



SAN DIEGO CITY SCHOOLS

EDUCATION CENTER | 4100 Normal Street

DATE: November 9, 1978

MEMO TO: Elementary and Secondary School Administrators and Children's
Centers Supervisors

FROM: Fletcher *ESF*

SUBJECT: OPTION BANK, PART C--REFERENCES AND RESOURCES

REFERENCE: Administrative Circular No. 9, Superintendent's Office No. 3, OPTION BANK,
PART A; Information Circular No. 51, Superintendent's Office No. 9,
OPTION BANK, PART B.

To further assist in the planning and implementation of the Race/Human Relations Component of the San Diego Plan for Racial Integration, the attached document, OPTION BANK, PART C--REFERENCE AND RESOURCES, has been developed.

OPTION BANK, PART C, describes appropriate references and resource materials to implement student, staff, and parent experiences in school/site-level, race/human relations programs and will serve as a reference guide for suggested experiences in PART B. A reference index is included.

Any questions you may have should be directed to the Community Relations Division (293-8300), or you may contact the race/human relations facilitator assigned to your site (293-8303).

ESF:la

Attachment

Distribution: List B
List C

PART

OPTION BANK

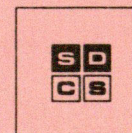


**Race
Human
Relations
Program**

**REFERENCES
and
RESOURCES**

SAN DIEGO CITY SCHOOLS

1978



O P T I O N B A N K

SUGGESTED ACTIVITIES FOR THE
PLANNING AND IMPLEMENTATION OF
SCHOOL/SITE RACE/HUMAN RELATIONS PROGRAMS

* * *

PART C --REFERENCES AND RESOURCES

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PREFACE


Extensive references and resources are required to implement the suggested experiences and activities for students, staff and parents described in the Option Bank, Part B.

Option Bank, Part C provides brief descriptions of many valuable programs, information sources and materials for race/human relations and multicultural education.

We wish to acknowledge the contributions of Jimmie Martinez, Curriculum Consultant Elementary Social Studies, and Dave Vigilante, Multicultural Resource Teacher, ESAA, for their assistance in identifying appropriate references for this guide.

Periodic additions to the resource section, Part C, are planned to provide comprehensive information regarding teaching strategies, techniques and reference materials.

The Community Relations Division welcomes suggestions for additional materials for inclusion in this section. Please forward your recommendations to Cliff Mendoza, Multicultural Specialist, 293-8300.


Edward S. Fletcher
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PART C

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Correlation Between Option Bank B: Student Experiences, Staff Development, Parent/Community Involvement and Option Bank C: Reference and Resources.

In the following section activities described in Option Bank B are identified by topic and page numbers. Appropriate references to support the suggested activities can be found in Option Bank C on the pages indicated in this reference index. Many additional references have been added which will enrich the experiences and programs throughout Part B. The teaching staff is encouraged to become familiar with all references and resources listed throughout this guide and to use them in ways which are appropriate to the individual, class and school situation.

COMPONENT: STUDENT EXPERIENCES, RACE/HUMAN RELATIONS/COMMUNICATION

OPTION BANK PART B PAGE	TOPIC	OPTION BANK PART C PAGE
3	Race/Human Relations Workshops	Services & Programs, P.25-28
5	"Feelings Forum" Discussion (bias, prejudice)	Appendix C III, P.III-3 to III-5
9	Communication Skills Programs	P. 15, See also Services and Programs P. 25-30
9	Community Resources/Communications	P. 9 and Appendix C V, P.V-3
12	Information Exchange: Filtering	Appendix C III, P. III-14
17	Orientation Packets For New Students	Appendix C VI, P. VI-1
20	Special Interest Activities	P.19-22
22	School Activity Exchange: Assemblies and Programs	P.19-22

REFERENCE INDEX

COMPONENT: STUDENT EXPERIENCES: MULTICULTURAL EDUCATION

OPTION BANK PART B PAGE	TOPIC	OPTION BANK PART C PAGE
27	Infusing Multicultural Perspectives Into the Curriculum: Community Speakers and Resources	Appendix C V, P. 3-5
29	Journalism Classes: Slanting Techniques	Appendix C III, P. III-11 to III-13
30	Drama Classes: Multicultural	P.5, 19
30	Social Studies Classes: Multicultural Viewpoints in History	P.3-9
31	Foreign Language Classes: Multicultural Holidays	Appendix C IV, P. IV-3-6
32	Science Classes: Scientific Achievements of Persons of Diverse Cultures.	P. 4
33	List of Community Agencies and Organizations	Appendix C V, P. V-3
34	Business and Marketing Classes: Multicultural Persons in Business Fields	P.8, 9 and Appendix C V, List Community Agencies & Resources P.V-3
34	Industrial Arts Classes: Props, Architecture with Multicultural Themes	P. 19-21, Appendix C V, P. 3
35	Stereotyping, Connotation and Bias	Appendix C III, P. III-10

COMPONENT: STUDENT EXPERIENCES: MULTICULTURAL EDUCATION (Cont'd.)

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35	Multicultural Materials for Various Subject Areas	P. 1-16 Appendix C IV, P. IV-3-6
44	Multicultural Interest Center: Exhibits	Appendix C IV P. IV-5, IV-6
45	Community Awareness Tours	P. 19-22

COMPONENT: STAFF DEVELOPMENT

OPTION BANK PART B PAGE	TOPIC	OPTION BANK PART C PAGE
54	Needs Assessment Surveys: Power Voting Method	Appendix C II, P. II-3
54	Self-Awareness Workshops	Services & Programs, P. 27, 29, 30
55	Interpersonal/Intergroup Workshops	Services & Programs, P. 25, 26, 27, 28
55	Communication Skills Workshops	Services & Programs, P. 25, 26
55	Cultural-Awareness Workshops	Services & Programs, P. 26, 27
57	Decision-Making Workshops	Services & Programs, P. 25, 27
57	Problem-Solving Techniques	Services & Programs, P. 25, Appendix C II, P. II-14
60	Available Curriculum Guides In Race/Human Relations, Multicultural Education, Interpersonal/Intergroup Relationships	Services & Programs, P. 1-8 P. 27, 29

COMPONENT: STAFF DEVELOPMENT (Cont'd.)

OPTION BANK PART B PAGE	TOPIC	OPTION BANK PART C PAGE
61	Multicultural Facts Quiz, A Very Personal Test For Teachers	Appendix C II, P. II-3 - II-7
62	Community Resources: Libraries, Consultants Colleges	Appendix C V, P. V-3 - V-4

COMPONENT: PARENT/COMMUNITY INVOLVEMENT

OPTION BANK PART B PAGE	TOPIC	OPTION BANK PART C PAGE
70	Instructional Programs, Curriculum Guides for Race/Human Relations/Communication and Multi- cultural Programs	P. 1-8
70	Counseling Centers (Also see Part A, Appendix I)	Appendix C I, P. I-3 to 5
73	Community Resources: Talent Bank	Appendix C V, P. V-3 to 5
74	Parent/Community Classroom Volunteers	Services and Programs, P. 28

REFERENCE INDEX

The following references are mentioned in Option Bank B. Related material for each title including descriptions of content can be found in Option Bank C on the pages indicated.

OPTION BANK B PAGE	TITLE AND SOURCE	OPTION BANK C PAGE
3, 8, 10, 11	<u>How to Build Self-Esteem in the Classroom</u> , San Diego City Schools, Paré and Mendoza, 1977.	Services and Programs, P. 29
5, 9, 10, 11	<u>Activities for Enhancing Self-Concept and Inter- personal Skills in Grades K-6</u> , Yates, 1977.	8
21	<u>Conflict Management Curriculum for Elementary and Secondary Students: Contact Race/Human Relations facilitators, Community Relations Division 293-8303.</u>	Services and Programs, P. 27
21, 31, 33, 37, 44, 45, 46, 47, 73	<u>Directory of Multicultural Resources</u> , San Diego City Schools, Pendleton, 1977.	19
35, 40, 44, 45, 47	<u>Getting It Together for Multicultural Activi- ties in the Secondary Schools</u> , San Diego City Schools, 1978 (41-M-5781)	8
	<u>African Heritage Dances</u> , San Diego City Schools, 1972. (41-A-0445)	8
40, 44	<u>In Praise of Diversity: Multicultural Class- room Applications</u> , Grant, University of Omaha, 1977. (available from Professional Library, 293-8047)	1, 8
44, 45	<u>Multicultural Materials List</u> , 1978, Programs Division, 293-8014.	7,

REFERENCE INDEX

OPTION BANK B PAGE	TITLE AND SOURCE	OPTION BANK C PAGE
54, 55	<u>The Person I Am - La Persona Que Soy</u> , San Diego City Schools, 1978.	Services and Programs P. 27
55	<u>Me to We: A Guide for Developing Positive Intra/Interpersonal Relationships</u> , San Diego City Schools, 1978.	1,2
58, 59 , 62	<u>Selected Materials on Human Relations</u> , Professional Library, San Diego City Schools, 1973, (bibliography).	See P. 7, 9 for additional titles
	Addresses and phone numbers for the following references are included in Option Bank C on the pages indicated. Community agencies, i.e., local colleges and universities, Urban League, Union of Pan Asian Communities, Chicano Federation, Centro Cultural de La Raza, San Diego Indian Center and Teacher Corps.	Appendix C V, P. V-3 , 4
	San Diego Public Library and Branch Offices	Appendix C V, P. V-5
	Department of Multicultural Education, San Diego State University	Appendix C V, P. V-4
	United States International University	Appendix C V, P. V-4
	Local Community Colleges	Appendix C V, P. V-4

PROVIDING EDUCATIONAL EXPERIENCES WITH A
RACE/HUMAN RELATIONS AND MULTICULTURAL DIMENSION

The classroom teacher has a unique opportunity, in the role of a disseminator of facts, to improve intergroup relations. No matter which subject one teaches, no matter what teaching style or personality, one can weave into the content of courses facts about race, about ethnic groups, and about group interaction. Locomotives, whose speeds are to be computed, may be carrying Chinese workers to work on American railroads. Farm products of the northeastern United States may be harvested by migrant workers from the South or from Puerto Rico. Any problems can be designed dealing with the number of minority people in a city, the number of new houses available, housing discrimination, and the resultant number of minority people who can afford new homes but must live in substandard ghetto housing. There is no subject that does not lend itself to intergroup education. A continued attempt is being made to incorporate materials and content with a multicultural emphasis and a balanced treatment of the role and contributions of minorities into all subject areas. It is hoped that the information included in this publication will assist teachers to provide multicultural approaches and intergroup education throughout the school curriculum. The following guides are being developed and will be distributed to school/sites upon completion.

Me to We, Developing Positive Intra/Interpersonal Relations Levels A-G

<u>Stock Number</u>	<u>Level</u>	<u>Stock Number</u>	<u>Level</u>
41-M-4401	A	41-M-4405	E
41-M-4402	B	41-M-4406	F
41-M-4403	C	41-M-4407	G
41-M-4404	D		

Me to We is a series of guides containing activities that were compiled or developed to enhance positive intra/interpersonal relationships among children. The activities are intended to meet the personal and social needs of children in kindergarten through grade six as well as certain program requirements of special education, social studies, race/human relations, career education, guidance, and multicultural education. Many of the activities in these guides originated in such district programs as: US: A Cultural Mosaic, Levels A and B; The Person I Am--Elementary Career Counseling Project: Project CHOICE--Children Have Options in Career Education; and the Elementary School Counseling Centers. Activities were also adopted from In Praise of Diversity, Teacher Corps, Center for Urban Education, University of Nebraska at Omaha.

Me to We was developed through the combined efforts of all departments mentioned above. Because of the diversity and flexibility of the activities, it is anticipated that each department/unit will implement the program, adapting it according to individual educational priorities, responsibilities, and perspectives.

This series of seven guides (A-G) has been organized according to the following four areas of emphasis, which parallel the race/human relations program components:

- I. Self-Awareness
- II. Cultural/Ethnic Awareness
- III. Intergroup Relationships
- IV. Decision-Making/Problem-Solving Strategies

Included in the Assessment and Evaluation section is a needs survey that can be used to determine which objectives the teacher may wish to emphasize. When particular objectives have been identified as areas of special need, the teacher is encouraged to use additional activities from previous guides designed to meet those particular objectives.

Description of Guides

Labeled A-G, the series of guides have been non-graded to permit teachers greater flexibility in meeting student needs. The activities have been organized in a sequential, developmental manner. Teachers are encouraged to use them creatively in ways which meet the unique needs of each class. Many can and should be repeated throughout the school year.

INFUSION OF MULTICULTURAL CONTENT INTO THE DAILY CURRICULUM

Education with a multicultural dimension is based upon the idea of helping students to see that similarities among people are those traits which make them members of the human family, and differences among people are those characteristics which make each person or group special and unique.

It is hoped that through experiencing infusion of multicultural awareness, the student will begin to see that differences need not be negative, but rather that they are positive and add interest and richness to life. This approach will help students see that one of the beauties of America is that it is a nation of many people whose cultures have interwoven to create a composite culture which is richer than any single culture from which it is drawn. This may be viewed as a mosaic in which each piece is distinct and adds to the beauty of the whole. Similarities and differences of cultural values are studied in the settings of family, group, community, state, nation and region of the world. At each level of the expanding circle, history and geography are used as vehicles to explore these cultural similarities and differences.

The Me to We series described above emphasizes student experiences in the affective domain. The following guides are currently being developed to provide supportive student experiences in cognitive areas that would develop multicultural awareness. These guides will be distributed to schools as they are completed. Staff inservice is planned to introduce each guide.

The goal of the cultural/ethnic awareness strand, understanding and acceptance of other cultural/ethnic groups, is supported by activities contained within each strand of this program and specifically in the following district publications:

SOCIAL STUDIES

Families: Alike and Different (Social Studies, Level 1, Elementary), stock number 41-S-4010.
This social studies unit helps children accept both the similarities and differences among families as positive qualities. (Formerly Goal 1 of Level C of US: A Cultural Mosaic.)

Groups: Alike and Different (Social Studies, Level 2, Elementary), stock number 41-S-4020.
This social studies unit helps children accept similarities and differences among various American ethnic groups by concentrating on how they celebrate holidays, how they recognize special people, and how they use folklore and legends to pass on their heritage. (Formerly Goal 2 of Level C of US: A Cultural Mosaic.)

San Diego: A Cultural Mosaic (Social Studies, Level 3, Elementary), stock number 41-S-4030.
This unit examines the cultural heritage of our community and helps children understand that San Diego is a mosaic of the many groups who have settled here.

California: A Cultural Mosaic, Part 1 (Social Studies, Level 4, Elementary), stock number 41-S-4040.
This unit examines the cultural heritage of California and helps children understand that our state is a mosaic of the many people who have settled here. Part 1 covers the period from the California Indians through the Gold Rush.

The United States: A Cultural Mosaic, Part 1 (Social Studies, Level 5, Elementary), stock number 41-S-4050.

This unit examines the cultural heritage of the United States and helps children understand that our country is a mosaic of the many people who have settled here. Part 1 covers the period from discovery through the pre-Civil War Westward Movement.

Latin America: A Cultural Mosaic (Social Studies, Level 6, Elementary), stock number 41-S-4060.

This unit examines the cultural heritage of Latin America and helps children understand that Latin America is a mosaic of the many people who have settled there.

Close Encounters With Other Cultures (Social Studies, Level 7, Secondary), stock number 41-S-7650.

This project develops a cross-cultural introductory model for the 7th grade social studies course. The model revolves around the use of a filmstrip series entitled Man: A Cross-Cultural Approach and helps the students understand that people all over the world have adapted to their environment in a variety of ways. From this concept students develop an acceptance of cultural similarities and differences as both being positive characteristics of a group of people. The model is developed early in the course and then applied to successive cultures as they are studied throughout the course.

A Guide for Infusing Multicultural Content into the United States History 8th Grade Using the Text America, America (Social Studies, Level 8, Secondary), stock number 41-U-6210.

A Guide for Infusing Multicultural Content into United States History 8th Grade Using the Text Let Freedom Ring (Social Studies, Level 8, Secondary), stock number 41-U-6220.

These guides help teachers infuse multicultural concepts into 8th grade United States history and are geared to the two most commonly used texts for this course: America, America and Let Freedom Ring. These guides include student worksheets, short biographies, references to audio-visual material, and a mini-unit on immigration.

SCIENCE

Many People One Light: A Multicultural Look At Science and Communication (Science, Elementary), stock number 41-M-0018.

This Instruction Suggestions Bulletin includes a series of curriculum coordinated study units in which contributions of people of many races and cultures is discussed. The publication incorporates folk tales and legends as well as fictional short stories with scientific and/or multicultural themes.

These units will show how different people made similar discoveries and developed similar sciences. It illustrates how people work together in a "scientific culture" that is an entity separate from their individual cultures.

Topical/Contributor Index For "Minority Contributions to Science, Engineering, and Medicine" (Science, Level 7-12, Secondary), stock number 41-M-5696.

Several hundred minority scientists are profiled in the district publication Minority Contributions to Science, Engineering, and Medicine (stock number 41-M-5695). This "Topical/Contributor Index" has cross-referenced Minority Contributions and makes it easier to incorporate appropriate materials into scheduled lesson plans.

The usefulness of the original publication is greatly enhanced by making it easier for teachers and counselors to use that material to inform all students of the accomplishments of minority scientists and to encourage minority students' interests in scientific careers.

Multicultural Calendar of Science and Discovery (Science, Level 7-12, Secondary), stock number 41-M-5783.

This project consists of a monthly, day-by-day listing of noteworthy scientific "happenings" along with a featured scientist or theme for each month. The publication is designed as an adjunct to the regular science program. This calendar may be used in several ways: (1) as a source of research and report topics; (2) to promote increased awareness of the multicultural nature of science and scientific discovery; (3) to introduce a daily "science" discussion; and (4) to supplement not only the science but also the math, social studies, history, geography, and ethnic studies curricula.

ART

Multicultural Elementary Art Activity Folders (Art, Elementary), publication number I-B-78-9

This set of multicultural art activity folders consists of eight folders which are designed as independent or small group activities. Each folder is based upon an art form characteristic of an ethnic or cultural group so that students may develop an awareness and appreciation of art as a universal element existing in all cultures. The set is open-ended; new folders will be added.

Multicultural Elementary Art Plan Cards (Art, Elementary), publication number I-B-78-8

"Multicultural Elementary Art Plan Cards" are in the "React Card" format. These deal with multicultural themes in art. Each card specifies the art learning, materials and procedures for carrying out instruction. The cards are 5-1/2 x 8-1/2. The set is open-ended; new cards will be added.

Multicultural Art Resources: Books, Prints, Audio-Visual Materials (Art, Elementary and Secondary), stock number 41-M-5781.

This publication consists of brief annotations of books, prints, and audio-visual materials which may assist teachers in developing multicultural units in art. This work includes bibliographies of Asian, Black, Jewish, Mexican, and Native American as well as general multicultural materials.

Multicultural Art Resources: People, Places, Things (Art, Elementary and Secondary), stock number 41-M-5782.

"Multicultural Art Resources: People, Places, Things" is a teacher's guide to local resources. The publication lists available exhibits, field trips, and speakers on multicultural art themes.

Multicultural Secondary Art Activity Cards (Art, Secondary), publication number II-A-7815

This publication consists of a set of activity cards designed as starter ideas for junior high school art teachers. The cards identify art forms from various ethnic and cultural groups which may be meaningfully related to classroom art activities. The cards are not intended to be lessons in themselves but, rather, models for activities which individual teachers may develop in keeping with their own art instruction. The set is open-ended; new cards will be added.

LANGUAGE ARTS

Many Faces: A Multicultural Language Arts Curriculum (Language Arts, Level 7-12, Secondary), stock number 41-M-0015.

This publication provides teachers with suggestions for infusing multicultural curriculum into the district's Language Arts program. It includes materials, activities, and activity sheets for classroom use. The Instructional Suggestions Bulletin concentrates on attitudes and analytical skills. It emphasizes acceptance of the validity of cultural pluralism, of diverse ways of meeting human needs and of alternative beliefs, manners, customs and life styles.

They Made America Theme Set (Language Arts, Level 5, Elementary), can be obtained at the elementary library desk, at the IMC.

This publication includes questions and activities for 29 different titles in the fifth grade theme set. The activity cards incorporate multicultural concepts in the theme set.

They Found A Way Theme Set (Language Arts, Level 4, Elementary), can be obtained at the elementary library desk, at the IMC.

In the theme set "They Found A Way" the students are given an opportunity to see people of different ages from several cultures. Some fundamental similarities are noted in the set, but a strong feeling of pride in individuality and heritage is always present. The activity cards are designed to provide the students with different learning models to explore.

CONSUMER AND FAMILY STUDIES

Multicultural Contributions in Housing and Home Decor (Consumer and Family Studies, Secondary), stock number 41-M-5784.

This instructional Suggestions Bulletin shows how the home environment is designed to reflect particular cultural characteristics of different ethnic groups.

Multicultural Games for the Young: A Unit for Use in the Child Development Program for Consumer & Family Studies (Consumer & Family Studies, Secondary), stock number 41-M-5786.

"Multicultural Games for the Young" is designed to be implemented in Child Development Classes. It focuses on games from different cultures around the world in which children attending the classes may participate.

Multicultural Foods and Nutrition: A Unit for Use in the Foods and Nutrition Program in Consumer And Family Studies (Consumer & Family Studies, Secondary), stock number 41-M-5785.

This instructional publication discusses the kinds of food staples particular to different ethnic groups' nutritional needs.

MATH

Multicultural Math Activities, (K-2, Elementary), publication number I-B-78-6 and I-B-78-7.

This publication is designed to help teachers incorporate multicultural math activities into the curriculum. It consists of a number of worksheets and games, each of which is keyed to specific math skills. It is intended that these activities can be used to reinforce math skills included as part of the basic district math objectives for the elementary grades, while reinforcing the positive nature of cultural similarities and differences.

Multicultural Math Activities, (grades 7-12, Secondary), publication number II-A-78-6.

This publication is intended to help teachers incorporate mathematics-related multicultural activities and games into the regular mathematics curriculum. It consists of a number of worksheets and games, each of which has been keyed to a specific math skill or skills. It is intended that these activities be used to reinforce math skills normally taught in the secondary classroom, while reinforcing the positive nature of cultural similarities and differences.

BIBLIOGRAPHIES AND REFERENCE GUIDES

The following bibliographies and reference guides are available from San Diego City Schools, San Diego County Department of Education, or the San Diego Public Libraries, as indicated in parentheses.

Human Relations - A Bibliography. August, 1977.

(Professional Library, San Diego City Schools).

A bibliography which contains lists of books, periodicals and pamphlets available through the library on the following topics: intergroup relations, interpersonal relations, community and school activities. Supplementary materials and bibliographies are included.

Early Childhood Bibliography, San Diego City Schools, 1977. (Elementary Library, Instructional Media Center). A bibliography which contains a section on "Many Cultures, Many Lands" and provides information on the following:

- | | |
|-------------------|-----------------------------------|
| -Black Americans | -Asian Americans |
| -Hispanics | -Puerto Rican Americans |
| -Native Americans | -Ethnic Cultures Around the World |

Multicultural Materials List and Multicultural Materials List Addendum. 1978. (San Diego City Schools, Programs Division). A collection of lists which identifies individual titles and series of books with multicultural themes.

Bibliography of Multicultural Paperback Books. San Diego City Schools. (Programs Division, Elementary Library). Lists specific author, publisher, price and title of numerous multicultural books.

Bibliography of Literature and Cross-Culture

Values. Fitzgerald, Weber State College, Ogden, Utah. (San Diego City Schools Professional Library). An annotated bibliography which includes:

- | | | | |
|------------|------------------|-----------|--------------|
| -Chicano: | International; | -Chinese: | Folktales |
| | Music; Fiction | -African: | Folktales |
| -Spanish: | Folktales | -Black: | Poetry; Bio- |
| -Oriental: | Poetry; Fiction | | graphy; In- |
| -Indian: | Legends; Poetry; | | formational; |
| | Informational; | | Fiction |
| | Fiction | | |

Bibliography of Multicultural Books. (San Diego City Schools, Programs Division, Elementary Library).

This materials list covers multicultural literature in the areas of non-fiction, fiction and picture books, pupil reference, science books, and classroom library sets.

I Have Feelings. (Elementary Library, Instructional Media Center, San Diego City Schools, Programs Division). An annotated bibliography which lists books that help the student gain an appreciation of his own culture as well as that of different ethnic, regional, and world cultures.

Works Like Freedom - A Multicultural Bibliography.

California Association of School Librarians, Burlingame, California, 1975. (San Diego City Schools Professional Library). An annotated bibliography which lists films, records and books that are designed to prepare school personnel to understand and effectively relate to the history, culture and current problems of students from a variety of ethnic backgrounds.

REFERENCES AND RESOURCE MATERIALS

The following materials provide specific suggestions for planning and implementing activities for students, parents, and staff.

In Praise of Diversity: Multicultural Classroom Applications. Grant, University of Nebraska at Omaha, 1977. (Available from the Professional Library, 293-8047 or from Race/human relations facilitators, 293-8303). Topics include language arts; science and math; art; understanding feelings; immigration and migration; and social studies, which addresses such items as what is missing in textbook history, the emergence of our nation from a monocultural to multicultural perspective, and discrimination for reasons of age, sex, mental retardation and handicaps.

Getting It Together for Multicultural Activities in Secondary Schools. San Diego City Schools, 1976, Stock Number: 41-M-5781. A guide designed to provide assistance in the preparation of a variety of multicultural activities at the school site.

Activities for Enhancing Self-Concept and Interpersonal Skills, Grades K-6. Yates, 1977, Stock Number: I-B-7714. This is a guide to help school personnel acquire skills and resources in order to build student self-esteem. Lists of student activities, instructional media materials, and a bibliography are included. The numerous and varied suggestions for students concentrate on the development of self-concept, building positive relationships with others, understanding the cultural heritage of the diverse ethnic groups within the school; and a study of problems which affect ethnic groups in our society.

The curriculum materials listed below are currently available for school use. Contact 293-8140

<u>Stock Numbers</u>	<u>Title</u>
41-S-700	<u>Social Studies Unit Multigrade 5/6. Inquiry into Latin Cultures, 1973</u>
41-M-5680	<u>Resource Materials for Teaching Mexican/Chicano Culture, 1973</u>
41-M-9720	<u>Resource Guide: Selected Multi-Ethnic Musics (Grades 7-12), 1974</u>
41-E-8136	<u>English 5-6, 7-8: Black Writers in America 1972</u>
41-E-8165	<u>English 5-6, 7-8: Ethnic Literature, 1972</u>
41-E-9100	<u>A Guide for Teaching Ethnic Studies 1-2: A Social Studies Course for Grades 9 and 10, 1973</u>
41-A-0445	<u>African Heritage Dances, 1972</u>
41-F-0950	<u>A Guide for Teaching the History and Culture of Filipino Americans, 1973</u>
41-J-0300	<u>A Guide for Teaching and Understanding the History and Culture of Japanese Americans, 1972</u>
41-U-6380	<u>The United States: One Land, Many Peoples (A Correlation of Materials for Teaching About Ethnic Groups and Women in U.S. History, 1975)</u>
41-C-3050	<u>Chicano Studies in Junior and Senior High Schools, Resource Guide for Teaching, 1970</u>
41-M-5700	<u>Developing Appreciation of Minority Cultures, Background for Teachers, 1971</u>

The following references are available at the San Diego County Department of Education, 6401 Linda Vista Road, San Diego, CA 92111:

Literature by and about the American Indian, An Annotated Bibliography for Junior and Senior High School Students, Stensland, National Council of Teachers of English, 1973. Curriculum Library, PI 016.9701

In addition to providing an annotated bibliography on numerous aspects of Indian literature and life, this guide includes sections on Indian stereotypes in literature, a study guide to selected books, bibliographies of Indian authors, sources of additional materials and publishers.

Afro-American Bibliography, Szabo, San Diego State College, 1970. (Instructional Resources Center Professional Library, PL REF 016.96073.) This book is a guide to the books, documents, periodicals, and other informational sources on Black-American culture located in the San Diego State University Library.

Chicano Bibliography, University of Utah, Salt Lake City, 1973. (Instructional Resource Center, Professional Library, PL REF 016.9172). A guide which lists materials on the Chicano culture including books, government documents; juvenile and text book curriculum materials; films.

Summary of Literature--Cross Cultural Communication, Frym, Southwestern Cooperative Educational Laboratory, 1970. (Curriculum Library, I62). This guide includes information pertinent to developing a training program for teachers working with minority group children including theory and research in attitude

change, group behavior change, cultural awareness and sensitivity, human relations and cross cultural training.

The Emerging Minorities in America; A Resource Guide for Teachers, Santa Barbara County of Education, ABC, Santa Barbara, 1972, (Professional Library, PL REF 920) The contents of this resource guide have been organized to provide an historical perspective of Afro, Asian, Indian, and Mexican Americans; biographical sketches of key individuals within these groups; brief descriptions of contributions by these individuals; and a comprehensive bibliography.

The Image of Pluralism in American Literature: The American Experience of European Ethnic Groups, Inglehart and Mangione, 1974, Institute on Pluralism and Group Identity, New York. (Curriculum Library) An annotated bibliography which focuses on white ethnic studies and material on the immigrant experience designed for students at the secondary level. Ethnic groups included are: Armenian, Dutch, German, Greek, Hungarian, Irish, Italian, Jewish, Polish, Scandinavian, and Slavic-Americans.

Theory and Practice in the Teaching of Literature by Afro-Americans, by Turner and Stanford, National Council of Teachers of English, 1971. Available from San Diego County Department of Education Instructional Resource Center Curriculum Library, I62n-8. This book deals with the theory and the practice of teaching Afro-American literature in grades 7-12. It includes a selected reading list of literature by Afro-Americans, literature about the Black experience for junior high students, and a literary analysis by Afro-Americans for senior high school students.

Television resources are available to district personnel through the following sources:

I. County Department of Education.

Instructional Television programs are broadcast on channel 15, Mission Cable 23 and Southwestern Cable 19. An ITV handbook, individual teacher's guides and a monthly broadcast schedule are available by calling the Department of Education, San Diego County Education Communication Services, 292-3729. Individual ITV programs may be dubbed on a school's own videotape for convenience playback by sending a blank videotape and a letter of request to the district Educational Television Office, Annex 3, Education Center.

II. Instructional Media Center

Educational Television Programs available from Instructional Media Center include the following:

Learning About Art: A series of 15-minute art demonstrations for 4-6 grade students. Many lessons incorporate examples of ethnic art, such as African Masks in the lesson mask making and Mexican papier mache' objects in the lesson on papier mache'. Teacher's guides are available for each lesson.

As We See It: A desegregation series consisting of 26 half-hour programs. The series focuses on the desegregation experience from the viewpoint of students living through it. The series was researched, written, co-produced and narrated by groups of high school students at 16 locations across the United States.

III. Videotape Equipment Loan

Portable video cameras and videotape recording equipment in 1/2" and 3/4" cassette format are available for loan from the ETV office. Schools may borrow equipment to playback pre-recorded videotapes obtained from the County Department of Education or the district IMC. They may also borrow equipment to enable students to produce their own videotapes. Productions might include a videotape exchange with a paired school or documentations of a special school activity involving human relations activities.

Sample programs available are described on the following pages:

ITV PROGRAM SERIES APPROPRIATE FOR RACE/HUMAN RELATIONS AND MULTICULTURAL ACTIVITIES

<u>Title</u>	<u>Grade</u>	<u>Description</u>
<u>Inside/Out</u> Twenty-seven 15 minute programs	Intermediate	This series was designed by health educators and learning specialists to help pupils at the intermediate grade level understand and cope with their emotions. The telelessons engage the minds and feelings of pupils of this age group by means of the presentation of situations common to their own lives. This series not only deals with the social, emotional, and physical problems that have traditionally been the concerns of health educators, but also takes an affective approach to the problems.
<u>Self-Incorporated</u> Fifteen 15-minute programs	Intermediate	The SELF-INCORPORATED series is designed to help eleven to thirteen-year-olds cope with the emotional, physical, and social problems that confront them. The programs show boys and girls that they are not alone in what they are experiencing and tell them that there are ways to deal with their problems. The series helps young people improve their life-coping skills by involving them personally in the problem-solving process. Each SELF-INCORPORATED program projects the viewer into a problem or issue of adolescence as seen from a young person's point of view. The open-end dramatization is intended to stimulate discussion and to lead students to relate the problem or issue to their own lives.
<u>Children of the World/ Families of the World</u> Thirteen 30-minute programs	Intermediate	CHILDREN OF THE WORLD/FAMILIES OF THE WORLD take students into homes and personal lives of children of different countries. It introduces customs, problems, and challenges faced by people in other nations. Students are helped to understand daily family life and family structure around the globe.
<u>Indians of the Southwest</u> Four 15-minute programs	Intermediate	INDIANS OF THE SOUTHWEST explores Indian cultures of the Southwestern region of the United States. The series is designed to enhance appreciation of the art and the adaptation of Indians to their environment.
<u>Truly American</u> Fifteen 20-minute programs	Intermediate	This series is comprised of photographic and "word picture" biographies of fifteen famous Americans of various races.

<u>Title</u>	<u>Grade</u>	<u>Description</u>
<u>Other Families/ Other Friends</u>	Primary/ Intermediate	OTHER FAMILIES/OTHER FRIENDS presents international field trips which allow students to visit the children of foreign lands. The series stimulates involvement in different ways of living.
Twenty-nine 15-minute programs		
<u>Vegetable Soup</u>	Primary/ Intermediate	The objective of this series is to produce programming for children in primary and middle grades that will mitigate some of the adverse effects of racial isolation. Underlying this goal is an assumption that knowing something about the culture and background and contributions of other groups will help lessen fear and anxiety about them.
Twenty-six 15-minute programs		
<u>Two Cents Worth</u>	Primary	Using dramatic and documentary formats, TWO CENTS WORTH illustrates the interrelationship of various aspects of society. The series is intended to help children acquire the skills needed to grow into well-informed, effective citizens.
Fifteen 15-minute programs		
<u>Villa Alegre</u>	Primary	VILLA ALEGRE is a Spanish and English-language television series for children of all backgrounds. It is designed for children from ages four through eight. The show is set in Villa Alegre, an idyllic "Happy Village" located "anywhere". The small community is presented in a stylized rather than realistic form. The series uses a magazine format that blends live video segments--stories, games, dances, and songs, reinforced by visual effects. A continuing cast of eight adults and a changing group of some eight children develop close relationships as they tie together the educational elements of the show with their dialogue and action. The series uses the Spanish and English Languages and the Latin American cultures as the context for educational fare that explores five broad-content areas: human relations, communication, natural environment, energy, and human-made objects. The educational content also includes elements such as math in a format that seeks to develop and strengthen the child's problem-solving and communications capabilities.

<u>Title</u>	<u>Grade</u>	<u>Description</u>
<u>Africa File</u> Nineteen 30-minute programs	Secondary	Africa has continually been the victim of stereotyped images. The idea of the dark mysterious continent has figured in much of Western thinking. The AFRICA FILE raises such questions as: What is the contemporary reality of Africa? What role does Africa play in the world community? How is Africa handling multinational developments? What success is Africa having in establishing a distinct cultural and political identity after centuries of colonial rule?
<u>Gettin' Over</u> Twenty-eight 30-minute programs	Secondary	GETTIN' OVER provides preparation for adolescents, particularly those from low socio-economic or minority backgrounds, to cope with future adult responsibilities. Topics include job hunting, upgrading job skills, consumer skills, legal rights and preventative health care. Features a teenage cast.

MULTI-MEDIA RESOURCES - A-V MATERIALS

Suggested List of Elementary A-V Materials for Media Centers and Classrooms. San Diego City Schools, 1977.
This guide lists A-V materials available in the district, including:

- | | |
|----------------|------------------|
| --Study prints | --Filmstrips |
| --Cassettes | --Film loops |
| --Records | --Transparencies |
| --Soundstrips | --Kits and games |

Contact the Audio Visual Instructional Media Consultants for lists and/or information, Elementary 292-5813; Secondary 292-4277, Ext. 14; 293-8322.

CLASSROOM EXPERIENCES

Communication Skills Program

One method of increasing communication across cultures in the classroom involves creating a classroom atmosphere where the oral language patterns of all students are accepted and discussed.

Student experiences in this procedure might include the following:

- Conduct exercises in development of effective listening and communication skills.
- Study the effect of non-verbal expressions (body language) such as facial expression and gestures.
- Compare cultural differences in these areas.
- Discuss and compare the figurative language of different cultural groups.
- Make comparative studies of the varieties of language, including dialects, slang, jargon.

For initiating this type of program, the following "ice breakers" designed to help students develop an awareness of self and of others, emphasize similarities that cross cultural lines.

Communication Across Cultures: Developing Awareness of Self and Others.

Student experiences: "People Hunt". Distribute one of the following lists per student with the direction to circulate in the class to find the students who fit the descriptions.

Find A Person Who:

1. Speaks more than one language.
2. Went to a concert this year.
3. Has a different color of eyes from yours.
4. Has a younger brother or sister.
5. Was born in another country.
6. Has two dogs.
7. Plays hockey.
8. Feels good about attending this school.
9. Can wink each eye.
10. Felt really good about getting up this morning.

Find A Person Who:

1. Has a birthday the same month as yours.
2. Left the state this summer for a vacation.
3. Is new at this school.
4. Enjoys eating lemons.
5. Is a musician.
6. Has a large family. (more than 10).
7. Can wiggle his/her ears.
8. Owns a record by _____
9. Has not seen the movie "King Kong".
10. Likes "disco" bands.

Find A Person Who:

1. Was not born in the United States.
2. Went camping this summer.
3. Has a birthday in the month of April.
4. Is the youngest in their family.
5. Owns a skateboard.
6. Has the same last name as yours.
7. Has been to a Padre game.
8. Saw the entire series of "Roots".
9. Believes in Women's Rights.
10. Spent the weekend at the beach.

Problem-Solving

The problem-solving process involves use of skills in the areas of accepting conflict, controlling and resolving individual conflicts, identifying modes of responding to conflict situations, and using assertiveness techniques to prevent or control conflict. Problem-solving also requires decision-making skills and techniques.

Programs emphasizing techniques in problem-solving, decision-making and conflict management are provided for students, staff and parents by the race/human relations facilitators. See P. 15, 16, 28, and 33 of guide.

The following description of a group problem-solving model can be used by the teaching staff in providing classroom experiences which build, in workshops presented by facilitators and consultants.

Group Problem-Solving Model

Decisions do not occur in isolation. The act of deciding between two or more alternatives is usually a culmination of processes which have led to the generation of such alternatives. Such processes are usually referred to as problem-solving.

A number of investigations have raised the question of whether group problem-solving is superior, inferior, or equal to individual problem-solving. There is support for each method.

This model is a group problem-solving model because many problems require solutions that depend upon the support of others (group) to be effective. Insofar as group problem-solving permits participation and influence, it follows that individuals accept solutions more readily when a group solves the problem than when one person solves it. When one individual solves a problem, he/she still has the task of persuading others. It follows, therefore, that when groups solve such problems, a greater number of persons accept and feel responsible for making the solution work.

Description

The following five-step model is designed for group decision-making (problem solving) on the basis of consensus. The purpose of this type of model is to study the dimensions of problems, to devise strategies for solving them through analysis and discussion, and to show the effectiveness of group problem-solving on the basis of consensus of opinion.

Steps in Decision-Making (Problem-Solving)

Effective decision-making by a group on the basis of consensus is both realistic and possible, but it is not easy. There are five basic steps which a group can take in arriving at a decision with some assurance that it represents the mind of the group as a whole and that it will be acted upon.

SPECIFIC ACTIVITIES FOR RACE/HUMAN RELATIONS AND MULTICULTURAL EXPERIENCES

Step 1. Defining the Problem

The process of defining the problem, making sure that the issue is clear, internalizing its various implications, clarifying it, and elaborating on it.

Step 2. Suggesting Alternative Solutions

The process of getting ideas on the various alternative solutions to the problem from all members.

Step 3. Testing the Alternatives

The process of examining the alternatives in the light of all available data, previous experience, possible consequences, relevance to the problem, and members' attitudes.

Step 4. Choosing Among Alternatives

The process of reaching a decision by choosing one of the alternatives, or a combination of alternatives, that will provide a solution to the problem defined.

Step 5. Planning for Action

The process of making detailed plans for carrying out the decision by examining the implications of the choice and testing the relevance of proposed action. It should be noted that the planning step sometimes results in rethinking the decision and returning to one or another prior steps in the decision-making process.

See Appendix C II, P. II-14 for related staff development worksheet.

Pages 26 and 27 describe workshops available for teaching problem-solving techniques.

San Diego Children's Guide, by Larry and Karen Weystaff and Barbara Stafford (Norma: Booke, 1973).

A sampling of the types of experiences available follows.

SPECIFIC ACTIVITIES FOR RACE/HUMAN RELATIONS AND MULTICULTURAL EXPERIENCES

The following section describes specific types of programs such as educational field trips, assemblies, and exhibits which provide students with race/human relations and/or multicultural experiences. Site committees and staff may select appropriate activities for use as total school programs or as exchange experiences with other schools as part of the race/human relations program. Guidelines for implementing selected activities follow:

- Assign a committee of students, staff, parents and community members to be responsible for organizing a program of presentations and activities which emphasize intergroup relations and the cultures and contributions of various ethnic groups.
- Investigate school, district and community resources appropriate for inclusion in the program.
- Select a variety of presentations and activities such as speakers, films, exhibits, field trips and dramatic performances.
- Make the necessary arrangements, (i.e., scheduling, location, supervisory personnel, transportation, consultant approval, equipment).
- Schedule and publicize the presentations and activities.
- Encourage parent and community members to attend.
- Encourage teachers to conduct pre and post student activities.
- Utilize suggested materials which emphasize intergroup relations and the cultures and contributions of various ethnic groups.

CULTURAL TRIPS AND COMMUNITY AWARENESS TOURS

Various groups, agencies, places and organizations within the city and county offer numerous opportunities for visits and field trips. Many interesting cultural activities are available. The following references provide comprehensive lists of multicultural activities, exhibits and tours:

Directory of Multicultural Resources. San Diego City Schools, Pendleton, 1977. This document is being updated and will be distributed upon completion. Limited copies of the first version are available. Contact Compensatory Education, 232-6332 or Race/human relations facilitators, 293-8303. A 122-page document which lists multicultural resources, includes names of presentors, types of presentations; field trips; times and days available; and ethnicity of presentors. Twenty-one ethnic groups are represented as multicultural contributors. Multiethnic organizations are also included.

Multicultural Art Resources - People, Places, Things, stock number 41-M-5782. A teacher's guide to local resources, elementary and secondary. (See p. 5 of this guide.)

San Diego Children's Guide, by Larry and Karen Wagstaff and Barbara Stafford (Normal Books, 1975).

A sampling of the types of experiences available follows.

SPECIFIC ACTIVITIES FOR RACE/HUMAN RELATIONS AND MULTICULTURAL EXPERIENCES

Museum of Man

Balboa Park, 239-2001

Admission: Adults, 75 cents; students with ID card, 35 cents; children 5-16 years old, 10 cents, Wednesdays free.

Special cultural exhibits such as the Hopi House, Indian Hall and Ethnic Music Room provide students with multicultural experiences. Songs of many cultures, and displays of musical instruments from Asian, American and African cultures are included. The Museum of Man also offers a series of films which explore peoples of the world as well as folk tales, cultures, and crafts of other lands.

Fine Arts Gallery

Balboa Park, 232-7931

Admission: free

An experience in learning to appreciate the past is available at the Fine Arts Gallery in Balboa Park. Permanent collections exhibit the rich cultural histories of the 16th-19th centuries. Included are representations from the old masters of Asia, Europe, and American 19th and 20th century impressionists, sculpture, collage, and graphic arts.

Mission San Diego de Alcala

10818 San Diego
Mission Rd.
281-8449

Admission: Children under 12, free; adults, 50 cents.

Two hundred years ago the Franciscan fathers of Mexico forged their way up from Baja into Alta California. Their settlement can still be seen,

along with relics and historic documents of the days of Spanish rule.

Junipero Serra Museum

Presidio Park,
297-3258

Admission: free

One of the most historic spots in San Diego is at the Junipero Serra Museum, Presidio Park. It was on this site adjoining the Presidio that Father Serra established the first Christian church in California in 1769. Visitors to the museum can see permanent displays of objects used by Father Serra, displays depicting the life of the San Digueno Indians, and historic events dating back over 200 years. Included are historical photographs, Indian artifacts, and books on early California history.

House of Pacific Relations

Balboa Park, 234-0739

Admission: free

House of Pacific Relations feature 20 member houses from countries which include China, Czechoslovakia, Denmark, England, Finland, France, Germany, Hungary, Ireland, Israel, Italy, Japan, Norway, Philippines, Poland, Scotland, Sweden, and the Ukraine.

Beginning with St. Patrick's Day, a program honoring one of the member houses is featured each Sunday through the month of October. Celebrations of the various countries are featured as well as dancing, music, displays of handmade costumes, and refreshments typical of the countries.

SPECIFIC ACTIVITIES FOR RACE/HUMAN RELATIONS AND MULTICULTURAL EXPERIENCES (continued)

Bazaar del Mundo

Old Town
Weekend Market Place
2480 San Diego Avenue
Bazaar del Mundo
2754 Calhoun Street
296-3161

Folk singing and elaborate festivities are often featured at the bazaar, and around the inner courtyard there are shops, including a Mexican bakery, and the shops of artisans and craftsmen who carve and work their clay, yarn, and even bread dough just as they did in days of the past.

City Social and Cultural Activities

San Diego Park and Recreation Department
236-6605

San Diego Youth Symphony, Junior Theatre, Youth Chorale, Civic Youth Ballet, and various dance corps feature recitals and performances year-round. The Social and Cultural Activities section of the San Diego Park and Recreation Department can be contacted for information on scheduled performances.

Toys From Other Lands

Balboa Park, 239-2001
Museum of Man Gift Shop

A great deal about children from other lands can be learned from their toys. The Museum of Man gift shop offers this opportunity by supplying ethnic toys, such as wooden items from Scandinavia and handcarved examples from Russia.

United Nations Building

Balboa Park, 233-3970

The United Nations gift shop offers a variety of ethnic toys, books, games cards, calendars, and ethnic art reproductions. Also available are excellent books designed to help young people learn about other lands. Included are: Many Hands Cooking: An International Cookbook for Girls and Boys, Beginner's Stamp Book, and Folk Toys Around the World, all published in cooperation with the U.S. Committee for UNICEF.

Centro Cultural de La Raza, Inc.

2004 Park Blvd.
in Balboa Park
235-6135

Cultural presentations for students and teachers in grades 1-12. Call for a tour and cultural presentation on Tuesday, Wednesday, or Thursday, 10-12 am.

Educational Cultural Complex

4343 Ocean View Blvd.
263-7254

The Educational Cultural Complex is a center for many educational cultural activities in Southeast San Diego. Field trips may be arranged to see the various class and projects being conducted by and for the Southeast community. The Southeast Community Theater Group, which performs plays and presents workshops in schools as a community service works out of the Educational Cultural Complex. They may be available during a visit to ECC. Call Mr. Rufus DeWit (Home, 264-0698; office, 273-3221) to determine their schedule.

DISTRICT RESOURCE PERSONNEL

The following district resource personnel are available to assist in program development and implementation of site race/human relations programs:

--Race/Human Relations Facilitators
293-8303

--Multicultural Education, Race/Human Relations
293-8300

--Guidance Services
293-8434

--Specialist - Social Studies
293-8016

--Consultant - Social Studies
293-8016

--Library Consultant - Elementary
292-8321

--Audiovisual Instructional Media Consultants
292-5813

--Audiovisual Instructional Media Consultants,
Secondary
292-4277, Ext. 14

--Library, Professional
293-8047

--Instructional Television
293-8027

OUT-OF-DISTRICT CONSULTANTS

Out-of-district consultants may be contacted to assist school and district personnel in developing and/or utilizing programs in the race/human relations and multicultural areas.

A resource bank of consultants available to work with race/human relations and multicultural programs is being compiled by the Community Relations Division (293-8300). District Procedures 4055 and 4055-1 specify the process for contracting out-of-district consultants. Essential steps in this process follow:

- Contact the consultant and determine a price for his/her services.
- Obtain approval from source of funding.
- Complete and submit consultant services request form (available from Personnel Division).
- Receive approval from the Board of Education.
- Schedule consultant services.

In order to acquire consultant services, each site should assume responsibility for making individual arrangements in conformance with Administrative Procedures 4055 and 4055-1. Requests and budget verification should be countersigned by the Assistant Superintendent, Community Relations Division, Room 2233, Education Center, 4100 Normal Street.

SERVICES AND PROGRAMS

In the following section, services and programs are described which are appropriate for race/human relations activities.

Many services and programs are currently in use. Administrators and site committees are encouraged to identify new materials and/or services and programs which could be added to the items described in this section. Race/human relations facilitators can also provide information on additional titles. The services and programs described are included to give examples of the type of materials, services and programs which can be effectively utilized in Race/Human Relations programs.

SERVICES AND PROGRAMS

Title: ACTION PLANNING/GOAL SETTING WORKSHOPS Elementary X Secondary X
AND MEETINGS

Description: Designed to assist in the process of program development. Features group development, issues identification, problem analysis, problem solving, and program design.

Check appropriate descriptors for resource above:

<input type="checkbox"/> Book	<input type="checkbox"/> Kit	<input checked="" type="checkbox"/> Workshop
<input type="checkbox"/> Soundstrip	<input type="checkbox"/> Film	<input type="checkbox"/> Staff
<input type="checkbox"/> Classroom material	<input type="checkbox"/> Cassette tape	<input type="checkbox"/> Parents

Staff Training Required: Hours to be mutually arranged by site administrator and team; 9-12 hour workshops.

Resource Person to Contact for Training and/or Information:

Race/human relations facilitators, Community Relations Division - 293-8303.

Source:

Race/human relations facilitators, Community Relations Division - 293-8303.

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Title: COMMUNICATIONS SKILLS TRAINING FOR STAFF, Elementary X Secondary X
STUDENTS, AND PARENTS

Description: Includes concepts and skills of listening and effective communication of feelings, conflicts, and values. Focuses on the individual's ability to listen receptively and communicate in a way which does not antagonize others or put them on the defensive. Emphasizes acceptance of each person's unique perceptions without criticism or judgment to enhance interpersonal relationships and self-esteem. Communication stoppers, group dynamics, giving feedback are also emphasized.

Check appropriate descriptors for resource above:

<input type="checkbox"/> Book	<input type="checkbox"/> Kit	<input checked="" type="checkbox"/> Workshop
<input type="checkbox"/> Soundstrip	<input type="checkbox"/> Film	<input type="checkbox"/> Staff
<input type="checkbox"/> Classroom material	<input type="checkbox"/> Cassette tape	<input type="checkbox"/> Parents

Staff Training Required: Hours to be mutually arranged between site administrator and team. Workshops: 6-hour minimum.

Resource Person to Contact for Training and/or Information: Race/human relations facilitators, Community Relations Division - 293-8303.

Source: Race/human relations facilitators, Community Relations Division - 293-8303.

SERVICES AND PROGRAMS

RACE/HUMAN RELATIONS TRAINING FOR STAFF,

Title: PARENTS AND STUDENTS Elementary ☒ Secondary ☒

Description: Focuses on appreciation for and acceptance and affirmation of the diverse cultural/ethnic groups in our society. Stresses the concept of individual and group differences as contributing positively to the community and nation. Components of the training include communication, action - planning, understanding of stereotyping and prejudice, information about groups, valuing, and personal and ethnic identity.

Check appropriate descriptors for resource above:

<input type="checkbox"/> Book	<input type="checkbox"/> Kit	<input checked="" type="checkbox"/> Workshop
<input type="checkbox"/> Soundstrip	<input type="checkbox"/> Film	<input type="checkbox"/> Staff
<input type="checkbox"/> Classroom material	<input type="checkbox"/> Cassette tape	<input type="checkbox"/> Parents

Staff Training Required: 9-12 hours minimum. Hours to be mutually arranged between site administrator and facilitators.

Resource Person to Contact for Training and/or Information:
Race/human relations facilitators, Community Relations Division - 293-8303.

Source: Race/human relations facilitators, Community Relations Division - 293-8303.

Title: CLARIFYING MUTUAL EXPECTATIONS Elementary ☒ Secondary ☒

Description: Appropriate for teacher/aide, administrator/teacher, parent/teacher, intra-committee and staff groups, this workshop includes experiential learning activities and individual exercises. The program emphasizes an effective working relationship beginning with clearly-defined and understood expectations.

Check appropriate descriptors for resource above:

<input type="checkbox"/> Book	<input type="checkbox"/> Kit	<input checked="" type="checkbox"/> Workshop
<input type="checkbox"/> Soundstrip	<input type="checkbox"/> Film	<input checked="" type="checkbox"/> Staff
<input type="checkbox"/> Classroom material	<input type="checkbox"/> Cassette tape	<input checked="" type="checkbox"/> Parents

Staff Training Required: Appropriate as staff development activity.

Resource Person to Contact for Training and/or Information: Race/human relations facilitators, Community Relations Division - 293-8303.

Source: Race/human relations facilitators, Community Relations Division - 293-8303.

SERVICES AND PROGRAMS

Title: CONFLICT MANAGEMENT WORKSHOPS Elementary X Secondary X

Description: Teaches the skills necessary for the successful management of conflict. Provides a variety of strategies that can be used in conflict resolution. This workshop can also be offered to those groups presently experiencing conflict to assist them in working towards a resolution.

Check appropriate descriptors for resource above:

<input type="checkbox"/> Book	<input type="checkbox"/> Kit	<input checked="" type="checkbox"/> Workshop
<input type="checkbox"/> Soundstrip	<input type="checkbox"/> Film	<input type="checkbox"/> Staff
<input type="checkbox"/> Classroom material	<input type="checkbox"/> Cassette tape	<input type="checkbox"/> Parents

Staff Training Required: 6-hour workshop. Hours to be mutually arranged between site administrator and team.

Resource Person to Contact for Training and/or Information:

Race/human relations facilitators, Community Relations Division - 293-8303.

Source: Race/human relations facilitators, Community Relations Division - 293-8303.

THE PERSON I AM - ELEMENTARY CAREER

Title: COUNSELING PROJECT Elementary X Secondary

Description: A K-6 series of guides containing developmental, sequential activities dealing with self-concept, decision making, values, multicultural and career awareness. The project also includes guides for counselors, parents and cross-age tutors. The grade level guides are available in Spanish.

Check appropriate descriptors for resource above:

<input checked="" type="checkbox"/> Book	<input type="checkbox"/> Kit	<input type="checkbox"/> Workshop
<input type="checkbox"/> Soundstrip	<input type="checkbox"/> Film	<input type="checkbox"/> Staff
<input type="checkbox"/> Classroom material	<input type="checkbox"/> Cassette tape	<input type="checkbox"/> Parents

Staff Training Required: Minimum 1-1/2 hours staff in-service desirable.

Resource Person to Contact for Training and/or Information:

Career Office, Lindbergh Elementary - 278-4120

Source:

Career Office, Lindbergh Elementary - 278-4120

SERVICES AND PROGRAMS

Title: PARENT/CHILD INTERACTION WORKSHOPS Elementary X Secondary

Description: Parent/child relationships can be improved through a series of workshops for parents. Topics include improving communication, developing problem-solving skills, setting limits and following through, developing age-appropriate expectations for behavior, understanding and accepting children's feelings.

Check appropriate descriptors for resource above:

<input type="checkbox"/> Book	<input type="checkbox"/> Kit	<input checked="" type="checkbox"/> Workshop
<input type="checkbox"/> Soundstrip	<input type="checkbox"/> Film	<input type="checkbox"/> Staff
<input type="checkbox"/> Classroom material	<input type="checkbox"/> Cassette tape	<input type="checkbox"/> Parents

Staff Training Required:

Can constructively be combined with workshops on teacher/child interaction.

Resource Person to Contact for Training and/or Information:

Continuing Education: 293-8364, Race/human relations facilitators: 293-8303/8304

Source:

Includes topics and exercises from Gordon, Parent Effectiveness Training:
Ginott, Between Parent and Child: Dreikurs and others.

Title: VOLUNTEER PROGRAMS FOR PARENTS Elementary X Secondary

Description: Development training for parent volunteers can be most effective in the classroom and in other school areas when they have been provided with training to meet their specific needs. Parent training workshops include communication skills, mutual expectations with teachers, reinforcement techniques, discipline, and other subject areas.

Check appropriate descriptors for resource above:

<input type="checkbox"/> Book	<input type="checkbox"/> Kit	<input checked="" type="checkbox"/> Workshop
<input type="checkbox"/> Soundstrip	<input type="checkbox"/> Film	<input type="checkbox"/> Staff
<input type="checkbox"/> Classroom material	<input type="checkbox"/> Cassette tape	<input type="checkbox"/> Parents

Staff Training Required: 1-2 hours minimum, to clarify mutual expectations for staff and volunteers. Staff members should be included in overview of program, and should develop specific content for training volunteers for classroom participation.

Resource Person to Contact for Training and/or Information:

Volunteer Programs: Community Relations Division, 293-8009

Source: Content to meet assignment needs (e.g., tutoring). A minimum of nine (9) hours of training is suggested in mutually determined hours scheduled by staff and facilitators.

SERVICES AND PROGRAMS

DEVELOPING UNDERSTANDING OF SELF AND

Title: OTHERS, D-1, LOWER PRIMARY/D-2, UPPER Elementary ☒ Secondary ☐
PRIMARY, GRADE 4

Description: This program is designed to help elementary children understand themselves and others around them. It is based on the premise that every child is confronted with normal developmental problems and that teachers can help with these problems. DUSO activities use listening, inquiry and discussion approaches to learning.

Check appropriate descriptors for resource above:

<input type="checkbox"/> Book	<input checked="" type="checkbox"/> Kit	<input type="checkbox"/> Workshop
<input type="checkbox"/> Soundstrip	<input type="checkbox"/> Film	<input type="checkbox"/> Staff
<input checked="" type="checkbox"/> Classroom material	<input checked="" type="checkbox"/> Cassette tape	<input type="checkbox"/> Parents

Staff Training Required: Familiarization with the program and materials.

Resource Person to Contact for Training and/or Information:

Guidance Services: 560-7505

Available I.M.C.

Source: American Guidance Service, Inc., Dept. EL-4, Publishers' Building,
Circle Press, Minnesota 55014

Title: HOW TO BUILD SELF-ESTEEM IN THE CLASSROOM Elementary ☒ Secondary ☐

Description: San Diego City Schools, Pare and Mendoza, 1977. This is a guide to help school personnel acquire skills and resources in order to build student self-esteem. Lists of student activities, instructional media materials, and a bibliography are included.

Check appropriate descriptors for resource above:

<input checked="" type="checkbox"/> Guide	<input type="checkbox"/> Kit	<input type="checkbox"/> Workshop
<input type="checkbox"/> Soundstrip	<input type="checkbox"/> Film	<input type="checkbox"/> Staff
<input type="checkbox"/> Classroom material	<input type="checkbox"/> Cassette tape	<input type="checkbox"/> Parents

Staff Training Required: Inservice sessions as determined by staff and guidance department.

Resource Person to Contact for Training and/or Information:

Guidance Department: 293-8434

Source:

Guidance Department: 293-8434

SERVICES AND PROGRAMS

Title: FOCUS ON SELF-DEVELOPMENT Elementary ☒ Secondary ☐

Description: Stage One: Awareness K-2, available through I.M.C. This is a developmental effective education program. The overall objectives are to lead the child towards an understanding of self, an understanding of the environment and its effect on him. The program includes filmstrips, records of cassettes, photoboards, pupil activity books, teacher's guide lesson and additional follow-up activities. Spanish edition available.

Check appropriate descriptors for resource above:

<input type="checkbox"/> Book	<input checked="" type="checkbox"/> Kit	<input type="checkbox"/> Workshop
<input checked="" type="checkbox"/> Soundstrip	<input type="checkbox"/> Film	<input type="checkbox"/> Staff
<input checked="" type="checkbox"/> Classroom material	<input checked="" type="checkbox"/> Cassette tape	<input type="checkbox"/> Parents

Staff Training Required: Familiarization with program and kit materials through review of teacher's guide.

Resource Person to Contact for Training and/or Information:

Guidance Services: 560-7505, I.M.C.

Source: Science Research Associates, 259 East Erie Street,
Chicago, ILL 60611

Title: KINDLE SERIES: UNIT I Elementary ☒ Secondary ☐

Description: Through filmstrips and discussions, this program focuses on assisting young children gain an understanding of themselves and build self-confidence and a strong self-image. I.M.C. can supply Unit 1: "Joy of Being", "All Kinds of Feeling", "Do You Forget", "Making Mistakes", "What Next" and "Mixing In".

Check appropriate descriptors for resource above:

<input type="checkbox"/> Book	<input checked="" type="checkbox"/> Kit	<input type="checkbox"/> Workshop
<input type="checkbox"/> Soundstrip	<input type="checkbox"/> Film	<input type="checkbox"/> Staff
<input checked="" type="checkbox"/> Classroom material	<input checked="" type="checkbox"/> Cassette tape	<input type="checkbox"/> Parents

Staff Training Required: Familiarization with programs and materials through review of teacher's guide.

Resource Person to Contact for Training and/or Information:

Guidance Services: 560-7505, I.M.C.

Source: Audio Visual Department, Scholastic 904 Sylvan Ave.
Englewood, New Jersey 09632

APPENDIX I

Emphasis of the Counseling Center Program: Elementary Level

The following information, provided by the Guidance Services Department, defines the purpose and use of the program.

Counseling Center Goals

OPTION BANK - PART C

Schools which develop a counseling center program with guidance services available to all students during the school day. The entire school staff is involved in providing a program in which emphasizes student growth rather than repair. Assistance is available to students prior to crisis situations, and to teachers and parents in enabling them to recognize their guidance roles.

APPENDIX I

THE ELEMENTARY COUNSELING CENTER

Counseling Center Goals

Counseling Centers utilize an efficient and multifaceted approach to deliver guidance services. Large numbers of students receive guidance services, and early identification and remediation of students with special needs is possible.

1. A Developmental Approach is used which provides guidance activities that stress positive "personal growth" for all students. The counseling center program seeks to nurture the individual development of each student and to teach skills necessary for problem solving. Effective education is utilized to provide guidance through curriculum.
2. A Preventive Approach is used which provides guidance activities designed to anticipate problems and make early efforts to intervene. In the counseling center, contacts are made with a large segment of the student population to anticipate students who have special needs and make early referrals for services. Under these conditions preventive, action-oriented guidance becomes a reality.
3. A Remedial Approach is used which provides guidance activities that deal with already existing problems or immediate needs. Intervention and remediation for students currently experiencing adjustment problems are part of the ongoing guidance services offered through the counseling center program.

Counseling Center Facilities

Location - Currently counseling centers are housed in various facilities in the different elementary schools. In many instances the counseling center is one component in a library/media/counseling center program. This situation avoids labeling and segregation of students needing special help and also enables the schools to efficiently utilize existing facilities. In other schools the counseling center program is located in a vacant classroom or conference room. In one of the district's elementary schools, the counseling center program must be located in three different locations in order to provide a multifaceted approach.

OPTION BANK - PART C

APPENDIX I

THE ELEMENTARY COUNSELING CENTER

APPENDIX I

Emphasis of the Counseling Center Program: Elementary Level

The following information, provided by the Guidance Services Department, defines the purpose and use of the program.

Counseling Center Goals

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Counseling Center Services

Counseling Centers utilize an efficient and multifaceted approach to deliver guidance services. Large numbers of students receive guidance services, and early identification, and remediation of students with special needs is possible.

1. A Developmental Approach is used which provides guidance activities that stress positive "personal growth" for all students. The counseling center program seeks to improve the individual self-image of each student and to teach skills necessary for problem solving. Affective education is utilized to provide guidance through curriculum.
2. A Preventive Approach is used which provides guidance activities designed to anticipate problems and make early efforts to intervene. In the counseling center, contacts are made with a large segment of the student population to anticipate students who have special needs and make early referrals for services. Under these conditions preventive, action-oriented guidance becomes optimum.
3. A Remedial Approach is used which provides guidance activities which deal with already existing problems or immediate needs. Intervention and remediation for students currently experiencing adjustment problems are part of the ongoing guidance services offered through the counseling center program.

Counseling Center Facility

Location - Currently counseling centers are housed in various facilities in the different elementary sites. In many instances the counseling center is one component in a library/media/counseling center program. This situation avoids labeling and segregation of students needing special help and also enables the schools to efficiently utilize existing facilities. In other schools the counseling center program is located in a vacant classroom or conference room. In one of the district's elementary schools, the counseling center program must be located in three different locations in order to provide a multifaceted approach.

Environment - The counseling center provides for a warm, accepting, and orderly climate where someone is always available to actively listen to students. Students quickly learn that the people working in the center are concerned about the personal growth of each individual. The atmosphere is further enhanced by a wide variety of pictures, books, games, and other materials which are guidance oriented. The counseling center program then becomes the focal point or a resource center for the total guidance program and encourages a positive climate throughout the school.

Management - Each counseling center must develop a management plan based on student needs, available resources, and recognized constraints. Such plans give consideration to:

1. Scheduling - The counseling center provides for flexible scheduling to allow for a multifaceted approach. Referrals may be made at any time by school personnel or parents or the student himself may request "time out" for counseling. In addition, individuals or groups are scheduled in the counseling center for various guidance activities. Counseling center referral forms are utilized to aid in communication with classroom teachers.
2. Staffing - The district counselor acts as a coordinator, consultant, trainer, and affective educator in the counseling center. Critical to the success of the program are sensitive "guidance-oriented" para-professionals, volunteers, college interns, and even cross-age tutor-peer counselors.

Counseling Center Activities

Strategies selected for use in the counseling center provide for the traditional reaction or remedial approach and also action plans for preventive and developmental guidance services. Examples of such activities include the following:

Individuals -

1. Time-out - Students who need time away from the classroom or playground for one reason or another may be referred at any time. Often these students just need a temporary change of environment, someone to listen to them or a chance to think things through.
2. Crisis Situations - Problems such as fighting, disruptive behavior, defiance of authority, poor peer relations, etc., may be referred directly to the center. Counseling is initiated as soon as possible. Students given this opportunity consistently demonstrate ability to solve problems and make responsible decisions about their own behavior.
3. Supportive Counseling - Students who have been identified as needing counseling on a regular basis are scheduled into the center. The frequency of these conferences is dependent on the student's needs.

Small Group

1. Group Counseling - Group sessions for students who have similar special needs are scheduled into the counseling center. The number of times the group meets is flexible and again is based on student needs.
2. Growth Group - Four to eight students are scheduled into the counseling center for developmental guidance activities which focus on affective instruction. Study prints, games, filmstrips, tapes, music, role playing, and group discussion are utilized as vehicles for these guidance lessons. The content of this guidance curriculum includes areas such as self-awareness, interpersonal skills, problem solving, effective communication, decision making, multicultural education, and the world of work. Such learning experiences enable all students to grow in knowledge, understanding, and acceptance of themselves and others.

Special Activities

1. Reward Strategies - Counseling centers include strategies to reward good or improved citizenship and academic achievement. Contracts and awards are also utilized for positive reinforcement and behavior management.
2. Enrichment Sessions - Efforts are made in the counseling center to enrich the program by scheduling special activities such as guest speakers, guidance films, puppet shows, classroom presentations and special projects.

Follow-Up Activities

1. Inservice Training - Counseling center activities include inservice training for parents, paraprofessionals, volunteers, and students to increase their skills as guidance workers. Inservice efforts are also made to improve teachers' skills in providing for effective classroom programs and understanding their guidance role.
2. Remediation - The counselor works as a team member with teachers, principal, nurse, psychologist, speech specialist, and parents to develop educational plans for students needing remediation. Follow-up procedures for these identified students are continued as delineated by Guidance Department including case work, parent contacts, and referrals to outside agencies.

Several models for counseling centers have been developed by the Guidance Department as a basis for future planning. Models are defined on the basis of population only for the purposes of the Guidance Department Bulletin. In these models, aide time is computed at approximately two hours per week per 100 students. This amount is the minimum time necessary to implement the counseling center program. Schools which receive special funding would be encouraged to match the aide time from school budgets and to purchase additional counselor time and materials. Through concerted cooperative efforts and integration of guidance activities into major instructional programs, the district is successfully moving into effective preventive guidance. A list and a description of these models will be available in the fall of 1978.

OPTION BANK - PART C

APPENDIX II

SURVEYS AND MODEL FORMS

POWER VOTING

The steps in the power voting technique are described below:

- Step 1 - Brainstorm either as a total group or in small groups to determine needs.
- Step 2 - Determine needs within each group and rank them in order. Select needs most important to the brainstorming group to report to the total group, (i.e., 5-9 depending on time schedule).
- Step 3 - Record and report priorities of each group. Keep non-priority items for future sessions.
- Step 4 - Give each person three (3) or five (5) votes to be spread among any of the priorities listed, i.e., "Participant Alpha", two (2) for item "C", and two (2) for item "G" or five (5) for item "D" or
- Step 5 - Calculate the voting spread to determine major priorities and record the remaining items for future sessions.
- Step 6 - Discuss the product (i.e., the identified needs and ranking) so that all participants feel their needs have been met in an open democratic manner. If necessary, rerank items to reflect the total group consensus.

A VERY PERSONAL TEST FOR TEACHERS AND A SELF-EVALUATION

(Developed for use with classified employees on transportation team)

Surveys have been designed by the race/human relations team to assist district employees in providing a positive climate for students in their relationships with the school and community. These personnel self-evaluations are for employee use in determining ways to more effectively deal with interpersonal relations. Call race/human relations facilitators at 293-8303.

SAMPLE: MULTICULTURAL ENVIRONMENT SURVEY
MULTICULTURAL FACTS QUIZ

The following survey, developed by Dr. John Browne, San Diego County of Education, illustrates a type of self-inventory which can be effectively used on an individual basis to help staff members to interpret personal feelings and attitudes in order to increase their effectiveness in promoting positive intergroup relations.

MULTICULTURAL ENVIRONMENT SURVEY

For the teacher's
personal and
optional use only.

TEACHER INSTRUMENT

A. INSTRUCTIONAL PROGRAM

Instructions: Place an "X" beside those items which represent goals or objectives you are actively pursuing.

Place a circle "X" beside those items you feel are appropriate for your grade level, but which you are not actively pursuing.

Place a circle "O" beside those items you feel are not appropriate for your grade level.

In relation to my instructional program, I am consciously and explicitly attempting to:

- _____ 1. Display pictures showing minority and white people working and playing together.
- _____ 2. Provide learning opportunities which refer to the participation of women and minorities in historical events, or to the impact of these events upon them.
- _____ 3. Provide learning opportunities which are designed to counteract the racail/ethnic stereotypes perpetrated by the media and some curriculum materials.
- _____ 4. Provide learning opportunities which expose and discredit "myths" which have misrepresented minority groups and women.
- _____ 5. Provide learning opportunities for students to become aware of some contributions which have been made to United States society by members of diverse racial, ethnic, and cultural groups.
- _____ 6. Provide learning opportunities which encourage students to respect one another and be open and honest in their communication with me and with other students.
- _____ 7. Provide learning opportunities which help students increase their ability to contribute to a group task or group problem-solving effort.
- _____ 8. Provide learning opportunities for students to engage in recurrent study of cultural, racial, religious, and ethnic groups, those to which students themselves belong and those to which they do not.

A. INSTRUCTIONAL PROGRAM (continued)

- ___ 9. Provide learning opportunities which help students better understand their own ethnic heritage.
- ___ 10. Seek information about "successful" multicultural programs or instructional practices from other teachers and school district personnel in my school district or other school districts.
- ___ 11. Provide learning opportunities for students to identify and write about the various feelings or customs which they have in common with people of diverse skin color, race, ethnic group, or religious affiliation.
- ___ 12. Provide learning opportunities which help students increase their abilities to identify and begin changing their behaviors which have a negative impact on others.
- ___ 13. Provide learning opportunities which contribute to students' comfort in openly discussing racial, cultural, and ethnic differences, as well as intergroup difficulties.
- ___ 14. Provide learning opportunities which enable students to increase their awareness of the extent to which they stereotype other people in the United States who are racially or otherwise different from them, and how their stereotypes affect their behavior.
- ___ 15. Provide learning opportunities which consistently demonstrate the relationship between knowledge and issues presented and the immediate life-space of the learner.
- ___ 16. Provide learning opportunities which foster student acceptance of human/cultural differences as positive characteristics.
- ___ 17. Provide learning opportunities which enable students to examine the music, art, and dance of a variety of ethnic groups.
- ___ 18. Provide learning opportunities for students to examine the value dilemmas underlying problematic situations in their everyday lives.
- ___ 19. Provide learning opportunities for students to gain awareness of such societal problems as racism, poverty, overpopulation, and pollution.
- ___ 20. Provide learning opportunities for students to state and support their views.
- ___ 21. Provide learning opportunities for students to become aware of the many racial, cultural, and ethnic groups which make up United States society.
- ___ 22. Provide learning opportunities which increase student awareness about what "culture" means and the characteristics that make up a culture.
- ___ 23. Display pictures of great people, including minorities as well as whites.

A. INSTRUCTIONAL PROGRAM (continued)

24. Provide learning opportunities which help students increase their ability to understand and accept contributions others may make to a group.
25. Provide learning opportunities which help students increase their understanding of "enduring social issues" which are universally experienced (e.g. the desire to be accepted and to avoid rejection, especially as a newcomer to any situation).
26. Provide learning opportunities which emphasize that every group has its list of achievers, thinkers, writers, artists, scientists, builders, and moral leaders.
27. Provide community representatives of specific cultural, racial, religious, and ethnic groups with opportunities to participate in or conduct appropriate multicultural activities for my students.
28. Provide learning opportunities which help students improve their problem-solving skills and decision-making skills.
29. Provide learning opportunities for students to write about positive experiences they have had with individuals they perceive as "different."
30. Provide learning opportunities which help students examine differences and similarities within and among ethnic/racial groups.
31. Provide learning opportunities for students to develop ability to contribute to the resolution of interpersonal conflict, with stress on sensitivity to the needs and feelings of others.
32. Provide students with opportunities to meet, discuss, and work with people who have ethnic/racial backgrounds other than their own.
33. Infuse learning opportunities which foster multicultural awareness into all subject areas for which I am responsible.
34. Provide learning opportunities which enable students to read and hear the poetry, short stories, folklore, and autobiographies of a variety of ethnic groups.
35. Provide learning opportunities which illustrate my respect for behavioral and learning style differences.
36. Provide learning opportunities which contribute to students' comfort in establishing friendships, both in and out of school, which freely cross cultural/racial lines.
37. Provide learning opportunities which help students identify and use alternative ways of resolving conflict.

A. INSTRUCTIONAL PROGRAM (Continued)

38. Provide learning opportunities which enable students to discuss the consequences of withholding rights, freedom, or respect from any individual.
39. Evaluate my textbooks and other print/nonprint instructional materials to determine whether they contain fair and appropriate treatment of minority groups.
40. Provide learning opportunities which help students state reasons for their own behavior and listen to reasons of others.

B. TEACHING BEHAVIORS

Instructions: Please place an "X" beside those items which accurately reflect your behaviors in the classroom.

- _____ 41. I discuss "feelings" and "cultural differences" with students.
- _____ 42. I include myself (e.g. my "feelings" and "differences") when engaging students in discussions of cultural/human differences or feelings.
- _____ 43. I talk with the children involved, or with the whole class, about their comments or actions which suggest negative attitudes toward specific human differences.
- _____ 44. I respond to written or visual work of students which illustrates human difference bias.
- _____ 45. I look for and explicitly attempt to counteract examples of human difference bias in any instructional materials the students are using.
- _____ 46. I discuss human/cultural/racial/ethnic differences or feelings as it seems appropriate when teaching all subjects, rather than relegating such discussion only to certain times.
- _____ 47. I take the initiative to compare the behaviors, beliefs, and/or contributions of diverse cultural groups in the United States, including the cultural groups represented in my classroom.
- _____ 48. I involve students in the process of making class rules and defining appropriate behavior.
- _____ 49. I invite culturally diverse people (parents, aides, senior citizens, etc.) to visit and, if possible, to make presentations in my classroom.
- _____ 50. I consciously attempt to monitor my own expectations for children in my classroom, in order to avoid having lower expectations for children (e.g. on the extent to which certain children will contribute to class discussion) which are based only on their particular human/cultural/racial differences.
- _____ 51. I consciously model "accepting behaviors" for my students, through my verbal and nonverbal response to what each individual student says, feels, and produces, and through my response to what each student is.
- _____ 52. I use open-ended questions as an instructional technique for generating wide student participation and a variety of responses during class discussion.

For the teacher's personal and optional use only.

B. TEACHING BEHAVIORS (continued)

- ____ 53. I encourage students to examine and evaluate depictions of people or cultures in external situations (e.g. photos, paintings, the media, in a museum, T.V., movies, etc.)
- ____ 54. I engage students in an examination of popularly held stereotypes related to specific professions and occupations (e.g. housekeepers, bankers, etc.)
- ____ 55. I help students examine and discuss the process of stereotypic thinking per se (e.g. making assumptions based on a group identification, a visual image, or incomplete information).
- ____ 56. I listen with an open mind to students whose cultural/racial/ethnic backgrounds are different from mine, even if their communications are initially disturbing or divergent from my own thinking.
- ____ 57. I strive to avoid expressions and actions which illustrate bias toward any human difference or cultural/racial/ethnic group.
- ____ 58. I collect information through observation or other techniques, on student needs related to prejudice, stereotyping, scapegoating, social isolation of certain students, or racial/ethnic slurs by students.
- ____ 59. I provide opportunities for my students to improve their ability to work on some academic tasks in small groups or with another student.
- ____ 60. I provide some learning opportunities which engage students in problem-solving activities, where the "problem" is a human difference/human relations issue appropriate for their age and grade.

SAMPLE

MULTICULTURAL FACTS QUIZ

1. The legends as told by Indians were:
- a. told as tall tales
 - b. told to explain the world around them
 - c. in fact true happenings
 - d. all of these
 - e. none of these
2. The mestizos are:
- a. a tribe in New Mexico
 - b. those of mixed blood (Spanish and Indian)
 - c. a tribe in Mexico
 - d. tiny insects
 - e. none of these
3. Discrimination is:
- a. showing favoritism in treatment
 - b. showing prejudice
 - c. showing partiality
 - d. all of these
 - e. none of these
4. The concepts, habits, skills, arts, instruments, institutions, etc., of a given period refer to the _____ of a people.
5. "La Raza" is a term used in reference to:
- a. Mexican-American people
 - b. Japanese-American people
 - c. Puerto Rican People
 - d. none of these
6. Janice Mirikitani, Wing Tek-Lum, and Jeanne Wakatsuki are:
- a. Asian-American politicians
 - b. movie stars
 - c. prominent Indian leaders
 - d. Asian-American writers
7. A "barrio" is a:
- a. gang in Southeast San Diego
 - b. hut used by the Indians of the Southwest
 - c. school
 - d. district, quarter, or suburb
8. Blacks are not bicultural.
- a. true
 - b. false
9. Lowered, channeled, chopped, primed, all refer to what barrio art form:
- a. Chinese cuisine
 - b. customized cars
 - c. painting murals
 - d. graffiti
10. The term "anglo" refers to:
- a. people of English background
 - b. people whose culture is of English background
 - c. all people with white skins
 - d. speakers of English
 - e. all of these

Based on the few questions in the sample quiz, how comfortable would you feel discussing these terms (or similar terms) with students?

A = Very uncomfortable

B = Somewhat uncomfortable

C = Somewhat comfortable

D = Very comfortable

For the teacher's
personal and optional
use only.

RACE/HUMAN RELATIONS AND MULTICULTURAL

NEEDS SURVEY

- A. Please indicate the appropriate answer on the answer sheet as follows:
A--Strongly agree; B--Agree; C--Disagree; D--Strongly disagree;
E--Don't know.

1. In this school there is a strong racial relations program designed to prepare all staff persons for harmonious desegregation.
2. In this school there is a strong racial relations program designed to prepare all students for harmonious desegregation.
3. In this school there is a strong racial relations program designed to prepare all parents for harmonious desegregation.
4. The community that this school serves wants racial and cultural integration.
5. Students at this school generally receive equal treatment, regardless of race, sex, or socio-economic level.
6. The teachers at this school prefer a racially and culturally integrated school population.
7. This school is doing an excellent job in matters relating to minority groups.
8. There is open communication in our school among different groups of people---minority parents and majority parents; older teachers and younger ones; students from different ethnic, racial, and economic backgrounds, etc.
9. Discipline is fair for all students and is related to the rules agreed upon by law, district procedures, the students, school personnel, school administrators, and parents.

A	B	C	D	E

10. There are no significant racial tensions at this school.
11. Parents, students, and community leaders are frequently invited to work with school personnel to talk about "things we would like to see happening in our school."
12. The curriculum and instructional materials used in this school give accurate information and facts, and give appropriate emphasis regarding ethnic and minority groups and sex roles.
13. Students should take advantage of learning opportunities in the community through programs and exchanges with students in their paired school.
14. Parents should take advantage of learning opportunities in the community through programs and exchanges with parents in their paired schools.
15. Ideas from various ethnic and minority groups are asked for and incorporated into the problem-solving process at school.
16. Persons with values or ideas different from the commonly accepted ones are heard and considered when decisions about the school are being made.
17. Persons connected with this school are friendly and easy to talk with.
18. Parents help to decide about new school programs.
19. Teachers, students, and parents help in evaluating this school's programs and goals.
20. Students are provided the opportunity to develop a positive self image.
21. Students are provided the opportunity to learn about and appreciate cultural and individual similarities and differences.

[illegible]

22. Students are provided the opportunity to develop a sense of personal integrity and a sense of responsibility.
23. Race and ethnic cultures are the same thing.
24. Multicultural education should be a part of all curriculum areas of my school.
25. Multicultural education is a part of all curriculum areas of my school.
26. Respecting ethnic group characteristics is important in teaching the basic skills.
27. Culturally different children should respond in a similar way to the same curriculum.
28. If the students in the class come from different ethnic backgrounds the teaching strategies of the teacher must vary to be representative of all cultures.
29. In a school in which the majority of students are of one ethnic background race/human relations and multicultural education are not as important as in a school with a mixture of ethnic groups.
30. Curriculum at a school should change as the ethnic population shifts.

A	B	C	D	E

PROBLEM SOLVING WORKSHEET

FOR STAFF DEVELOPMENT

I. Background

- A. State what the circumstances are leading to the problem.

II. Current Problem

- A. State the problem as you see it and the effect it has on the group or persons involved.

III. Steps in Solving the Problem

1. Establish a Helping Relationship.

How would you approach the person(s)? What can you do to make your intentions clear?

2. Define the Problem.

How will you go about defining the problem and helping those involved recognize it? What are the relevant facts? Do they answer the questions "What happened and how?"

3. Generate an Action Plan.

What is the best plan of action? How might you involve others concerned in the planning? What resources can be brought to bear?

4. Form a Commitment.

What kind of commitment can be expressed by you? By others involved? What are the positive and negative consequences? Is the commitment one-way or two-way?

5. Follow Up.

What are your follow up plans? How will you measure progress and change? How will you provide support? What will you do if change does not occur (plan does not work)?

SAMPLE LESSONS ON PROPAGANDA, COMBINATION AND BIAS

The following lessons can be adapted for classroom use.

OPTION BANK - PART C
HOW TO RECOGNIZE
The sample activities described in Appendix III

APPENDIX III

SAMPLE LESSONS

1. Propaganda is a deliberate influence the point of view or line of action of others.

2. Question to use in analyzing propaganda:

- What is the propagandist's purpose?
- What is the propagandist's audience?
- What is the propagandist's point of view?
- What is the propagandist's line of action?
- What is the propagandist's method?

(1) Bad Names: Using unpleasant words to stimulate hate, fear or dislike.

(2) Glad Names: Sometimes called "glittering generalities." These are names to make the reader believe that what the propagandist favors is the best course of action possible.

(3) Transfer: Persuasion by transfer of feeling for a highly regarded person or thing to the thing the propagandist wants to sell or support.

(4) Testimony: Persuasion by the use of a statement by a person who is supposed to be an expert.

(5) Plain Folks: Persuasion by the use of words for humble, ordinary people. The propagandist suggests that a person is trustworthy because he is like the reader.

(6) Bandwagon: Persuasion by the use of the idea that "everybody's doing it." The propagandist suggests that a product or idea is good because many people like it.

(7) Card Stacking: Selecting only the facts that will help the case of the propagandist; words are taken out of context to make a point.

(8) Slighted Words: The use of words with different meanings to things; "opposites."

Propaganda, Connotation and Bias:
Sample Lessons and Worksheets

Propaganda Techniques
The World of Advertising
Arguments and Persuasion
Connotation and Bias
Slanting in Newspapers
Filtering Information
Roleplay Situations

The sample activities described in Appendix III are reprinted from the Human Relations: A Guide for Schools in Transition, Pendelton, San Diego City Schools, 1973.

SAMPLE LESSONS ON
PROPAGANDA, CONNOTATION AND BIAS

The following lessons can be adapted for classroom use.

HOW TO RECOGNIZE PROPAGANDA

1. Propaganda is a deliberate attempt to influence the point of view or line of action of others.
 2. Questions to use in analyzing propaganda:
 - a. Who is the propagandist?
 - b. Whom is he/she serving?
 - c. What is his/her aim in writing on this subject?
 - d. To what human interests, desires, emotions does he/she appeal?
 - e. What techniques does he/she use?
-
- (1) Bad Names: Using unpleasant words to stimulate hate, fear or dislike.
 - (2) Glad Names: Sometimes called "glittering generalities." These are names to make the reader believe that what the propagandist favors is the best course or product possible.
 - (3) Transfer: Persuasion to transfer liking for a highly regarded person or symbol to the thing the propagandist wants the reader to accept.
 - (4) Testimonial: Endorsement of a product or an idea by a well-known person.
 - (5) Plain Folks: Using the American respect for humble, ordinary people to make the reader believe a person is "just plain folks."
 - (6) Band Wagon: "Following the crowd"; the idea that "everybody's doing it" to show that a product or idea is used or supported by many people like ourselves.
 - (7) Card Stacking: Selecting only the facts that will help the case of the propagandist; words are taken out of context to prove a point.
 - (8) Slanted Word: The choice of words can give different meaning to things: "connotation."

Name _____

FACT OR OPINION?

Read each sentence. Think about it. If it tells a fact (something that is true), write FACT before that sentence. If the sentence tells only what some people think is true (other people may not think so at all), write OPINION before that sentence.

- _____ 1. Girls are more afraid of the dark than boys are.
- _____ 2. You can buy more with a dollar than with a dime.
- _____ 3. Sounds come to us through our ears.
- _____ 4. Every wife needs a washing machine.
- _____ 5. Pumpkin pie is good to eat in the fall.
- _____ 6. Ice will not last if the room is warm.
- _____ 7. The bark on a tree makes no noise.
- _____ 8. The bakery on our street bakes the best bread in town.
- _____ 9. People who do not talk like us are queer.
- _____ 10. Five sailors went fishing in the pond in the park.
- _____ 11. Most people go to the circus to see the clowns.
- _____ 12. A woman should have long hair after she becomes a wife.
- _____ 13. Every country should have a king as its head.
- _____ 14. Two farm horses won the prize for being the strongest horses at the farm show.
- _____ 15. It is harder to park a car than to drive it fast.
- _____ 16. John went to work before he finished high school.
- _____ 17. Lunch at a picnic is more fun than at home.
- _____ 18. John got some change when he bought the balloon.
- _____ 19. The gate to the park should be opened early on Sundays.
- _____ 20. The ice cream store on the corner has soft drinks and candy to sell, too.
- _____ 21. Truck noises keep people from sleeping at night.
- _____ 22. A feather is not as heavy as a piece of ice.

Name _____

FACT OR OPINION?

Directions: Think about each sentence. If it tells a fact, write FACT. If it tells something that is just a matter of how people think about it, write OPINION. If it tells both fact and opinion, write BOTH.

- _____ 1. Our language is harder to learn than any other.
- _____ 2. A bathroom in the house is more important than a TV set.
- _____ 3. The scientists agreed that it would not be possible to reach the moon during the next five years.
- _____ 4. My mother always insisted that children who do not wear long stockings will never live to be old.
- _____ 5. The early settlers who traveled west by covered wagon were fearless.
- _____ 6. Mr. Sparkman was picked as treasurer of his company because the officers thought that he would manage well.
- _____ 7. Autumn days grew shorter as Thanksgiving Day crept closer.
- _____ 8. If you go ahead with your plans for that adventure into the jungle, then you really are stupid.
- _____ 9. That shade of orange lipstick is quite becoming to you.
- _____ 10. The servant was mistaken in bringing me the strawberry instead of the lemon ice cream which I had ordered.
- _____ 11. What a spoiled family moved into the house next door!
- _____ 12. It is impossible to escape catching cold in this changing weather.
- _____ 13. Our coach insisted that any player who started a fight was not worthy of being on any team of his.
- _____ 14. We were told that it was foolish to scatter food for the birds when the squirrels were watching.
- _____ 15. Clouds of tiny insects arrived at Fine Tree Farm and shortly thereafter, many vegetable plants were spoiled.
- _____ 16. After such a cold and icy winter, I was delighted to notice the first signs of spring.
- _____ 17. To be comfortable, this room should always be as warm as this.

SAMPLE WORKSHEET

Name _____

PROPAGANDA TECHNIQUES

Directions: Match each "ad" with its appeal.

- (a) Name Calling
- (b) Glittering Generality
- (c) Card Stacking
- (d) Testimonial
- (e) Band Wagon
- (f) Plain Folk
- (g) Slanted Word Connotation
- (h) Transfer

1. Only the best is good enough for my family, that's why I buy Skippy peanut butter.
Appeal _____
2. MUHAMMAD ALI says, "I wouldn't buy another kind of boxing glove than a Punch-n-Pow boxing glove."
Appeal _____
3. ELVIN HAYES, who knows everything there is to know about BASKETBALL, buys only "High-Jumpin" tennis shoes.
Appeal _____
4. A recent survey showed that 95% of the people in San Diego drink milk, so don't be left out. Join the crowd, support your local COW and Drink Milk.
Appeal _____
5. Look around, only the richest, snobbiest people in your neighborhood will be driving Cadillacs. Why don't you become one of the elite too--All you need is a new Cadillac to show around town.
Appeal _____
6. You have to be young at heart to enjoy a Jack-in-the-box hamburger. So if you are ready for the old folks home, then eat at home, but if you want to join the Youth for Lunch Bunch, buy a Jack Burger.
Appeal _____
7. Nothing can add more to your candlelight dinner for two than a bottle of Sweetheart Wine. Buy a bottle and become engaged.
Appeal _____
8. Won't you help us out? We're offering a new product, called Dr. Pepper-Upper. Everyone likes Coke and Seven-up, but who likes Dr. Pepper-upper? We are a little company now, but we hope you will help us to up, up, upper!
Appeal _____
9. All other companies that make cereals add a flavor booster to their cereals that has been found to be unhealthful. We add no such flavor booster, so our cereal may be tasteless and unappealing, but it's Good For You, because we care about your health.
Appeal _____

Name _____

THE WORLD OF ADVERTISING

Directions: Read the essay. Insert each word in the blank where it would make the most sense.

intangible	supplementary	passive	duplicate
element	odyssey	documents	mythology
stimulating	magnetic	extol	insurgent
mechanism	security	comprehend	postscript
meteorite	suppress	enormous	transferring

The people who write the advertisements try to make their ads as appealing and _____ as they can, for they want to inspire the public to buy their products. For example, the manufacturer of a food product might say, "Don't _____ your desire to feast like a King, no need to hold back your gigantic and _____ appetite. We are offering a new food product, Celery Sticks, that will let you eat your heart away and still not gain a pound, in fact, we guarantee that you will lose weight."

Sometimes advertisers may appeal to the _____ needs in your life, things that can not be seen or touched. For example, a safe manufacturer might direct his ad to your need _____ from robbers and thieves. "No need to fear or worry about having your money and important papers and _____ stolen when you own a SURE-LOCK safe," the ad might say, "For there is no one in the world who can crack out cast-iron safes."

One very important part or _____ of all advertising is the excessive praise that is given to the product. The advertiser will highly _____ and _____ his product in order to wake up the sleepy, inactive, _____ public. Advertisers must make their ads as dramatic and exciting to the public as a _____ falling from out of the sky.

The advertisers really want the public to fully understand and _____ what they are saying. They want to get their message across loud and clear. So they will often _____ what they have to say about their product, and repeat the same thing over and over again. Sometimes the stories the

advertisers tell about their products are so fantastic and exaggerated,
you could almost call them a collection of tall tales.

Some advertisers like to tell you all about their product, from the materials that go into making it, to the way it is packaged and delivered to the markets. Such a long, drawn-out journey through the history of the product makes one think of the Greek hero Odysseus who went on his seven-year journey called the

_____.

A soap manufacturer wanted to sell its detergent called REVOLT. Their ad tells mothers to stop changing and _____ from one brand to another. "Just buy REVOLT," the ad says, "and you'll never need or want to change your detergent again. REVOLT will help keep your family from revolting against you on washdays because their clothes are not clean. REVOLT will make your rioting and _____ family become as peaceful and happy as a pack of lambs."

One vitamin company claimed that no one can receive all the vitamins they need simply by eating 3 meals a day. This company stated that everyone needed additional and _____ vitamins, which could easily be obtained by taking one of their pills, called the "SUPER-DOOPER-UPPERS," once a day. This vitamin company believes its vitamins will do wonderful things for your personality. Instead of walking around like an inhuman machine, a worn-out old _____, you'll suddenly have such a _____ personality that you'll attract friends like flies.

P.S. (_____) LET THE BUYER BEWARE!

ARGUMENTS AND PERSUASION

I. Sample questions to be used with an article of persuasion:

1. What is the author's purpose in writing this article?
2. What is the author trying to convince you of?
3. How does the author feel about (teacher provides appropriate ending)?
4. The author uses several arguments to try and convince you he/she's right. What are they? List these arguments in the order in which they happen.
5. List all the arguments the author uses to convince you he/she's right.

II. Follow-up activity:

Choose an issue that is controversial (e.g., repeal of curfew laws, repeal of marijuana laws, or lowering drinking age):

1. List the pro/con arguments on your paper (or on the board with the whole class).
2. Reorder the arguments as if you were going to write an editorial.
3. Write a short article of persuasion.

INFLUENCE: COMMUNICATION AND SKILLS

NAME

Robert G. Kenton and James J. Murphy, Teaching From Youth, c. 1981, Reprinted by permission of John Wiley and Sons, Inc.

NAME _____

INFERENCE: CONNOTATION AND BIAS

Some words are displeasing to some people; others are pleasing. How you react to a word depends mainly on you as a unique person for the feelings they will call to mind.

In some instances, words like "chocolate" and "brother," which have favorable connotations for most people, might repel you. You may be allergic to chocolate or you may associate unpleasantness with the word brother.

- A. Now try your skill at making a list of words that will make people react favorably or unfavorably. Your list should include a scattered sample of favorable, unfavorable, and relatively neutral words. (Do not use articles, prepositions, or conjunctions.)

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

NOTE: We may use one or two of your words to see how others react to them in class.

- B. Colors also have different connotations to different people. Blue, for example, may mean peacefulness, calm, or serenity to some people, but to others it may be depressing.

In the following lines, write what feelings or ideas the following colors bring to your mind.

- | | |
|----------------|-----------------|
| 1. red _____ | 5. yellow _____ |
| 2. green _____ | 6. purple _____ |
| 3. blue _____ | 7. pink _____ |
| 4. gray _____ | 8. black _____ |

- C. Now read the article indicated by your teacher and locate all of the words that are connotative and, therefore, show bias.

(Adapted from curriculum guide, Gloria Lewis, Memorial Junior High)

SLANTING IN NEWSPAPERS*

Instructions to the Teacher

Select newspapers from various sections of the country which also represent various political views. Distribute one to each student (if possible a different paper to each student). Ask them to skim to note differences and similarities in the papers. Then ask them to find one article concerning one event (if possible) and to compare ways of "reporting the facts." What can you note about this newspaper regarding political issues? Allow the students time to browse through the papers, making comments as they compare editorials, headlines, pictures, position of stories, etc. Ask them to list techniques of slanting they can identify and to give examples.

I. Factors That May Cause Newspapers To Slant News

A. Politics

1. Know whether the newspaper follows the beliefs of a political party or is independent.
2. Know which of the following classifications best characterizes it: radical, conservative, liberal, extremely conservative.

B. Religion

1. Know if the paper is affiliated with a particular religious faith as, for example, the Christian Science Monitor.
2. Know some of the differences between the Protestant, Catholic, and Hebrew faiths in order to detect evidence of religious emphasis. For example, the attitude of the papers may vary on divorce and public education.

C. Race and Nationality

1. The United States has a number of foreign language newspapers and attitudes of these papers may vary considerably on many questions of public interest.
2. The attitudes of Black-American (of Afro) newspapers may vary from those of so-called "white" publishers.

D. Labor

1. Know the paper's attitude toward labor and capital.
2. Understand the special occupational interests of your local paper.

*Peter G. Kontos and James J. Murphy, Teaching Urban Youth, c 1967. Reprinted by permission of John Wiley and Sons, Inc.

SLANTING IN NEWSPAPERS (continued)

E. The Human Factor

1. Since newspaper reporters have certain beliefs and attitudes and they have been conditioned by environment, background and education, they may be unknowingly prejudiced in handling a story of a certain type.
2. Perfect objectivity is a goal never completely realized.

II. Common Methods of Editorial Emphasis

A. Overwriting or Underwriting a News Story

1. A few newspapers may fail to write a story fully on purpose, but still publish part of the story in an attempt to vindicate themselves of the charge of failing to publish all the news.
2. Newspapers may overwrite stories that conform to their policies or that deal with themselves.
3. Many people judge the importance of a story by its length, whereas, in reality, the length may have very little to do with its importance.

B. Creating a News Story

1. Newspapers occasionally create news stories by sponsoring campaigns of various kinds or by crusading against civic evils or for civic improvements. Most of these are legitimate news.
2. Some create stories that work a disservice to the public.

C. Publishing Only Those Facts Which the Newspaper Wants the Public To Know

1. A newspaper may state that it publishes the truth, but there is a difference in only half the truth and a full explanation.
2. By publishing only those facts which the paper wants the reader to know, it can distort a story out of proportion to its true news value.

D. Failing To Select the Right Feature, Either Intentionally or Unintentionally

1. There is sometimes a difference of opinion in what the feature story should be.
2. A few newspapers intentionally distort the news by playing up the wrong features. If a reader is not discriminating, he/she can receive the wrong slant of a story.

SLANTING IN NEWSPAPERS (continued)

E. Displaying a Story Too Prominently or Not Prominently Enough

1. News may be distorted by the position and headlines given to the story.
2. Position on the front and inside pages is important.

F. Using Words That Mislead the Reader

1. Relying on the connotative and denotative power of words.
2. Expressions such as "according to an undisclosed source" and "according to a usually reliable source," should not be accepted without further verification of facts.

is based on the

1971, Bureau of the Census, 1971. Reprinted with permission of the

purpose: to ensure that the public is aware of the extent to which the

1971, Bureau of the Census

FILTER PROCESS

Purpose: To enable participants to become aware of the extent to which they filter out certain kinds of information and how that information can change as it is passed on to others.

Directions: Five volunteers are taken out of the room and a taped story is played to one of them. That person comes back into the room and tapes the story as he heard it. This tape is played to the second volunteer and so on until all volunteers have taped their version of the story. The participants are given charts to record changes, additions, and deletions as they perceive them. Discussion begins with the group commenting on the variations played with emphasis on: How much did the story change? What assumptions were made and why? How might the filter process influence rumors about teachers, parents, students, or administrators?

Participant	Additions	Deletions	Distortions
1			
2			
3			
4			
5			
6 (Police Officer)			

ROLEPLAY SITUATIONS

Roleplaying techniques can be effectively used to enrich race/human relations and multicultural understandings. *See examples below:

Lebane High School has been integrated for the past three years--in both classes and extracurricular activities. John, a black student who excels in all his subjects, joins the school debating team. Because of his brilliant discourse on the selected subject, "Pollution" the team wins the area championship. In the next meeting following the victory, John tells the group that the topic is irrelevant, and that the team should be discussing more important social problems. He proposes that they change the national debate topic, even if it means being disqualified. He also proposes that the team consider concerned students for membership whether their grades are good or not.

Janet, a white girl and a key debater with John, objects. She argues that the quality of the team would be lowered. She also feels that the subject of pollution is most crucial at this time, and she doesn't see why they should give up a sure state championship. "Winning is important in this school," she says. These remarks make John angry. He says that he will leave the team and organize other students who are mainly concerned about social problems like racism and poverty. "Why win if you're wrong?" he says. He asks you, as faculty adviser, to help him start the new group. What do you do?

Discussion Questions:

Question Group 1: Is John right? Why or why not? Is Janet right? Why or why not? Would you work for change in the way that John wants? Would you let John go his own way? Why? As a faculty adviser, would you "cop out" and let the team decide which way to go? (In some cases a "cop out" is good. Is it good here?) Should grade averages keep students out of school activities? Why or why not? Do grade restrictions discourage participation of students from minority groups? Why or why not?

Question Group 2: How important is it for students to win in school? How important is winning anyway, to youth or to adults? How important is it to you? Be honest in your answers. Are sports and other competitive "winning" events overemphasized in your school district? Why or why not? What is the difference between healthy and unhealthy competition?

Question Group 3: Expand this situation to the wider society. In many instances yellow, red, black, brown, and white points of view are quite different and even opposed to each other. Why? Expand this further to consider old and young points of view, as well as middle-class and low-income points of view. If we are in the same country, why aren't we all working toward the same goals? Is this desirable? Think hard. Where do you stand, and why?

Can any action plans come from this discussion?

*Jean McRay, Human Relations Ideabook, c 1971. Reprinted with permission of the National Education Association.

ROLEPLAYING SITUATIONS (continued)

Roleplay I

Senora Lopez is a Chicano mother who comes to school in answer to a complaint that her son speaks Spanish rather than English in class and on the playground. The principal and other school authorities are apprehensive that he will never learn English this way. Senora Lopez has a good working knowledge of English but she sees nothing wrong with her son speaking Spanish at all times if he wants to. However, she doesn't want him to be held back because of this. Players needed are a principal, a teacher, and Senora Lopez. The principal and teacher insist upon the value of English exclusively, while the Senora sticks to her guns. The initial roleplay should run at least 15 minutes.

Discussion Questions:

Starter: Let each participant tell how he/she felt in his/her role.

Question Group 1: Are the principal and teacher right? Why or why not? Is Senora Lopez right? Why or why not? Should there be a school policy on language? What is the status of bilingual education in your school district?

Question Group 2: Expand this situation to the wider society. Fifty years ago many of the children of immigrants tried to forget their parents' language. Why are things different today? Should they be? What is the relationship between language and culture? What is the school's role in this relationship?

Can any action plans come from this discussion?

Situation II

An argument starts between two elementary school girls, each of whom insists she should be first in the lunch line. Betty, a white girl, and Margie, a black girl, exchange angry words. The squabble simmers all day and continues the next morning. Most of the white students in the class side with Betty; most of the black students with Margie.

However, two girls refuse to take sides. Lisa, a black girl, and Nancy, a white girl, argue that Betty and Margie are both wrong for making an issue over such a small thing. Lisa suggests that the two girls flip a coin for a final decision. Upon hearing this, the other class members tear into Nancy and Lisa and accuse them of being sell-outs. "You should stick up for your race no matter what!" a black girl shouts at Lisa. "What's the matter with you, anyway? We won't play with you anymore if you don't take Betty's side," a white girl tells Nancy. Although both Nancy and Lisa are sure they are right, their classmates are now angrier at them than they were at the original argument. Nancy and Lisa ask their teacher what she thinks about the situation and what she would do.

Discussion Questions:

Question Group 1: Which set of girls is right? What should the classroom teacher do? Would you give the girls specific advice? Why or why not? Should the two girls stand up for what they believe in this instance or are they being too "goody goody?"

ROLEPLAYING SITUATIONS (continued)

Question Group 2: Adult situations occur every day just like the children's situation described. In such a case, what do you usually do? What should you do? How do you as an adult face peer rejection? How would you as a member of this human relations group face criticism for a bold stand?

Question Group 3: Expand this to the larger society. Mankind generally puts family over race, and race over ethics. Why? Is this desirable? What operating philosophy do you take for yourself? What philosophy would you recommend for this human relations group?

Can any action plans come from this discussion?

Roleplay II

In a high school laboratory course where the students have been permitted to help design the curriculum, Joe Chang-Wen, an Oriental student spokesman, presents the teacher with a demand to spend the rest of the year studying "Chinatown As a Ghetto." Joe points out that since a significant percentage of the student population there is Asian American, this is a very relevant topic. Bart Ferner, a white student leader, protests that this study will not do him any good in engineering school several years from now. The teacher is on the fence as he/she always thought Chinatown was a pretty place and never considered it "a ghetto." Players needed are a teacher, Joe Chang-Wen, and Bart Ferner. The initial roleplay should run for at least 15 to 20 minutes.

Discussion Questions:

Starter: Let each participant tell how he/she felt in his/her role.

Question Group 1: Is Joe right? Why or why not? Is Bart right? Why or why not? Is it desirable for the teacher to remain on the fence? In view of Joe's demand, is it desirable to have a student-centered curriculum, or to let students have input into curriculum decision making? How should this be done? What is the status of student directed curricula in your school district? Should this status be changed pro or con?

Question Group 2: Expand this to the larger society. For many years everyone accepted a somewhat standardized form of curriculum. Now each minority group is demanding its own history and its own culture taught in class. Why are these demands being made now? Is this desirable? Why or why not? What is the status of ethnic related and multicultural courses in your school district? Should this status be changed? Do you, a teacher, appreciate the contributions of other ethnic groups? Do you know about and appreciate your own ethnic group? Search yourself. What are your attitudes?

Can any action plans come from this discussion?

Situation III:

Susan Tedd is a third grade teacher in an elementary school in an urban area. The area is small enough for its citizens to become known and recognized but

ROLEPLAYING SITUATIONS (continued)

large enough to offer big city facilities. Susan's school is in a mixed neighborhood with a percentage of stable residents and small homeowners. It is well integrated with White, Black and Puerto Rican children.

Miss Tedd decides to add something extra to her classroom. She gathers the children into small groups of three, four and five and encourages them to talk about their feelings in a "self-expression time." They can discuss their families; their friends, how they feel about their classmates; their hopes, fears and dreams. No one is allowed to maliciously criticize anyone else. Miss Tedd calls this a good exercise in human relations. The psychologist for the school district thinks it is excellent. He says that it has reduced tensions and anxieties and he feels that activities such as this contribute to better mental health.

However, when the project is written up in the local paper, Miss Tedd comes under severe attack from all sides. Conservative members of the school board call it "communistic and communal education" and "a form of brainwashing away individuality." A group of young radical parents who are trying to gain public support for their own school call it "helping the children to adjust to a corrupt establishment," and criticize her for not teaching "Radical Political Education" in the groups. Susan is amazed at the furor. The principal does not openly back her, but the school psychologist sticks his neck out and she gets backing from the local mental health association. She turns to the human relations commission of the local education association for more support. What happens?

Discussion Questions:

Question Group 1: Should the local association make a statement? Should they take other action? If so, what kind? Should the association do nothing? Why or why not? Should Susan Tedd be having these therapeutic discussion groups, or is she in way over her head? Is the school psychologist right or wrong in supporting her? Is this a valid human relations situation? Discuss its validity and the possibility of occurrence in your locality.

Question Group 2: Is mental health part of human relations? If so, are the mental health and youth guidance facilities in your area adequate? Is there such a thing as a "therapeutic classroom"? If so, should all teachers try to have one, or just those with special talents? Does education have any relationship to emotional well-being? If so, what?

Question Group 3: Expand this to the wider society. Susan Tedd is caught between various factions with opposing views. What should happen when an entire school system is caught this way? What has happened in your community in the past? How do these opposing factions affect issues like school bonds, increases in taxes for education, providing better materials and facilities, etc? Should these factions be ignored or appeased? What are your suggestions for "ironing things out" where a whole community is involved?

Can any action plans come from this discussion?

ROLEPLAYING SITUATIONS (continued)

Roleplay III

Samson Gurdie and his family have moved from a poor mountain community to a well-to-do suburban area in another state. His father was helped to find his job and partially pay for their spacious garden apartment by a sympathetic church outreach program. The suburban area is all white and the closest school is predominantly so. Samson's dress, manners, and knowledge level are not on par with other children, who have never known a poor white family before. They make fun of his accent and one of them says, "you act so stupid I don't believe you're white." A neighborhood committee has been formed to ask the Gurdie family to move. They say, "You white trash will run down Clear Acres. We would rather have a bunch of colored here than you." The family vows not to move, "no matter how stuck up you folks are." Players are Mr. and Mrs. Gurdie, Samson (to tell about his school experiences), a church representative on their side, two people from the Neighborhood Improvement Council who offer them money to move. For smaller groups, the parts of the church representative and one neighbor can be cut. The initial roleplay should run for at least 20 minutes.

Discussion Questions:

Starter: Let each participant tell how he/she felt in his/her role.

Question Group 1: Does the Gurdie family have the right to live in such a "ritzy" area? Was the church right in helping them to move or were they meddling? Are the neighbors right about their property values? Is property ever more important than people? If so, when? If not, why?

Question Group 2: What are the advantages of an economically mixed school? What are the disadvantages? Can Samson learn anything from his classmates? Can they learn anything from him? How does this situation apply to your school district?

Question Group 3: Expand this to the wider society. We hear a lot about conflict between races but not about conflict within a racial group. What usually brings the latter about? Name some examples of conflict within a race or ethnic group. Which is more important, social class or race? Why is it so hard for human beings to accept diversity and difference among themselves? Why is it so hard for you? Think hard and answer honestly.

Can any action plans come from this decision?

Situation IV

A black educator, Lan Green, has been appointed Director of Research in the Metropolitan City School System. No black man has previously held such a high position in that system. Two white employees, Fred and Bob, are engaged in conversation over coffee. Fred states that it is probably good that a black man has been appointed to a responsible position on the central administrative staff since the system has a substantial number of blacks at lower levels but only whites at top levels. Bob comments that Mr. Green seems "a decent sort of fellow

ROLEPLAYING SITUATIONS (continued)

who knows what he's doing." At this point, Phil, a co-worker and friend, joins the men. He is adamantly opposed to the appointment and hints at "pressures to appoint a Black" regardless of his qualifications. He points out that Green's undergraduate work was done at some all-black college and he speculates that it must have been an inferior school. He goes on to point out that Green didn't distinguish himself in graduate school, and he questions whether Green knows anything about research. Fred and Bob agree that there is no evidence that he does. Bob makes the point that increased Black aggressiveness for "civil rights" has caused much unrest and the country is "worse off" as a result. Fred and Phil agree. Phil goes on to say that "there are certain areas in which Blacks cannot be expected to excel," and research is one of them. Fred and Bob agree. It is now time to return to work. The conversation ends with the consensus that the appointment of Green was a mistake.

Discussion Questions:

Question Group 1: Is Lan Green qualified for Director of Research: Why or why not? Would your criteria for qualification be the same if he were white? Higher? Lower? Why? Think about it and discuss.

Question Group 2: Can Phil's attitude be changed? Should it be changed: How and why? Are there certain areas in which Blacks cannot be expected to excel? Mexican Americans? Puerto Ricans? Native Americans? Whites? On what do you base your answers?

Question Group 3: Can members of all racial groups obtain executive jobs in your area? Name one black executive or administrator. Name executives in other minority groups. Have you thought about this before? What can you do about it?

Can any action plans come from this discussion?

Roleplay IV

Mr. and Mrs. Lightfeather, Native Americans, are attending a meeting of a community curriculum subcommittee. This is a group of parents along with a teacher-consultant who have decided to get together and make recommendations for textbooks to be used in the school district. Mr. and Mrs. Lightfeather are the only Native American parents on any school-community policy group although there are many Native American children in this school district. The other participants are white.

The Lightfeathers point out that the textbooks now in use show Native Americans in an unfair light. They mention book descriptions of Indians as "savages who beat out the brains of white babies" and references to "drunken and irresponsible Indians." They recommend the use of history books and other materials that present a true picture of this country's Indian backgrounds and contributions.

The rest of the group rejects these recommendations. They feel that the Lightfeathers are too sensitive, and that books describing "Indian" massacres are

ROLEPLAYING SITUATIONS (continued)

true. They protest that it is too expensive to buy books that "cater to" Native Americans. The Lightfeathers say this is a racist point of view, and continue to insist that the present books are unfair and degrade Native Americans in the worst way. The others hold to their view that even if this were true, the school board would never accept such sweeping changes. Players needed are the couple, a teacher, and 2-6 other parents. The initial roleplay should run for at least 15-20 minutes.

Discussion Questions:

Starter: Let each participant tell how he/she felt in his/her role.

Question Group 1: Are the Lightfeathers right? Why or why not? Are the others right? Why or why not? Who decides what textbooks should be used in your school district? Is the present policy a good one? Are there specific textbook guidelines for local use? Should there be? Does your group have the power to draw up and suggest guidelines? Are there any local recommendations for nondiscriminatory materials in your school district? What is your position on this?

Question Group 2: Expand this to the wider society. The Lightfeathers seem to be quite involved in school decision making. What should the relationship be between parents and the school? How far should parents be allowed to go in making decisions? How far should teachers be allowed to go in making decisions? Who ultimately controls education? Who should control it, or should there be control? What is the present apparatus for parent and community decision-making in your school district? Should this be changed, or is it satisfactory? If things are good, what can be done to keep it that way? If they are not good, what changes are needed?

Can any action plans come from this discussion?

Situation V

Mitt High School is in an all-white district in a suburban community of well-to-do homeowners. Most of the students are college bound and have high academic achievement levels. The teachers are well qualified and have a number of resources at their fingertips. The only organized student protest occurs over more parking space for student cars.

However, the incidence of drug taking at the school is very high. Some students place it as high as 60-65%. Narcotics range from pep pills and airplane glue, through marijuana to cocaine, heroin, LSD, STP, and speed. Recently, in a legal crackdown, the police department and the local youth agency got the school's co-operation to station drug informers in the school. One informer was found and severely beaten by the other students.

The local education association has formed a human relations subcommittee but they rarely meet. They have informed the committee chairman and the association president that there are no human relations problems for consideration, due to the absence of racial tension.

ROLEPLAYING SITUATIONS (continued)

Discussion Questions:

Question Group 1: Do you consider drug abuse a human relations problem? Why or why not? Is the human relations subcommittee right--is this a problem for them? Should other groups examine this problem instead? Which others? What would you do if you were the human relations chairman? A teacher in the school? The principal? A parent? A student in the school?

Question Group 2: Can this situation be resolved by the police and the youth agency? Can this situation be resolved by the school? Were student informers necessary? Are student informers necessary in other situations? If so, name the situations. If not, justify why not. Are adults ever placed in a situation where they must report on each other? When, where, and why? Is this desirable or not? What would you do if asked to "inform"?

Question Group 3: Expand this to the wider society. Many people think of "human relations" problems as racial only. Name other human relations problems. Are any of these problems found in your area? Discuss. What have you done, as an individual and as a group? What will you do?

Can any action plans come from this discussion?

OPTION BANK - PART C

APPENDIX IV

MULTICULTURAL EDUCATION

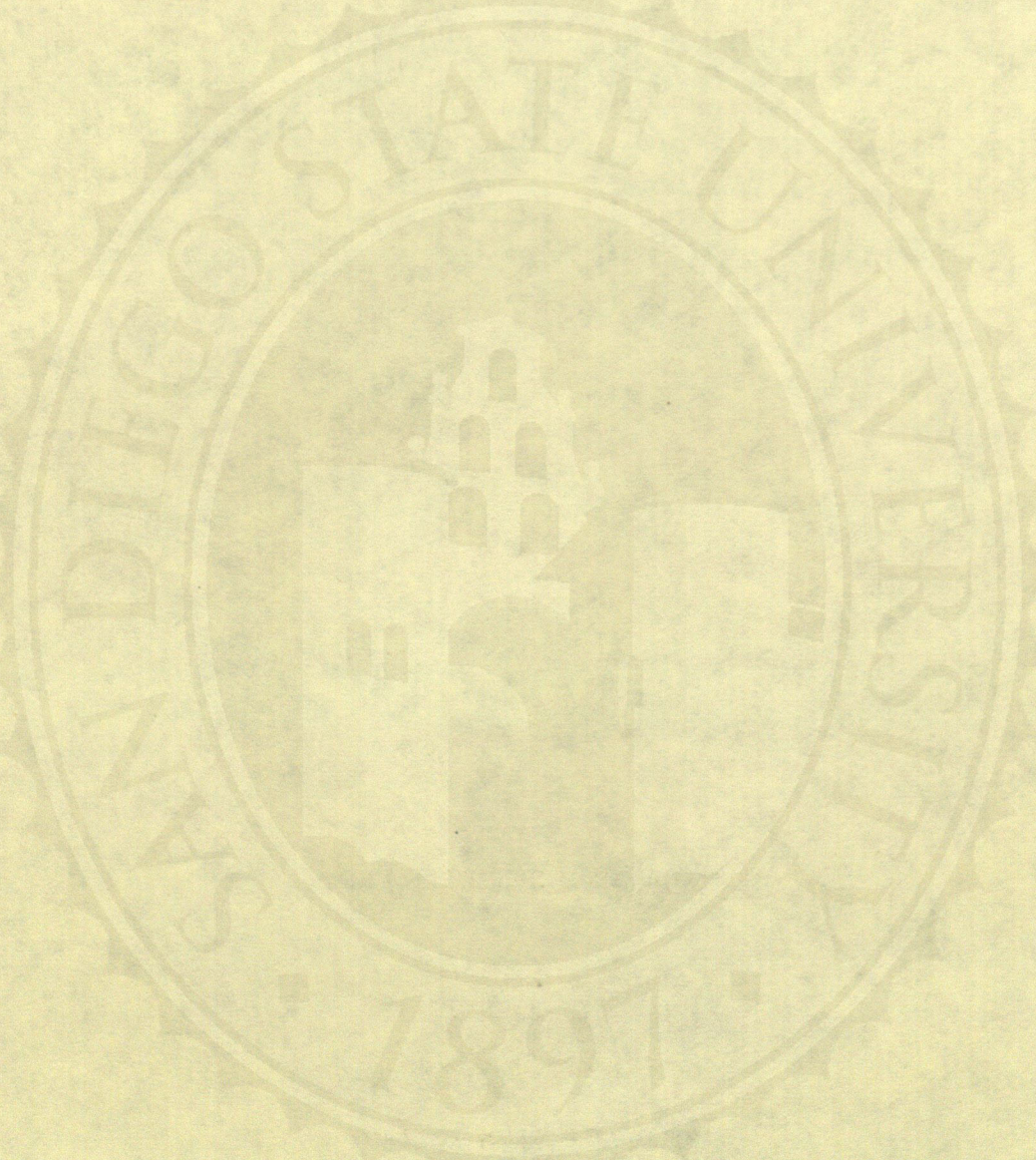
MULTICULTURAL EDUCATION

Multicultural Calendar

Sample

Supplementary Information

Multicultural Resource Centers ESAA



September 1978
M U L T I C U L T U R A L C A L E N D A R

SAN DIEGO CITY SCHOOLS
Community Relations Division
293-8300

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<p>Multicultural information is distributed on a monthly basis to every elementary and secondary teacher and to secondary librarians. This multicultural calendar is one example of the type of material teachers receive.</p>						<p>1) Lydia Liliuokalani Romare Bearden Dai Keong Lee Feast of Ramadan</p>
3) Treaty of Paris	4) Labor Day Los Angeles Founded	5) Frank Yerby	6) Jane Addams	7) Daniel Inouye	8) Don Pedro Menéndez de Aviles	9) California Admission Day
10) National Hispanic Heritage Week	11)	12) Richard Hunt	13)	14) National Anthem Day	15) Independence Central America	16) El Día de Independencia Chusok Taiwan Moon Festival Vietnamese Mid-Autumn Festival Mayflower Sailing
17) Citizenship Day	18) W. Richard West	19) Benjamin Reifel	20)	21) John McAdam Kwame Nkrumah	22) Chen Ning Yang American Indian Day	23) Jack Kilpatrick
24)	25) Vasco Núñez de Balboa	26) George Gershwin	27)	28) Confucius Juan Rodríguez Cabrillo	29) Enrico Fermi Marie Zakrezewska	30) Johnny Mathis

SAN DIEGO CITY SCHOOLS
Community Relations Division

SUPPLEMENTARY INFORMATION - MULTICULTURAL CALENDAR, SEPTEMBER 1978

SEPTEMBER

- 2 - LYDIA KAMEKEHA LILIUOKALANI: (1838-1917) Queen of the Hawaiian Islands. She composed Aloha Oe, the song of farewell.
- 2 - FEAST OF RAMADAN: Moslem celebration marking end of a month of daytime fasting in honor of Mohammed's first revelation.
- 2 - ROMARE BEARDEN: (b.1914) Black-American artist. His paintings and collages have been exhibited at Carnegie Institute of Technology and Pasadena Art Museum. He co-authored The Painter's Mind.
- 2 - DAI KEONG LEE: (b.1915) Chinese-American composer. One of his major works was "Prelude and Hula." (1939)
- 3 - TREATY OF PARIS: (1783) Treaty between Britain and the United States, ending the Revolutionary War, was signed in Paris on September 3, 1783. American signatories were John Adams, Benjamin Franklin, and John Jay.
- 4 - LABOR DAY: Declared holiday in recognition of American workers, their leaders and organizations.
- 4 - LOS ANGELES FOUNDED: (1781) The city of Los Angeles, California was founded by decree on September 4, 1781 when Felipe de Neve, who was Governor of California at that time, came from San Gabriel Mission with a small group of followers, under direct order of Carlos III of Spain. He called the city "El Pueblo de Nuestra Senora La Reina de Los Angeles de Porciuncula." Until 1847 the city alternated with Monterey as the seat of government for the entire region known as the Mexican Province of California. In 1850 the population of Los Angeles was 1,610.
- 5 - FRANK YERBY: (b.1916) Black-American author. His first novel, The Foxes of Harrow, was made into a movie. Yerby followed that novel with four others, all of which were book club selections. In the past 20 years, Yerby has reportedly grossed more than \$10 million.
- 6 - JANE ADDAMS: (1860-1935) English-American social worker, teacher, civil rights worker. Established Hull House in the tenement district of Chicago in order to help the children of the Italian, Polish, Irish, Greek and Russian immigrants living in this slum area. She organized clubs, sports, and craft shops. For her work in helping people she was awarded the Nobel Peace Prize in 1931.
- 7 - DANIEL INOUE: (b.1924) Japanese-American congressman and senator from Hawaii.

SUPPLEMENTARY INFORMATION (Continued)

SEPTEMBER

- 8 - DON PEDRO MENENDEZ DE AVILES: Spanish explorer and colonists first sailed into St. Augustine Bay on August 28, 1565, but the colonists did not disembark until September 7-8. Each year the landing is reenacted. St. Augustine is the oldest permanent European settlement in North America. Buildings constructed in the 1700's remain today including an entire street or residences and shops.
- 9 - CALIFORNIA ADMISSION DAY: The Act of Congress admitting California to the Union was passed on September 9, 1850. California had been a Mexican province. Its population in 1840 consisted of 200,000 Indians, 5,000 Mexicans, and about 200 Americans. In 1846 there were rumors that the Mexican government intended to expel the Americans. On June 14 of that year, a party of Americans appeared at Sonoma, captured the place, raised the Bear Flag and proclaimed the independence of the province. The flag was made of a piece of white cotton. Sewn to the bottom of the flag was a stripe of red flannel, torn from a woman's petticoat. A star was painted in the upper left-hand corner and in the right-hand corner was the crude figure of a grizzly bear. It is preserved in the rooms of the Pioneer Society in San Francisco.
- 10 - NATIONAL HISPANIC HERITAGE WEEK. September 10 - 16. By Presidential proclamation.
- 12 - RICHARD HUNT: (b.1935) Black-American sculptor. Recipient of six major awards. His avant-garde masterpieces are created with blowtorch, hammer, and metal.
- 14 - NATIONAL ANTHEM DAY: The Star Spangled Banner was written on shipboard during the British bombardment of Ft. McHenry near Baltimore, during the War of 1812. The song has been the official national anthem only since March 3, 1931. The custom of rising for it was instituted by Daniel Webster when it was sung by Jenny Lind.
- 15 - INDEPENDENCE CENTRAL AMERICA: Celebrated in commemoration of the overthrow of Spanish rule in 1821. Observed by Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua.
- 16 - EL DIA DE INDEPENDENCIA: On September 16, 1810 in the small town of Dolores, in the province of Guanajuato, Mexico, a handful of people were summoned by a parish priest, Miguel Hidalgo y Costilla, to take up arms against their oppressors. A church bell was rung, not to call the people to worship, but to call them to fight for independence from Spain. To this day, that same church bell, which hangs in the national palace in Mexico City, is rung on the eve of September 16 by the president of the republic. He also waves a flag from the balcony and gives the shout, "el Grito," in order to remind the people of their struggle for freedom.

SUPPLEMENTARY INFORMATION (Continued)

SEPTEMBER

- 16 - MAYFLOWER SAILING: On September 16, 1620 the Pilgrims sailed from Plymouth, England bound for the New World.
- 16 - CHUSOK: Koreans everywhere celebrate this gala occasion: autumn, harvest, thanksgiving, moon festival. Falls on the Eight Full Moon each Lunar Year. Koreans pay homage to ancestors and express gratitude to guarding spirits for another year of rich crops. A time to visit tombs, leave food, and prepare for the coming winter season. Traditional food is "moon cake", made on the eve of Chusok, with rice, chestnuts, and jujube fruits. There are games, dances, and gift exchanges.
- 16 - TAIWAN MOON FESTIVAL: Occurs of the 15th day of the Eight Moon. The festival gifts include the moon cake. This pastry is said to have been used with a piece of paper imbedded in the cake summoning all people to remove the Tartars from China when the moon was full. The call was answered in the 14th century, when the Tartars or Mongolians, the foreign rulers of the North, were defeated.
- 16 - VIETNAMESE MID-AUTUMN FESTIVAL: (Festival of the Moon) Primarily for children - similar to our Halloween. Children receive candy. Moon cakes are served. In the evening children parade in the streets carrying lanterns.
- 17 - CITIZENSHIP DAY: Established by Presidential proclamation in 1952 to give recognition to all who became American citizens in the preceding year.
- 18 - W. RICHARD WEST: (b.1912) Native-American (Cheyenne). An accomplished artist in several media and styles. West has studied mural techniques and had extensive formal art training. Listed in Who's Who in American Art and Indians of Today, West's work has been published in the "Denver Post," "Empire Magazine," "National Geographic Magazine," "Life International," "Today," "Orbit Magazine," and the "Saturday Review."
- 19 - BENJAMIN REIFEL: (b.1906) Native-American (Sioux). Earned his doctorate at Harvard University. Was elected to Congress from North Dakota and was the only Indian in the House of Representatives. Served in Congress until he retired in 1971. Supported the Boy Scouts of America program among American Indians and helped direct Indian programs for the National Park Service. Was voted Outstanding Indian in 1956.
- 21 - JOHN LOUDON McADAM: (1756-1836) Born in Scotland. Became Surveyor General of Roads in Bristol, England. Introduced improved roads build of crushed stone known as "macadamized" roads.
- 21 - KWAME NKRUMAH: (1909-1972) President of Ghana. First to lead an African country to independence. Author of Toward Colonial Freedom and Africa Must Unite.

Multicultural Calendar - September, 1978

SUPPLEMENTARY INFORMATION (Continued)

SEPTEMBER

- 22 - CHEN NING YANG: (b.1922) Brilliant Chinese physicist. Awarded Nobel Physics Prize in 1957 for his part in experiments which shattered the law of physics called Conservation of Parity. (Sung, B.L., The Story of the Chinese in America, pp 294-298.)
- 22 - AMERICAN INDIAN DAY: Traditional observance of American Indian Day has been on the fourth Friday in September or on the second Saturday in May. A day to honor the first Americans. First proclaimed in 1916.
- 23 - JACK KILPATRICK: (b.1915) Native-American (Cherokee) artist, musician, professor. Published work includes Friends of Thunder.
- 25 - VASCO NUNEZ DE BALBOA: Spanish explorer. On September 25, 1513, he discovered the Pacific Ocean and took possession in the name of Spain.
- 26 - GEORGE GERSHWIN: (1898-1937) Jewish-American composer. Famed for his "Rhapsody in Blue" and "Porgy and Bess." Won Pulitzer Prize in 1931.
- 28 - CONFUCIUS' BIRTHDAY: (551-449 B.C.) Taiwan national holiday. Designated as Teacher's Day. Confucius is the Latinized name of Kung-futzu, born in Shantung province on the 27th day of the Tenth Moon in the 22nd year of Duke Hsiang of Lu. He died at age 72, having spent some 40 years as a teacher.
- 28 - JUAN RODRIGUEZ CABRILLO: Portuguese explorer. First to sail into San Diego Bay, September 28, 1542. Each year a colorful pageant re-enacts the historic landing.
- 29 - ENRICO FERMI: (1901-1954) Italian-American physicist, noted for his work on the atomic bomb project. Awarded Nobel Prize in Physics for research in radioactive substances in 1938.
- 29 - MARIE ZAKRZEWSKA: (1829-1902) German-American physician. Founded and served as resident physician in a hospital of her own which developed into The New England Hospital for Women and Children. Fought for acceptance of women in medicine.
- 30 - JOHNNY MATHIS: (b.1935) Famous Black-American singer.

ESAA PROJECT MULTICULTURAL RESOURCE CENTER

In accordance with the ESAA Project Proposal, the first of two multicultural resource centers is ready for operation. This center is located at the Instructional Media Center (IMC) location on Cardinal Lane in Linda Vista. It has been designed as a depository for a variety of multicultural materials. These materials, which are not readily available at school sites due to limited funding, have been centrally located in order to provide for their optimal use by ESAA schools. Books, soundstrips, cassettes and records may be checked out from the center, which is located on the Instructional Media Center site (next to the Adult Resource Center bungalows). These resources will enable the classroom teachers to better infuse multicultural concepts into their classes.

The center will serve as a library/resource center/meeting room for ESAA teachers and support personnel. Printed materials have been collected so that site administrators, teachers and librarians may review them prior to future site purchase.

Attached is a partial listing of the audio-visual materials available at the center.

A second center is scheduled to open at Johnson Elementary school for ESAA elementary student use. Plans are to equip it to provide specific cultural/ethnic experiences in cooking, dances, drama and art.

Elementary Audio-Visual Material

Records

UNICEF Hi Neighbor Series	Around the World in Dance
Folk and Fairy Tales from Distant Lands	Music of the World's People
It's A Small World	Japan--Its Music and Its People
Folk Songs of Many People	Arirang--Korean Songs and Dances
American Indian Tales for Children	Music of Viet Nam
Authentic Indian Dances and Folklore	A Treasury of Mexican Folkways
Ethnic Dances of Black People Around the World	In Search of Freedom--Dr. Martin Luther King
Free at Last	Hopi Tales
Folk Songs of the Philippines	Folk Tales from West Africa
Folk Songs of Our Pacific Neighbors	Children's Songs from Kenya
American Indian Music for the Classroom (kit)	Folk Songs of Africa
Jambo	Children's Songs of Mexico
	The Reason I Like Chocolate

SOUNDSTRIPS, CASSETTES, KITS:

West African Artists and Their Art:

Mali Mask Carver

Gambian Weaver

American Dream Mural Packets

Polynesia

I Have a Dream

American Dream

Mexico

Africa

The Poetry of Langston Hughes (cassette)

American Dream Activity Cards, Kit I

One Wonderful World

Welcome Neighbors

Caring

Learning About Others

Learning About Me

It's OK for Me: It's OK for You

Secondary Audio-Visual Material

Soundstrips:

What is La Raza?
The Course of Mexico's Culture
Accent on Ethnic America
What is an Ethnic Group?
The Great Immigration
The Other American Minorities
Parts 1 & 2
West to Freedom
Italians in America
The Art of Japan
China

Raisin in the Sun
Poetic Voice of Black Experience
Folk Songs of Israel
Indian Cultures of the Americas
Fiji: A Conflict of Cultures
A Patch of Blue
Roots (12 filmstrips/cassettes)
The American Ethnic Food Series
Chinese Americans: Realities and Myths

Kits:

Ethnic Heritage: A Living Mosaic
(with workbook set)

Outsiders (Scope Activity Kit)

Ethnic Foods Series

Prejudice: The Invisible Wall
(kit of reading materials and activities)

Why People Eat What They Do

Chinese Americans, Past and Present
(kit of readings and activity sheets)

Prejudice

We Are Indians: American Indian
Literature

Cassettes:

The Search For Black Identity: Proud
Heritage From West Africa

Great American Indian Speeches

Native American Heritage

Lorraine Hansberry Speaks Out: Art
and the Black Revolution

Asian Man: China (multimedia kit)

My Life with Martin Luther King, Jr.

The Creative Heritage of Africa: An
Introduction to African Art
(multimedia kit)

Study Prints:

Indians: The First Americans

The New Immigration

COMMUNITY RESOURCES AND ORGANIZATIONS

The following agencies and organizations may be contacted to obtain research and information on the ethnic and cultural groups they represent. Additional references are listed on pages 19-21 of this guide.

American Indian Centers
231-3500

OPTION BANK - PART C

Armenian C.B. Union of San Diego
4175 Fairmount
San Diego
259-1105

APPENDIX V

Centro Cultural de la Raza
Park Boulevard
San Diego
235-6135

COMMUNITY RESOURCES

Centro Cultural de la Raza Teotocay
2135 Logan
San Diego
233-9445

Chicano Federation of San Diego
1960 National
San Diego
236-1228

Chinese Social Service Center
427 Third Avenue
San Diego
234-4447

Cornish-American Center of San Diego
San Diego
1017 South Holliston
El Cajon
442-6637

House of Representatives
Balboa Park
San Diego
234-0139

Japanese-American Citizens League
222 San Marcos
San Diego
231-3500

Irish Community Center
202 W. Street
San Diego
231-3500

Irish Community Center
1170 Balboa Avenue
San Diego
233-6025

Polish-American Association of San Diego
1934 30th Street
San Diego
239-7432

Sons and Daughters of Guam
338 Ozark Street
Spring Valley
264-1226

Union of Pan-African Communities of San Diego County
2459 Market Street
San Diego
242-6454

United Nations Association of San Diego
Balboa Park
San Diego
233-3970

Libraries
Colleges and Universities
Community Agencies and Organizations

COMMUNITY RESOURCES

Secondary Audio-Visual Materials

COMMUNITY RESOURCES

Community Agencies and Organizations
Colleges and Universities
Libraries

What is La Raza?

The Course of Mexico's Culture

Accent on Ethnic America

What is an Ethnic Group?

The Great Immigration

The Other American Minorities
Part 1, 2, 3

West is Freedom

Italians in America

The Arab in America

China

Ethnic Diversity: A Living Mosaic
(Part 1, 2, 3, 4, 5)

Ethnic Food Series

Why People Do What They Do

Prejudice

We Are Indians: American Indian
Literature

The Search for Black Identity:
Journey from West Africa

Native American Heritage

Asian Americans: A Cultural Heritage

The Challenge of the Future:
Introduction to African Art
and Culture

Poetic Voice of Black Experience

Folk Songs of Israel

Indian Cultures of the Americas

The Jewish American Experience

Black in Blue

Score (12 filmstrips/mini-films)

The American Ethnic Food Series

Chinese Americans: Experiences and Myths

Yiddish

Outsiders (Score A, B, C, D, E)

Prejudice: The Learning Unit
(Set of readings, filmstrips and activities)

Chinese Americans: Past and Present
(Set of readings and activity sheets)

COMMUNITY RESOURCES

APPENDIX A

OBITUARY - PAGE C

Black American Literature Series

Black American Literature Series: Part 1

Black American Literature Series: Part 2

Black American Literature Series: Part 3

Black American Literature Series: Part 4

Black American Literature Series: Part 5

COMMUNITY AGENCIES AND ORGANIZATIONS

The following agencies and organizations may be contacted to obtain resources and information on the ethnic and cultural groups they represent. Additional references are listed on pages 19-21 of this guide.

American Indian Centers
231-3500

Armenian G.B. Union of San Diego
4175 Fairmount
San Diego
280-1105

Centro Cultural de la Raza
Park Boulevard
San Diego
235-6135

Centro Cultural de la Raza Toltecas
2135 Logan
San Diego
233-9445

Chicano Federation of San Diego
1960 National
San Diego
236-1228

Chinese Social Service Center
427 Third Avenue
San Diego
234-4447

German-American Societies of San Diego
1017 South Mollison
El Cajon
442-6637

House of Pacific Relations
Balboa Park
San Diego
234-0739

Japanese-American Citizens League
2672 San Marcos
San Diego
280-5390

Jewish Community Center
2079 54th Street
San Diego
583-3300

Korean Community
3170 Briaro Avenue
San Diego
233-6225

Polish-American Association of San Diego
1934 30th Street
San Diego
239-7432

Sons and Daughters of Guam
338 Ozark Street
Spring Valley
264-1226

Union of Pan-Asian Communities of San Diego County
2459 Market Street
San Diego
232-6454

United Nations Association of San Diego
Balboa Park
San Diego
233-3970

COMMUNITY RESOURCES

Colleges and Universities

Point Loma College 222-6474
3900 Lomaland Drive
San Diego, California

San Diego City College 238-1181
1313 12th Avenue
San Diego, California

Mesa College 279-2300
7250 Artillery Drive
San Diego, California

Evening College 280-7610
3375 Camino Del Rio South
San Diego, California

San Diego State University 286-5200
College Avenue

University of California 452-2230
Gilman Drive & La Jolla Drive
La Jolla, California 92037

University of San Diego 291-6480
Alcala Park
San Diego, California 92110

United States International University 271-4300
10455 Pomerado Road

COMMUNITY RESOURCES

Libraries

Central	236-5800
Balboa	277-4133
Benjamin	583-2428
Clairemont	276-1140
College Heights	583-6810
East San Diego	283-3632
La Jolla	459-5174
Linda Vista	277-3637
Logan	239-6580
Mira Mesa	271-8410
Mission Hills	296-2660
Normal Heights	283-3733
North Clairemont	274-4610
North Park	283-4535
Oak Park	262-8249
Ocean Beach	223-8757
Pacific Beach	273-9581
Paradise Hills	479-3538
Point Loma	223-1161
San Carlos	461-4480
Serra Mesa	278-0640
University Community	453-5722
University	296-4514
Valencia Park	264-8370

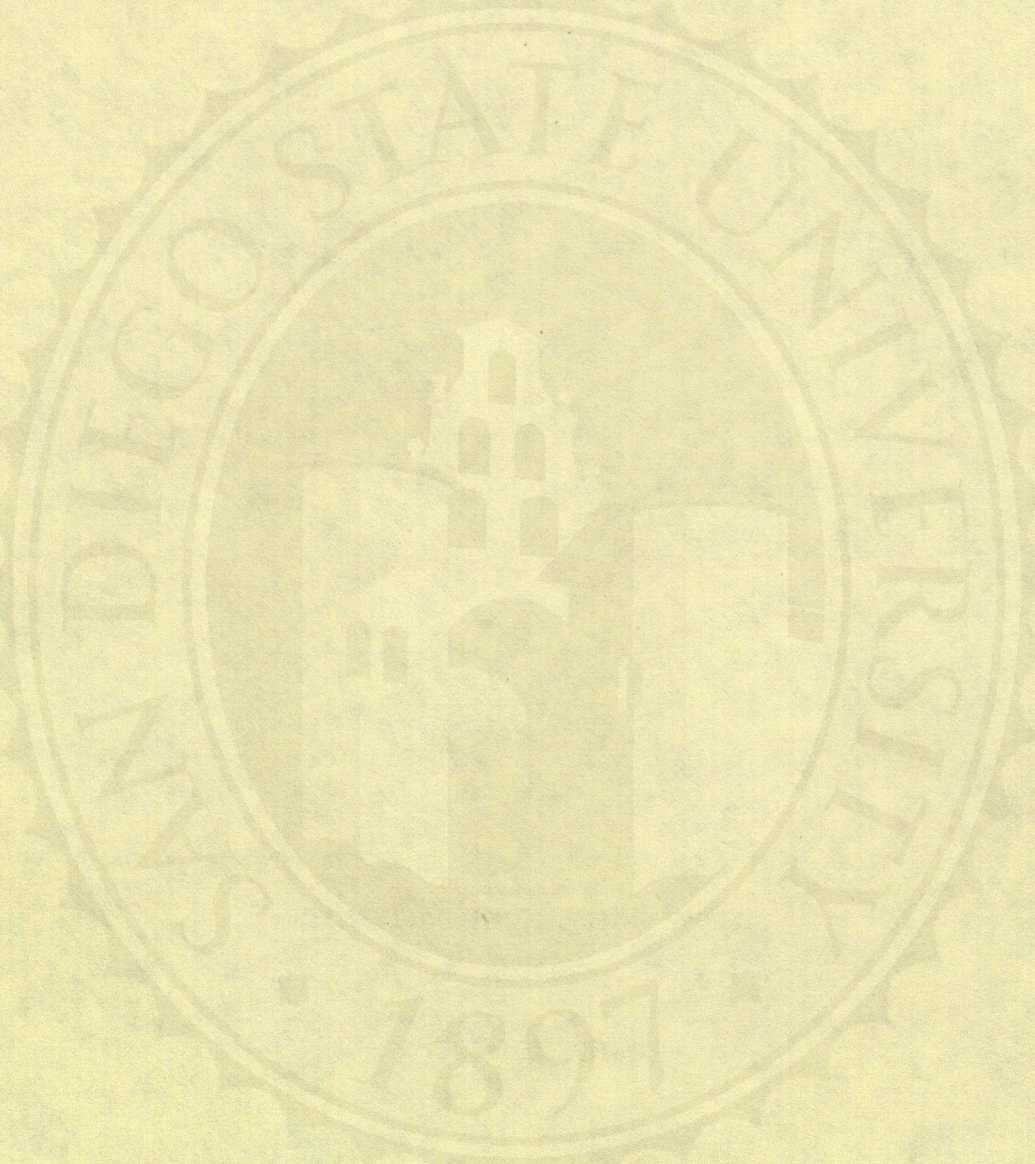
OPTION BANK - PART C

APPENDIX VI

ORIENTATION INFORMATION PACKET

ORIENTATION INFORMATION PACKET

Orientation of New Students



ORIENTATION FOR NEW STUDENTS

The following information is reproduced to illustrate an orientation packet provided for new students at Bell Junior High School. In addition to the information printed on the packet, students are given bulletins regarding the student population, ethnic census, feeder elementary schools, receiving high school, allied schools; a student/parent newsletter; and a needs assessment of student "feelings" compiled during Brotherhood Week of the previous school year. Students, staff, and parents all work together to assist incoming students in their adjustment to a new situation and to provide communication and a climate of acceptance at the receiving school.

WELCOME

The members of the Associated Student Body welcome you to Alexander Graham Bell Junior High. Our school first opened in September, 1968, with 1060 students. We now have approximately 1650 students and over 80 faculty members. You will find that Bell is one of the finest junior high schools in San Diego. While enrolled at Bell, you will be offered many opportunities. In return you are expected to give your cooperation, leadership and enthusiasm. We hope you will become interested in the school's many activities and become an outstanding student and citizen.

ASB

The Associated Student Body is a student government organization comprised of the council (ASB officers and the president of each class), and the Senate (a body of representatives from each homeroom). The ASB plans activities, dances and assemblies and regulates finances and club activities.

Elections are held at the end of the year for each following year. Seventh grade elections are held after the first semester.

To be an officer or a Senator, a student must have no U's or N's in citizenship, and a C average in scholarship. Committees are open to all students.

Ask your counselor for more information on how to get involved in Bell's student government. Listen to the Daily Bulletin for information about clubs and activities. Also, the ASB Bulletin Board is located outside the auditorium/cafeteria and displays more information.

HONOR SOCIETY

The Honor Society is established for seventh, eighth and ninth grade students who demonstrate outstanding scholastic achievement at the end of each semester.

The Honor Society at Bell is a chapter of the National Honor Society of Secondary Schools. Its purpose is to create enthusiasm for superior scholarship, to develop loyal citizenship and to promote trustworthy leadership.

To be eligible for membership in this chapter, a student must have attended Bell at least one semester and have a minimum scholastic average of 3.5 with no grade below C. Citizenship grades must be E's and G's with no more than one S and no grade below S.

PROMOTIONAL REQUIREMENTS

In order to receive a Certificate of Promotion from Bell Junior High School, a student must have a record of satisfactory citizenship and at least ten ninth-grade credits (one credit is earned for each semester of a subject completed with a passing grade). These must include two credits in English, two credits in physical education, and two credits in either general science or world geography.

NAME _____ Locker No. _____

GRADE _____ COUNSELOR _____

CLASS SCHEDULE

Period	Subject	Teacher	Room

GUIDANCE SERVICES

Each student has a counselor who will advise and help him with his school or personal problems. Your counselor will make any necessary program changes, help plan your school program, provide vocational, academic, and personal guidance, and will provide many other areas of assistance.

You may request an appointment with your counselor by filling out a "Request to See Counselor" slip. These slips are located in a box in the counseling office waiting room.

Parents are encouraged to call the school to meet with your counselor.

REPORT CARDS

Report cards are issued at the end of each quarter. Students receive two marks in each subject, one representing scholastic achievement, and the other citizenship rating. The following marking system is used:

Scholarship

- A—Superior
- B—Good
- C—Average
- D—Poor
- F—Failing (no credit)

Citizenship

- E—Outstanding citizen
- G—Above average citizen
- S—Meets citizenship standards
- N—Needs help to meet citizenship standards
- U—Fails to meet school citizenship requirements

WARNINGS in either scholarship or citizenship will be given by teachers approximately five weeks before semester report cards come out. These warnings are to inform the student and his parents of the need for more effort. Students who receive warnings are to take them home to their parents and return them the following day with their parent's signature.

PASSES

At all times, when leaving a classroom, you must have a signed pass from the teacher granting permission to be out of the classroom.

CITIZENSHIP CLUB

Membership in the Bell Citizenship Club is open to all Bell students whose citizenship grades are E's and G's with not more than one S. Qualification for membership is computed each quarter according to each student's citizenship marks. Students who are truant, have been in fights, and/or have been suspended do not qualify.

Membership cards will be issued approximately one week after report cards are issued each quarter and will entitle the member to attend special assemblies and events. It also serves as a library pass before school, at lunch, and after school. **No duplicate membership cards will be issued** and students who do not have their membership card will not be released from class or admitted to these events.

CODE OF DISCIPLINE

Purpose: To provide the best possible educational experience for our students.

The administrative and counseling staff by supporting the faculty will insure that every student shall be:

1. Secure in person and property — free from threat to health and safety.
2. Free from coercion.
3. Respected as an individual.

The teachers shall:

1. Provide a meaningful educational program that insures proper learning conditions.
2. Respect all students.
3. Establish and maintain proper standards for classroom behavior which will facilitate effective learning.
4. Contact parents regarding student's progress.
5. Detain students after school (limit 1 hour) for making up work or for disciplinary reasons. Every effort will be made to contact the parent regarding the reason. (Procedure 2619)
6. Have authority over all students, including those not under the immediate supervision of another teacher.
7. Suspend for good cause a student from his class for one day. (Procedure 2645)

The parent shall:

1. Cooperate with the school authorities. (Ed. Code 10606)
2. Encourage and support proper standards of behavior.
3. Be responsible financially and otherwise for willful misconduct of their children. (Ed. Code 10606)

The student shall:

1. Pursue the required course of study.
2. Respect all individuals.

3. Comply with all school rules and regulations.
4. Attend classes promptly and regularly. (Procedure 2100)
5. Student shall be knowledgeable of and comply with respective class policies and regulations.
6. Conduct their personal hygiene and dress in good taste.
7. Defer to the authority of school personnel. (Ed. Code 10609)

The student shall not:

1. Leave campus without permission. (Procedure 2390)
2. Use profanity or vulgarity. (Ed. Code 10702)
3. Possess or use tobacco, liquor, dangerous drugs, explosives, or any other instrument that could possibly cause injury. (Ed. Code 10601-10609; San Diego City Ordinance No. 9651; Penal Code No. 12020)
4. Gamble. (Ed. Code 10601-10609)

Non-school personnel and students shall:

1. Report their presence on the school grounds to the Principal's office.
2. Leave the school promptly upon request by school personnel. (San Diego Municipal Code Sec. 52.7001-52.7003)

DISCIPLINE is defined as behavior which permits students and teachers to function most effectively.

STUDENT DRESS

The mode of dress at Bell, hopefully, will reflect the combined attitudes of the students, their parents and the faculty. Student appearance should be determined by the occasion or the nature of the activity. Therefore, since Bell is an educational institution, the daily attire would be appropriate to a good learning atmosphere.

At Bell we do not dictate to students what clothing to wear, the length of wearing apparel, or how to style their hair, unless, of course, the appearance of the student:

1. Affects the safety of that student. Example: The students must wear shoes.
2. Affects the safety of others.
3. Is disruptive to the learning process.
4. Is immodest as determined by others.

The spirit of the above statement provides for a harmonious approach to the topic of student dress. The intention is that each Bell student will do his or her part to provide a positive climate, one of which we can all be proud.

TEXTBOOKS

Textbooks are furnished free of charge and to prevent undue wear, all textbooks are required to be covered. Students are also required to pay for loss or damage beyond normal wear.

LIBRARY

The library will be open from 7:30 a.m. to 4:00 p.m. each day. You may visit the library before and after school without a pass. Ninth graders must have a pass to use the library during period 8. Seventh and eighth graders must have a pass to use the library during period 1.

The library is an extension of the classroom to be used for reading, research and study. Therefore, student:

1. Are requested to have a pass from class.
2. Are expected to be quiet and cooperative.
3. May check out library books for two weeks.

FLAG RAISING

At the beginning of each school day, the United States flag and the State of California flag will be raised at the flag pole. Everyone outdoors at the time is requested to stand quietly at attention until the flag is secured and the bugles have played. The Pledge of Allegiance will be said in classes and at assemblies.

NURSE'S OFFICE

The nurse's office is open each day from 7:15 a.m. until 3:15 p.m. You must have a pass signed by a teacher if you wish to see the nurse. **Students may not go to the nurse's office between classes without a pass.**

Medication may not be given to students by the school nurse. However, if a student brings medicine from home to be taken at school, he must bring a note from a parent or guardian and the doctor giving the student permission to take the medicine. The note must be taken to the nurse's office and the medicine should be taken in the nurse's presence.

Students with special problems (such as diabetes, epilepsy, severe heart condition, etc.) will be issued special permanent passes to the nurse's office.

Physical education excuses for one to three days are accepted by coaches upon written request from the parent. These requests do not need to be approved by the nurse unless referred to her by the coach. Medical excuses for a longer period require a letter signed by a physician and should be brought directly to the nurse's office. If a student has a note to be excused for a doctor's appointment it should be brought to the nurse's office **before** school. The nurse will issue the blue slip.

FINANCIAL OFFICE

The financial office is located in Room 602 and is open to students before school, after school, and during lunch. Locks, school folders, book covers, and bus tickets are sold during these periods.

Emergency lunch loans (50¢ maximum) are avail-

able thru ASB funds. Written permission from a counselor must be obtained before a loan is granted and should be repaid the following morning.

PUBLICATIONS

The school yearbook is published each June by the ninth-grade graphic arts students and their faculty advisor. The Trojan Tribune, the school newspaper, is printed each year by selected classes.

TELEPHONE CALLS

There is a public pay phone located in the lunch court. This is the phone students should use if it is necessary to make a telephone call. During school hours students are required to have a pass to use this phone.

Office phones are for school business and only in an emergency should you request to use office phone. Phone calls should be made before and after school, and not during the regular classroom periods.

Incoming telephone messages may not be delivered to students except from parents (State Law) and these **ONLY** in case of death, serious illness, or true emergencies.

TARDINESS

1. A student must be in the room ready to work at the beginning of each period.
2. Tardiness is excused only if the student brings a pass from the office or from a teacher.
3. Excessive tardiness will result in parent contact, lowered citizenship grades, or referral to the office.

RADIOS

Portable radios and tape recorders may not be brought to school. Besides disturbing classes, owners run the risk of damage or loss. Such items will be taken from students.

LOST AND FOUND

The Lost and Found is located in the Nurse's Office. Articles, other than books, which are turned in, may be claimed before and after school or during your lunch period. If you lose a book, check with the Library.

BICYCLES

If you ride a bike to school, walk your bike on the school grounds. Park your bike in the bike racks when you arrive. All bikes must be locked and have current bicycle licenses.

TRUANCY

Any period or day that a student is absent from a class or from school without a valid excuse is considered a truancy. Students who are tardy more than 30 minutes to class are considered truant for that class period. Parents are notified by the school.

ATTENDANCE

ABSENCE. All students should be prompt and regular in school attendance. Parents are asked to report absences by telephoning (479-7111) the attendance office the first day of absence.

Upon returning to school, report immediately to the **Attendance Office** for an admit card. Regardless of the cause of absence, students must have a written absence report signed by parent or guardian. Absence reports are obtained in the Attendance Office. Your admit card will be signed by each teacher as you pass from class to class.

Students who return to school without a note are still required to report to the **Attendance Office**. The secretary will issue a "truant" admit card. The truancy may be cleared by a note from the parent the next day.

The admit card specifies the dates and type of absence according to the San Diego Unified School District Administrative Rules and Regulation No. 2015 for secondary schools.

1. Verified illness, quarantine, medical, dental or optometrical appointments.
2. Verified "personal" absence due to required appearance at court, funerals and other types of family emergencies for which absence is requested by the parent and approved by the vice principal or principal.
3. Excused by the parent; unexcused by the school. Personal emergencies that could be taken care of outside of school hours.

4. "Truant" — absence or tardiness for reasons that are neither acceptable to the school nor approved by the parent.

A student has the responsibility for seeing that each teacher signs his admit card and of asking for assignments missed during any absence.

TARDINESS. If a student is tardy or absent part of a day, he must report to the **Attendance Office** upon arrival at school. Tardiness to any class during the day, other than the first scheduled class, will be handled by the teacher of that class.

LEAVING CAMPUS. No student is permitted to leave the grounds during the day without permission of parents or guardian and an excuse from the nurse, attendance secretary, or a vice principal. Leaving campus without permission is considered a truancy.

MOVING OR CHANGING AN ADDRESS. If a student is moving from the school he must:

1. Bring a note from home indicating where and when he will be moving.
2. Take the note to the secretary in the **Attendance Office**.

A student who remains in the school but has a change of address or telephone number should report the information to the attendance secretary.

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