governor	Wedgwood	North	Capital	Indep. Hall	State	City
9:30 - 10:30	Is That the Way It Really Is? Mary Steinmus Stanley Foundation	Enhancing Racial/Ethnic Understanding KarenMcLean Donaldson Iowa State University	Valley High School Gay/Straight Alliance Valley High School, West Des Moines	Bringing About Racial Harmony in High Schools Tom Drake Des Moines Public Schools	Youth Issues, Youth Voices R. Adin Davis, NCCJ Des Moines	The Every Day Lifestyle of a Deaf Student Hiatt Middle School, Des Moines	Challenge and Opportunities in a Multicultural High School West High School, Sioux City, Iowa
10:30 - 10:45	Break - Mezzanine						
Session II	Governor	Wedgwood	North	Capital	Indep. Hall	State	City
10:45 - 11:45	Cross Cultural Training for Adults Ruth Ann Gaines, Mary Lynne Jones Des Moines Schools	A Successful Green and Gold Print for Diversity Hoover High School, Des Moines	Future Generations Lincoln High School, Des Moines	Anytown/Youth Leadership Rudy Simms, Greg Naylor NCCJ Des Moines	East High School Leadership Council East High School, Des Moines	Diversity- It's All in the Family North High School, Des Moines	Harmony- Respecting and Accepting Diversity Cedar Falls High School Cedar Falls
11:45- 12:30	Lunch - Grand Ballroom (Please sit at your team table.) Entertainment: East High School Gospel Choir						
12:30 - 1:30	Dr. Charles Rankin, Midwest Desegregation Assistance Center						
1:30 - 2:15	Team Planning						
2:15 - 2:30	Break - Mezzanine						
2:30 - 3:00	Team Reporting/Closing Remarks						

7:30 – 9:00 a.m.
Mezzanine
(Second Floor)

REGISTRATION AND CONTINENTAL BREAKFAST –
Showcase Displays

9:00 – 9:30 a.m.

Opening Session

Introduction:

Ms. Ruth Ann Gaines, Iowa Teacher of the Year

Welcoming Remarks:

Grand Ballroom
(Second Floor)

Governor Tom Vilsack

Mayor Preston Daniels

Dr. Eric Witherspoon, Superintendent of Des Moines Schools

Mr. Ted Stilwill, Director of Iowa Department of Education

9:30 – 10:30 a.m.

CONCURRENT SESSIONS

Governor Room
(Second Floor)

Is That the Way it Really Is?

Presenter:

Ms. Mary Steinmaus, Program Officer
The Stanley Foundation
Muscatine, Iowa

There are many factors that limit our ability to perceive fully. Join us to experience some of those obstacles. You might be surprised at your ability to see the world around you in new and different ways.

Wedgwood Room
(Second Floor)

Enhancing Racial/Ethnic Understanding

Presenter:

Dr. Karen McLean Donaldson
Iowa State University
Ames, Iowa

In this session, we will define and broaden awareness of racism in school and beyond. We will examine racist conditioning, racial and ethnic identity development and discrimination and explore proactive approaches to reducing racism in schools/society. The presentation will include video excerpts and brief experiential activities.

North Room
(Second Floor)

Valley High School Gay/Straight Alliance

Presenters:

Ms. Georgianna Williams
Students: Erin O'Brien, Founder; Layla Hilton,
Tommy Russell, Sydney Royal, Patrick Beltinghouse
Valley High School
West Des Moines, Iowa

Homophobia in our schools and in the lives of teens will be discussed in this presentation. Panel members will explain the club's history and purpose. Handouts of factual information, rainbow ribbons, and questions from the audience will be included.

Capital Room
(Second Floor)

Bringing About Racial Harmony in High Schools

Presenter:

Mr. Tom Drake, Executive Director
Middle and High School Programs
Des Moines Public Schools
Des Moines, Iowa

The former principal of Lincoln High School will discuss how the school community dealt with racial problems and then established a program for the future.

Independence Hall
(Second Floor)

Youth Issues, Youth Voices: Developing Your Group Discussion Facilitation Skills

Presenter:

Mr. R. Adin Davis
Project Coordinator, Honest Conversation Circles
National Conference for Community and Justice
Des Moines, Iowa

This presentation will introduce the study circles format of facilitating group discussion. Participants will develop the skills to separate dialogue from debate and review a process for creating productive group meetings.

State Room
(Second Floor)

The Every Day Lifestyle of a Deaf Student

Presenters:

Ms. Polly Adam
Students (Panel Discussion)
Hiatt Middle School
Des Moines, Iowa

Five students from middle and high school in Des Moines will share their experiences and what it's like to be deaf in a primarily hearing world. Sign languages and assistive technology will be shown. Questions are welcome from the audience, who will be exposed to sign and voice interpreters.

City Room
(Second Floor)

Challenge and Opportunity in a Multicultural High School

Presenter:

Mr. Alan McGaffin
Language Arts Instructor
West High
Sioux City, Iowa

The West High Multicultural Group will talk about the history of its group since its origin five years ago. We will talk about the challenges faced as a group and as individuals. Members will offer suggestions to other schools.

10:30 – 10:45 a.m.

BREAK – Mezzanine

10:45 – 11:45 a.m

CONCURRENT SESSIONS

Governor Room
(Second Floor)

Cross Cultural Training for Adults

Presenters:

Ms. Ruth Ann Gaines, Iowa Teacher of the Year
Ms. Mary Lynne Jones, Director, Intercultural Programs
Des Moines Public Schools

Teachers/Sponsors will be involved in activities that will help them develop a school plan that promotes a multicultural environment.

Wedgwood Room
(Second Floor)

A Successful Green and Gold Print for Diversity

Presenters:

Mr. Bill Griffin
Hoover High School
Des Moines, Iowa
Jack Spicer, Emily Audlehelm, Judith Quinones, Tram Lee,
and Belma Bejtovic

The ICP (Intercultural Program Committee) of the Student Council has long been responsible for promoting ethnic and racial harmony at Hoover by sponsoring assemblies, dances and diversity week. The presentation will include: 1) Information about Diversity Assemblies 2) A video of the program from previous years 3) Fundraising 4) Getting people to meetings 5) An interactive exercise: Cultural Encounter.

North Room
(Second Floor)

Future Generations

Presenters:

Ms. Jan Sarlat-Aldridge
Erin Reese, Josh Goodrich, Beth Gillespie, and Ashlee Obrecht
Lincoln High School
Des Moines, Iowa

The students of *Future Generations* will give a chronology of how and why the group was started. They will discuss activities that the group is involved with in order to promote diversity in our school community.

Capital Room
(Second Floor)

Anytown/Youth Leadership

Presenters:

Mr. Rudy Simms
Camp Director
Mr. Greg Naylor
Chair, Youth Leadership Council Committee
National Conference for Community and Justice
Des Moines, Iowa

What will you experience at Anytown? What is happening with diversity issues in your school? How can you help make your school and community a better place for all? Youth will fill out a *Building an Inclusive Community* worksheet and learn about the Anytown Program during this session.

Independence Hall
(Second Floor)

East High School–Leadership Council

Presenters:

Mr. Vidal Spaine
Stephanie Gibb, B.J. Stradley, Marlisha Slaughter,
Kearstin Nichols, and Shannon Kingrey
East High School
Des Moines, Iowa

Members of “Voices of Change” will do a dramatic presentation followed by a panel presentation in which they tell students about East High School Leadership Council and how they got started.

State Room
(Second Floor)

Diversity–It’s all in the Family

Presenters:

Mr. Steven Gonzales
Tyree Lawrence, Tia Johnson, Mandy Berenguel,
Christine Chung, Clint Clemons
North High
Des Moines, Iowa

The importance of promoting a family atmosphere at school will be discussed. Collaboration of students and administrators in promoting respect and acceptance of all ethnic groups and strategies will be discussed, and questions will be strongly encouraged.

City Room
(Second Floor)

Harmony-Respecting and Accepting Diversity at Cedar Falls High School

Presenters:

Mr. Dean Preyer, Principal
Ms. Susan Johnson, Counselor
Harmony Care Committee Members: Molly Tekeste
Emmy Mikelson, Wendy Powell, Josh Russo, John Weier,
Cedar Falls High School
Cedar Falls, Iowa

Harmony has been at Cedar Falls High for four years. Activities include equity surveys, facilitator training, panels, and all school student-led dialogues. Join us for discussion and dialogue about important issues in your school. Share ideas to help your school be accepting of diversity.

11:45 – 12:30 p.m.
Grand Ballroom
(Second Floor)

LUNCH –
Please sit with your teams.

Performance
East High School Gospel Choir

12:30 – 1:30 p.m.

How To Get Started
Dr. Charles Rankin
Director
Midwest Desegregation Assistance Center
Manhattan, Kansas
Dr. Rankin will facilitate this large group session. Teams will develop a building plan of action based on the individual needs of each school and information from the morning sessions.

1:30 – 2:15 p.m.

Team Planning

2:15 – 2:30 p.m.

BREAK – Mezzanine

2:30 – 3:00 p.m.

Team Reporting/Closing Remarks

SCHOOLS REPRESENTED**AT****WHAT YOU CAN DO**

1. Clarke Community High School – Osceola, Iowa
2. Columbus High School – Columbus, Junction, Iowa
3. Corning High School – Corning, Iowa
4. Davenport North High – Davenport, Iowa
5. Des Moines Area Community College (Urban Campus) Upward Bound – Des Moines, Iowa
6. East High School – Des Moines, Iowa
7. Elk Horn – Kimballton High School –Elk Horn, Iowa
8. Hoover High School – Des Moines, Iowa
9. I-35 High School – Truro, Iowa
10. Indianola High School – Indianola, Iowa
11. Jefferson – Scranton High School – Jefferson, Iowa
12. Lincoln High School – Des Moines, Iowa
13. Mason City High School – Mason City, Iowa
14. Roosevelt High School – Des Moines, Iowa
15. West Liberty High School – West Liberty, Iowa
16. Scavo High School – Des Moines, Iowa
17. Cassady High School – Des Moines, Iowa
18. North High School – Des Moines, Iowa
19. Washington High School – Cedar Rapids, Iowa
20. City High School – Iowa City, Iowa

Continued

21. Aurelia High School – Aurelia, Iowa
22. S.E. Polk High School – Runnels, Iowa
23. Cal-Downs High School – Latimer, Iowa
24. West High School – Sioux City, Iowa
25. Cedar Falls High School – Cedar Falls, Iowa
26. Muscatine High School – Muscatine, Iowa
27. New Hampton High School – New Hampton, Iowa
28. Ottumwa High School – Ottumwa, Iowa
29. Waukee High School – Waukee, Iowa
30. Webster City High School – Webster, Iowa
31. Willowbrook School – S.E. Polk – Runnels
32. Woodward – Granger High School – Woodward, Iowa
33. Unicorn High School – La Porte City, Iowa
34. Urbandale High School – Urbandale, Iowa
35. City High School – Iowa City, Iowa
36. Waverly – Shell Rock High School – Waverly, Iowa

INTRODUCING
THE PRESIDENT OF THE UNITED STATES:
BILL CLINTON

The highlight of my teacher of the year experiences occurred when I received a call from the White House, inviting me to introduce President Clinton on his visit to Des Moines on July 16, 1999. He spoke at Hiatt Middle School about the need to repair our schools.

It was both exciting and humbling to have a once in a lifetime opportunity that very few Americans experience, but the greatest rewards to me came for days after my presentation. Numerous groups and individuals expressed their pride in seeing me on stage representing them: teachers, women, Catholics, African Americans, students, Asians, Democrats – Iowans!!! This made me realize that as an individual I represent diversity in everything that I am and I celebrate diversity just by being alive!!! The following is the speech I delivered:

Good afternoon legislators, community leaders, educators, parents, and friends.

I am extremely proud to have been a teacher in Iowa for the past 30 years. I am honored to have served last year as Iowa's Teacher of the Year, and I am especially enthusiastic about sharing some of those experiences with you today.

Last year, I had the unique opportunity to travel across Iowa, visiting schools and sitting in on classes. I visited over 30 classrooms in over 100 school buildings. At every stop, one thing was clear there is an incredible commitment to high quality education in our state.

I spent a great deal of time sitting in libraries, workrooms and staff lounges, listening to many concerns that teachers felt impacted the development of their students.

The concern, however, that I heard time and time again, in school after school, was the need for funding and additional resources for school renovation and expansion. Not only is this an issue in Des Moines but also in Waterloo, Winthrop, Sioux City, Davenport, Walnut, and many other Iowa districts.

We are here today at Hiatt in a new gym. This is positive, but it shouldn't fool you. At this school and many others, there is a desperate need for repair and renovation. I've seen poor lighting, peeling paint, and walls with holes in them. I've been to schools with broken heating systems, leaking pipes, and roofs and ceilings that are in bad shape. Students and teachers face over-crowded hallways, classrooms and lunchrooms. In some cases, basement rooms are being converted into classrooms because of a lack of space. In some schools, it is impossible for each student to have her own computer because there is not enough room in the classroom to put it. Other schools can not produce quality drama and music programs, because there is no space for performances.

Any teacher can tell you that the conditions of the school building impact a student's motivation to learn. It's hard for children to be enthusiastic and engrossed in the learning process in a rundown school with large classes and shabby classrooms.

Many Iowa schools were built in the early 1900s. I have to ask here today: Would people tolerate hospitals or police stations or even stores that are more than 75 years old to be in this condition? The answer is "NO!" So then why do we allow our children to be educated in schools built many years ago that now need to be modernized?

We are so fortunate to have a President who supports education and recognizes the funding needs of our education system. He has been a champion for children and our schools. He is here today to address some of these issues and to continue to give us his utmost support.

It is now my honor and privilege to introduce the President of the United States, Bill Clinton.

NEW BEGINNINGS

Having successfully completed my term as the 1998 Iowa Teacher of the Year, I have a new outlook on my career as a teacher. There are several goals that I intend to achieve:

- 1) Continue to create a respectful, open-minded classroom environment for my students
- 2) Expand the Voices of Change to a Des Moines School District Performance Group and perform nationally.
- 3) Continue my diversity consulting and speaking endeavors, especially to educators
- 4) Develop a sound "Teacher of the Year" video to be used to promote the program
- 5) Continue being a member of Voices from the Classroom
- 6) Continue writing for local Iowa newspapers
- 7) Continue to improve the Youth Diversity Conference Format – (The date for next year is April 5, 2000 at the Hotel Fort Des Moines)
- 8) Complete the development of the Heartland AEA Services "Celebrating Diversity"

I am so glad that this year was the highlight of my career, and I'm proud to say I honored myself, my family, my students, my friends, my peers, and my mentors in the best manner I know. By. . .

"CELEBRATING DIVERSITY IN IOWA"



**A TEACHER
TAKES A HAND
OPENS A MIND
AND
TOUCHES A HEART**

STATE LIBRARY OF IOWA



3 1723 02101 2380