



SB 132 ?

**WISCONSIN LEGISLATIVE COUNCIL
STAFF MEMORANDUM**

Memo No. 5

TO: MEMBERS OF THE SPECIAL COMMITTEE ON STATE-TRIBAL RELATIONS

FROM: Joyce L. Kiel, Senior Staff Attorney

RE: Use of American Indian Mascots, Logos, Names, or Nicknames by Public Schools

DATE: January 18, 2007 (Corrected)

This Memo was prepared for the Special Committee on State-Tribal Relations to provide background information relating to:

- Current law relating to the use of American Indian mascots, logos, names, and nicknames by public schools.
- Legislative proposals in the past 16 years (that is, since January 1, 1991) relating to this issue.
- Prior activities of the Special Committee on State-Tribal Relations and its predecessor committee in that time period relating to this issue.
- Statements made by the current and two preceding State Superintendents of Public Instruction (State Superintendents) relating to this issue.

CURRENT LAW

Current statutes do not specifically address the use of American Indian mascots, logos, names, or nicknames by schools. However, s. 118.13, Stats., prohibits discrimination against pupils in public schools based on various factors, including prohibiting discrimination based on race and ancestry. On September 17, 1992, then-Attorney General James E. Doyle, Jr. issued an opinion (OAG 25-92) in which he noted that the administrative rules promulgated by the Department of Public Instruction (DPI) implementing this statute [ch. PI 9, Wis. Adm. Code] explicitly define discrimination as including stereotyping and pupil harassment and, therefore, prohibit stereotyping and pupil harassment, as defined in the rules. He concluded that if a claim of discrimination were made, in some circumstances based on the particular facts, it would be possible to conclude that a particular American Indian mascot, logo, name, or nickname constituted discrimination. Then-State Superintendent Herbert J. Grover sent copies

of the Attorney General's opinion to all school districts on October 15, 1992, urging that they review any logos their schools might use to consider whether they constituted discrimination.

Under s. 118.13, Stats., complaints may be made to a school board claiming discrimination. Appeals of a school board's decision may be made to the State Superintendent. It appears that the State Superintendent has issued decisions on two discrimination complaints relating to American Indian mascots, logos, names, or nicknames. In one case, the State Superintendent found that the "Indian" nickname and logo were not discriminatory. The finding in the second case was that the middle school logo was discriminatory but that the high school logo, mascot, and nickname were not.

INTRODUCED LEGISLATION

The following legislative proposals relating to logos, mascots, names, or nicknames were introduced in the last 16 years:

- **1993 Assembly Joint Resolution 27** was introduced by Representative Boyle and others; cosponsored by Senator Moore. It called upon school boards to review stereotypical depictions of American Indians in school and athletic team logos, mascots, and nicknames. Assembly Substitute Amendment 1 was adopted by the Assembly, and the amended resolution was then adopted by the Assembly on a vote of Ayes, 57; Noes, 36. In the Senate, the resolution was referred to the Senate Committee on Education, which recommended concurrence on a vote of Ayes, 5; Noes, 2. However, the Senate did not vote on the resolution, and it failed to be adopted.
- **1995 Assembly Bill 488** was introduced by Representative Nass and others; cosponsored by Senator Zien and others. It provided that s. 118.13, Stats. (the pupil nondiscrimination statute discussed above), does **not** prohibit the use of any logo, mascot, or nickname of any public school. That bill was referred to the Assembly Committee on Education, which held two public hearings. No further action was taken, and it failed to pass.
- **1997 Assembly Bill 384 and 1997 Senate Bill 341** were companion bills which would have prohibited a school board from using certain specified names as a school nickname, logo, or mascot and would have prohibited any school board from using any other American Indian name, nickname, logo, or mascot if the State Superintendent considered it to be a violation of the pupil nondiscrimination statute. Assembly Bill 384 was introduced by Representative Boyle and others. (There were no Senate cosponsors.) Assembly Amendment 1 was offered. No further action was taken, and the bill failed to pass. Senate Bill 341 was introduced by Senators Moore and Burke. It was referred to the Senate Committee on Education, which held a public hearing but took no further action. That bill also failed to pass.
- **1999 Assembly Bill 433 and 1999 Senate Bill 217** were companion bills which would have provided that if a school district resident objected to a school board's use of an ethnic name, nickname, logo, or mascot by filing a complaint with the State Superintendent, the State Superintendent was required to schedule a hearing to decide the issue. The bills provided that the school board would have the burden of proving that the use of the ethnic name, nickname, logo, or mascot did not promote pupil discrimination, harassment, or stereotyping. If the State Superintendent found in favor of the complainant, the bills required an order for

the school board to terminate use of the name, nickname, logo, or mascot and provided penalties for failure to do so. Assembly Bill 433 was introduced by Representative Boyle and others; cosponsored by Senators George and Risser. Assembly Bill 433 was referred to the Assembly Committee on Education Reform, which took no action on the bill. Senate Bill 217 was introduced by Senators George and Risser. It was referred to the Senate Committee on Education, which held a public hearing but took no further action on the bill. Both bills failed to pass.

- **2001 Assembly Bill 92 and 2001 Senate Bill 25** were companion bills which were the same as 1999 Assembly Bill 433 and 1999 Senate Bill 217. Assembly Bill 92 was introduced by Representative Boyle and others; cosponsored by Senator George and others. It was referred to the Assembly Committee on Education Reform, which took no further action. Senate Bill 25 was introduced by Senator George and others; cosponsored by Representative Boyle and others. It was referred to the Senate Committee on Education, which took no further action. Both bills failed to pass.
- **2003 Assembly Bill 357** was the same as the bills introduced in the previous two legislative sessions, as described above. It was introduced by Representative Boyle and others; cosponsored by Senator Risser and others. It was referred to the Assembly Committee on Education Reform, which took no action on the bill. It failed to pass.
- **2005 Assembly Bill 395 and 2005 Senate Bill 172** were companion bills which were the same as the bills introduced in the past three legislative sessions, as described above. Assembly Bill 395 was introduced by Representative Boyle and others; cosponsored by Senator Coggs and others. It was referred to the Assembly Committee on State Affairs, which took no action on the bill. A motion was made on the Assembly floor to suspend the rules to withdraw the bill from committee and have the Assembly take it up. That motion failed on a vote of Ayes, 38; Noes, 57. That bill failed to pass. Senate Bill 172 was introduced by Senator Coggs and others; cosponsored by Representative Boyle and others. It was referred to the Senate Committee on Education, which took no action on the bill. Thus, it failed to pass.
- **2005 Assembly Bill 564** included the provisions in 2005 Assembly Bill 395 and 2005 Senate Bill 172 and also prohibited the Department of Natural Resources from using the word “squaw” in the name of any lake or stream. Assembly Bill 564 was introduced by Representative Schneider and others; cosponsored by Senator Coggs. It was referred to the Assembly Committee on State Affairs, which took no action on the bill. A motion was made on the Assembly floor to suspend the rules and withdraw the bill from committee and have the Assembly take it up. That motion failed on a vote of Ayes, 36; Noes, 57. No further action was taken, and that bill failed to pass.

STUDY COMMITTEE ACTIVITIES

This section lists activities of the Special Committee on State-Tribal Relations and its predecessor, the American Indian Study Committee, relating to the issue of American Indian mascots, logos, names, and nicknames in the past 16 years.

- **November 12, 1992** - The American Indian Study Committee heard presentations by invited speakers and also held a public hearing on the issue of American Indian mascots and logos.
- **January 27, 1993** - The American Indian Study Committee voted (Ayes, 8; Noes, 0; Absent, 3) to recommend that the Legislative Council introduce a resolution calling on school boards to review stereotypical depictions of American Indians in school and athletic team logos, mascots, and nicknames. Representative Boyle, then-chairperson of the American Indian Study Committee, introduced this proposal (with minor editorial changes) as 1993 Assembly Joint Resolution 27, as discussed above.
- **March 17, 1999** - The American Indian Study Committee heard presentations from invited speakers about the use by schools of American Indian mascots and logos.
- **April 19, 1999** - The American Indian Study Committee heard presentations by invited speakers regarding the use by schools of American Indian mascots, logos, names, and nicknames. The committee directed Chairperson Terry Musser to send a letter to the chairpersons of the standing committees to which any bills on the issue were referred requesting that each committee chairperson schedule a public hearing on the bills. After 1999 Assembly Bill 433 and 1999 Senate Bill 217 were introduced, Representative Musser sent such a letter on August 24, 1999 to Representative Stephen Nass, Chair, Assembly Committee on Education Reform, and to Senator Richard Grobschmidt, Chair, Senate Committee on Education. As noted above, the Senate Committee held the requested hearing but the Assembly Committee did not.

STATE SUPERINTENDENT LETTERS

As noted above, State Superintendent Grover sent a letter, dated October 15, 1992, informing school districts of the Attorney General's opinion and urging their review of logos to make sure they were not discriminatory. His successor, State Superintendent John Benson, wrote to school districts on April 1, 1994 urging elimination of American Indian mascots, logos, names and nicknames. His successor, State Superintendent Elizabeth Burmaster, wrote to school district administrators on December 27, 2005 encouraging school districts that continue to use American Indian logos or mascots to engage their communities in finding positive alternatives.

JLK:jal



Dauscher, Sara

From: Dauscher, Sara
Sent: Thursday, February 22, 2007 10:59 AM
To: Lehman, John
Subject: Mascot bill

SB 132
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Hi John,

Yesterday you asked me to look into the history of the race-based mascots bill, which was included in the Wisconsin Indian Education Association's concerns listed on the materials from the legislative breakfast. I checked into bills offered in the past two sessions regarding this issue. In the past, both Rep. Schneider and Rep. Boyle have introduced very similar legislation. Rep. Boyle's bill prohibits the use of ethnic mascots and logos in public schools, and Rep. Schneider's bill is exactly the same (last session and this) except that it includes language prohibiting the DNR to use the term "squaw" in the names of lakes & streams (which is strange because it has nothing to do with mascots and schools).

Rep. Boyle is requesting that the Leg Council's State-Tribal Relations Committee introduce the bill this time around. Rep. Musser is the Chair and is supportive of the bill, so according to Marylou in Boyle's office, there's a good chance it will happen. However, if the committee does NOT introduce the bill, Rep. Boyle will do so again this session.

Hope this helps,
Sara

Sara S. Dauscher
Office of Senator John Lehman
310 South, State Capitol
Madison, WI 53708

608.266.1832

(Marlin has a logo bill circulating now... maybe I should sign on.)



SAW
INDIAN
Ed.
Agenda

Wisconsin Indian Education Association ~ P.O. Box 910 ~ Keshena, WI 54135

Legislative Breakfast
February 21, 2007

WIEA CONCERNS AND RECOMMENDATIONS

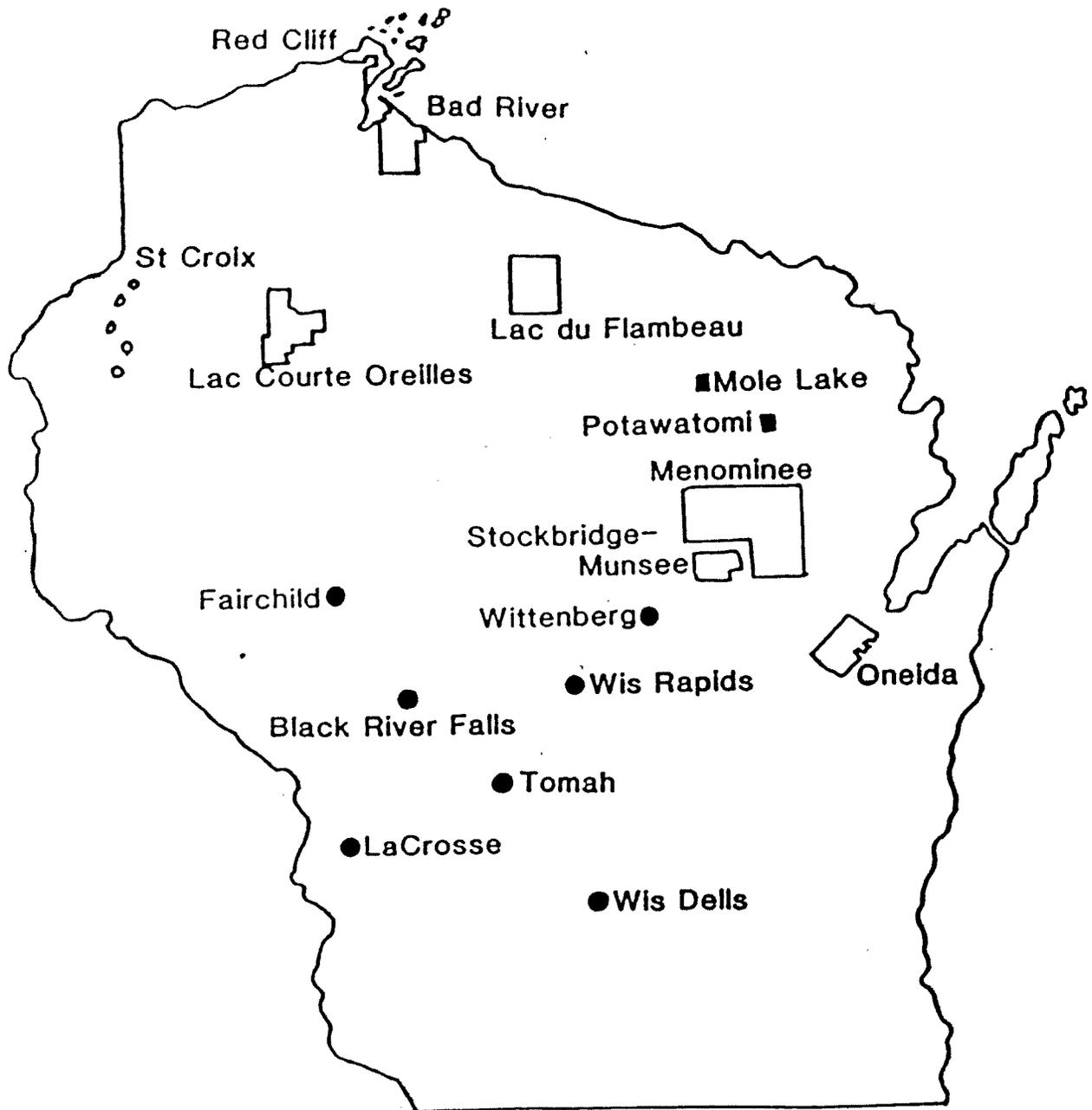
- ***We ask for support for legislation requiring the removal of race-based mascots and logos.*** Native American students continue to experience both overt and subtle forms of racism in the educational setting. We call for the elimination of race-based mascots and logos in Wisconsin schools. Many school districts have changed their mascots and logos. We thank them, and we call for the remaining schools to do the same.
- ***We urge that legislation be drafted that requires a human relations knowledge, skills and dispositions competency based test for educator licensure.*** There continues to be a huge educational gap in teacher preparation, which must be addressed in order for our students to succeed and prosper. Many teachers in Wisconsin are still not familiar with the language and intent of the American Indian Studies Statutes. Teachers must be prepared to teach accurate and authentic information on Wisconsin Indians at the elementary, middle school and high school level.
- ***We urge restoration of the original level of funding for the Indian Student Assistance Grant, which was \$2,200, per academic year.*** Post-secondary education funding has not kept pace with the associated costs. The Indian Student Assistance Grant, originally funded by the State of Wisconsin was cut by 50% in 1996. No increases to the Indian Student Assistance grant have been made, despite the fact that it is now funded with dollars from Indian gaming,
- ***We support continued funding of Health and STEM related initiatives that will attract minority students.*** Educational attainment of tribal members has increased over the years, but gaps still exist between American Indians and other communities in educational achievement, especially in Science, Technology, Engineering and Math careers (STEM) and Health. We are especially concerned about the small number of minority students pursuing advanced degrees in these areas.

committee chair
Frank
Munson →

- ***Please keep the socio-economic differences between tribal communities in mind, when drafting legislation which impacts tribes in Wisconsin.*** As constituents we ask that you educate yourself about Indian gaming. The degree of Indian gaming success varies widely among the eleven separate tribes and bands in Wisconsin. Not all tribes are rich from gaming and inequities in education, health care, and employment still exist. Poverty, regardless of the success of a tribe's gaming activities, is an issue which all tribes must confront.
- ***Loss of funding for the Minority Student Participation Grant would be a MAJOR loss for many of those who work in minority programs in the Wisconsin Technical College System.*** Governor Doyle's proposed 2007-2009 budget does not include funding for the WI Technical College System Minority Student Participation and Retention Grant. This grant program funds many minority programs which provide direct student services and has helped to substantially increase the number of technical college minority graduates.
- ***Due to cuts in Federal funding that impact programs for children and youth, there is an increased need for the State to serve these populations.***
- ***We call upon the State Legislature to restore funding for tribal language programs.*** Research links proficiency in the tribal language to increases in educational achievement, attainment and overall community health. Reversing past cuts in state funds for these purposes will help to close achievement gaps and empower American Indian students.
- ***Don't eliminate race as a factor in admissions and pre-college programs in Wisconsin.*** The need exists to preserve access to higher education by protecting the use of race as one of several criteria used in decisions regarding college admissions and pre-college programs. Research in California shows a decline in minority student enrollment in higher education institutions, where race-based admissions criteria were eliminated.

Please go to www.wiea.org for WIEA board member contact information, for the names of tribal representatives in your district.

Wisconsin Indian Reservation and Land Areas





AMERICAN INDIAN STUDIES PROGRAM FACT SHEET



In 1983, the people of Wisconsin were largely unprepared for the implications of the Voight Decision, the federal court decision which affirmed the reserved rights of the Lake Superior Bands of Chippewa. The curriculum in Wisconsin's public schools had included very little about the history, culture, or tribal sovereignty of the other federally-recognized tribes and bands in the state, and until recently, adequate instructional resources were largely unavailable. This lack of information led to a lack of understanding, and the societal problems which arose illustrated the need for accurate, authentic information about American Indians. In 1989, the Wisconsin State Legislature acted to address this situation by requiring all public schools to provide instruction about the histories, cultures, and tribal sovereignty of the federally-recognized tribes and bands in the state. These requirements were designed to provide Wisconsin's students with instruction in American Indian Studies because of its academic appropriateness and its potential to serve as a positive force with which to combat misunderstanding and social unrest.

DESCRIPTION

The 1989-1991 biennial budget, 1989 Act 31, instituted a set of instructional requirements related to American Indians and broader themes of human diversity. It also established the American Indian Studies Program within the Department of Public Instruction to support public school districts' efforts to design and implement appropriate instructional efforts in American Indian Studies as required by state law. The law requires all public schools to provide instruction in the history, culture, and tribal sovereignty of the federally-recognized tribes and bands in the state. Related statutes deal with teacher education, education in human relations, and the use of appropriate instructional materials. Since the dissolution of the American Indian Language and Culture Education Board in 1997, the American Indian Studies Program has also been assigned primary responsibility for American Indian Language and Culture Education Programs. The program also addresses related concerns regarding the education of American Indian students in the public schools. Program staff currently consists of one full-time consultant and one part-time program assistant.

PLAN OF ACTION

The primary roles of the American Indian Studies (AIS) staff include providing information, training, and technical assistance to districts; developing or acquiring resources and materials to facilitate quality instruction; and serving as the DPI liaison to tribal communities and organizations statewide. Program staff frequently present at local, regional, and statewide conferences, trainings and inservices, and organize an annual American Indian Studies Summer Institute. To maximize effectiveness, staff frequently collaborate with tribes, CESAs, and school districts to establish ongoing collaborative relationships.

IMPACT

The program's activities build teachers' capacity to serve students in Wisconsin's schools and support efforts to address long-held stereotypes, omissions, and inaccuracies concerning American Indians. This instruction enables students to become better informed about the rich heritage of the federally-recognized tribes and bands residing in the state. It also fosters the ability to learn about, experience, understand, and appreciate another culture -- an important skill to be successful, contributing members of society in a changing world.



AMERICAN INDIAN STUDIES AND RELATED STATUTES



As a result of the efforts and recommendations of the 1984 Ad Hoc Commission on Racism, the American Indian Language and Culture Education Board, and by various individuals, groups, and organizations, amendments to the 1989-1991 biennial budget were signed by Governor Thompson on August 3, 1989. The following are statutes relating to the instruction in American Indian history, culture, and tribal sovereignty:

Chapter 115 - State Superintendent: General Classifications and Definitions: Handicapped Children

115.28 General Duties

(17) AMERICAN INDIAN LANGUAGE AND CULTURE EDUCATION.

(d) In coordination with the American Indian Language and Culture Education Board, develop a curriculum for grades 4 to 12 on the Chippewa Indians' treaty-based, off-reservation rights to hunt, fish and gather.

Chapter 118 - General School Operations

118.01(c) Citizenship. Each school board shall provide an instructional program designed to give pupils:

7. An appreciation and understanding of different value systems and cultures.
8. At all grade levels, an understanding of human relations, particularly with regard to American Indians, Black Americans and Hispanics.

Chapter 118 - General School Operations

118.19 Teacher Certificates and Licenses

(8) Beginning July 1, 1991, the state superintendent may not grant to any person a license to teach unless the person has received instruction in the study of minority group relations, including instruction in the history, culture and tribal sovereignty of the federally-recognized American Indian tribes and bands located in the state.

Chapter 121 - School Finance

121.02 School District Standards

(1) Each school board shall:

(h) Provide adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society.

(L)4 Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades.

For More Information:

J P Leary, Consultant, American Indian Studies Program
Wisconsin Department of Public Instruction
PO Box 7841, 125 S. Webster Street
Madison, WI 53707-7841
608/267-2283 or 800-441-4563
Email: jp.leary@dpi.state.wi.us



Wisconsin Indian Education Association ~ P.O. Box 910 ~ Keshena, WI 54135

CALL TO CONFERENCE
“Aiming for the Stars in Indian Education”

Lake of the Torches Resort Casino
Lac du Flambeau, WI 54501
April 12-15, 2007

The Wisconsin Indian Education Association will be holding their annual conference at the beautiful Lake of the Torches Resort Casino in Lac du Flambeau, WI. The conference will be held over three days and will include workshops and training sessions, keynote speakers, an awards banquet, vendors, the WIEA annual meeting and much more.

Participants will also be able to attend sessions with nationally known astronomers as part of a Star Story conference funded by the Baldwin Foundation. This is the culminating event for a year long outreach project aimed at generating enthusiasm in American Indian children for space science by combining western astronomy and native star stories. Proceeds from the conference and silent auction will be used by WIEA to promote Indian education and offer scholarships to American Indian students. Educators from across the state will attend the conference. Please set aside the dates on your calendar now!

We are in the process of putting together the workshops and schedule of events. Please check the WIEA website in the future for updated information. You can reserve a spot now by registering and making your hotel arrangements early.

Conference Coordinators:

This year's conference is being hosted by the Northeast Region. Please direct any questions, concerns or suggestions to:

Michele LaRock, mlarock@nicoletcollege.edu
Pam Gokey, pgokey@nicoletcollege.edu

Minority Services Center
Box 518, Nicolet College
Rhinelander, WI 545401
715-365-4434

Conference information will be available online at www.wiea.org
Keep checking the site for updated information

Lodging Accommodations:

The host hotel for the conference is the Lake of the Torches Resort Casino. The hotel is located in downtown Lac du Flambeau, just off Highway 47 north. A block of rooms are reserved under the Wisconsin Indian Education Association conference; the basic room rate is \$62.00, whirlpool room rate is \$80.00 and the choice king with lakeside view, \$75.00. The WIEA conference block of rooms are reserved until April 5, 2007, please make your reservations as soon as possible, the hotel has 99 rooms available for the conference. To make reservations call Lake of the Torches Resort Casino toll free, at 888-599-9200. Mention WIEA to receive conference rates. A list of overflow accommodations is available if you cannot reserve a room with the Lake of the Torches Resort Casino.

Overflow Accommodations:

<p>Super 8 Motel 715-356-9541 1-800-800-8000 Hwy 51 & 70 Minocqua, WI Room rates range from: \$62.91 - \$71.91 Plus tax <i>10 rooms reserved under WIEA until April 1</i></p>	<p>The Pointe Waterfront 715-356-4431 1-866-666-6060 8269 S. Hwy 51 Minocqua, WI Room rate range from: \$59.00 - \$69.00 Plus tax <i>10 rooms reserved under WIEA</i></p>	<p>Comfort Inn 715-358-2588 8729 Hwy 51 N Minocqua, WI Room rate: \$49.00 Plus tax <i>10 rooms reserved under WIEA</i></p>
<p>The Waters of Minocqua 715-358-4000 1-877-9-WATERS 8116 US Hwy 51 S Minocqua, WI Room rates range from: \$89.99 Plus tax <i>10 rooms reserved under WIEA</i></p>	<p>Americinn Motel & Suites 715-356-3730 1-800-634-3444 700 Hwy 51 Minocqua, WI Room rates: \$62.00 Plus tax <i>20 rooms reserved under WIEA until April 1</i></p>	<p>Concord Inn 715-356-1800 1-800-356-8888 Hwy 51 & Front Street Minocqua, WI Room rates range from: \$59.00 Plus tax <i>10 rooms reserved under WIEA until April 1</i></p>

Conference Fees and Policies:

Conference fees include a one year Wisconsin Indian Education Association membership, awards banquet, conference sessions, materials, various meals, member directory, refreshments and entertainment throughout the conference.

Adults	\$180.00	\$150.00 (early registration fee before 3/9/07)
Post-Secondary Students		\$100.00
Elders		\$25.00
School aged children		\$50.00
<u>Daily Fee</u>		
Adults and Post-secondary Students	\$60.00	
School aged students	\$25.00 (Thurs & Sat only)	
	\$5.00 (Friday only, Star Story Day)	
<u>Banquet Fee</u>		\$11.00 (Saturday)

On-site registration will begin at 8:00 a.m. on April 12, and runs throughout the conference. Please inform us prior to conference of special dietary needs or any special need accommodations you may require.

Refund/Cancellation Policy:

If registration is cancelled by April 1, the registration fee will be returned. After April 1, a \$50.00 cancellation fee will be assessed prior to refunding any fees. There will be no refund for non-attendance.

Returned Check Policy:

A \$25.00 fee will be assessed on any returned checks. The return check fee is in addition to bank charges that may be incurred.

Registration Forms and Checks:

Registration and all other forms are available at:
www.wiea.org

PAYMENT METHOD Check, Money Order, Purchase Order (federal identification number: 39-1086910) payable to Nicolet Area Tech College or Credit Card.

Mail the attached registration form and payment to:

Minority Service Center
Nicolet Area Tech College
P.O. Box 518
Rhineland, WI 54501

Contact either Pam Gokey or Michele LaRock for inquiries of registration information at: 800-544-3039, EXT 4434 or 715-365-4434 otherwise you can email Pam or Michele, pgokey@nicoletcollege.edu or mlarock@nicoletcollege.edu.

Call for Presentations:

Due Wednesday, March 6, 2007. Please send a complete application for your presentation/workshop to Michele LaRock, Nicolet College, P.O. Box 518, Rhineland, WI 54501, or email mlarock@nicoletcollege.edu. This information will be used for the program brochure and presenter directory. Please include; length of presentation, who should attend, whether you are promoting a product and a brief summary of your presentation on a separate sheet of paper.



**2007 ANNUAL CONFERENCE LAKE OF THE TORCHES CONVENTION CENTER
APRIL 12-15 LAC DU FLAMBEAU, WISCONSIN**

REGISTRATION FORM

Name: _____
Organization: _____
Address: _____
Phone (office): _____
Fax: _____
Phone (home): _____
E-mail: _____

CONFERENCE FEE INCLUDES:

A one year WIEA membership, awards banquet, conference sessions, materials, various meals, membership directory, refreshments and entertainment throughout the conference.

ADULTS: _____ \$180.00 **EARLY REGISTRATION FEE (Paid before March 9, 2007):**
_____ \$150.00

POST-SECONDARY STUDENTS:
_____ \$100.00

SCHOOL AGED CHILDREN:
_____ \$50.00

ELDERS (55 & Older):
_____ \$25.00 - Meals Only (Does not include banquet meal)

PLEASE INDICATE ANY SPECIAL DIETARY NEEDS:

___ Vegetarian ___ Low Salt
___ Low Sugar ___ Other _____

Conference information will be available online at www.wlea.org
Keep checking the site for updated information

DAILY FEE (Does not include Banquet)

- _____ \$60.00 ADULTS OR POST-SECONDARY STUDENTS
- _____ \$25.00 SCHOOL AGED STUDENTS
- _____ \$5.00 SCHOOL AGED STUDENTS (FRIDAY ONLY, "STAR STORY DAY")

Please check one day _____Thursday _____Friday _____Saturday

Banquet Fees

_____ \$11.00 Saturday

REFUND/CANCELLATION POLICY:

If registration is cancelled by April 1, the registration fee will be returned. After April 1, a \$50.00 cancellation fee will be assessed prior to refunding any fees. There will be no refunds for non-attendance.

TOTAL ENCLOSED \$_____

Payment Method: Check, Money Order, Purchase Order (federal identification number: 39-1086910), payable to Nicolet College/WIEA or Credit Card.

___Master Card ___VISA ___Discover

Card Account Number_____ Expiration Date___/___/___

Verification Code: _____-____ (from signature line on back of credit card)

Cardholder Signature: _____

Mail check, money order, purchase order or credit card payment to:

Minority Service Center
Nicolet Area Technical College
P.O. Box 518
Rhineland, WI 54501

Contact either Pam Gokey or Michele LaRock for inquiries of registration information at: 800-544-3039, EXT 4434 or 715-365-4434 otherwise you can email Pam or Michele, pgokey@nicoletcollege.edu or mlarock@nicoletcollege.edu.

**Wisconsin Indian Education Association
2007 Conference
April 12-15**

**Lake of Torches Resort Casino
510 Old Abe Rd
Lac du Flambeau, WI 54538
1-800-25-torch
www.lakeoftorches.com**

**“Aiming For the Stars in Indian Education”
Exhibit/Recruiter Application**

Date: _____
Name: _____
Address: _____
City/State/Zip: _____
Phone: _____
E-mail: _____

Please mark preference:

Educational Exhibit	_____ \$35/day	_____ \$50/conference
Recruiter	_____ \$35/day	_____ \$50/conference
Profit vendors	_____ \$35/day	_____ \$50/conference

Profit vendors need to contact Pam Gokey: 715-365-4434 or
pgokey@nicoletcollege.edu.

The number of tables may be limited: therefore requests will be taken on a first-come, first-serve basis. Please submit this application as soon as possible to reserve your space. **If you plan to attend any of the workshops you must register for the conference.**

Remember:

You will need to confirm your table space with payment prior to the date of March 26, 2007.

Only those who have paid fees will be accepted.

Check, money order, or credit card accepted.

Make check or money order payable to *Nicolet College/WIEA*.

____Master Card ____VISA ____Discover

Card Account Number _____ Expiration Date ___/___/___

Verification Code: _____ (from signature line on back of credit card)

Cardholder Signature: _____

Mail this application and payment to:

**Minority Service Center
Nicolet Area Technical College
PO Box 518
Rhinelander, WI 54501**

Conference information will be available online at www.wiea.org
Keep checking the site for updated information



CALL FOR 2007 CONFERENCE WORKSHOPS/PRESENTATIONS

"AIMING FOR THE STARS IN INDIAN EDUCATION"

The Planning Committee for the 2007 Wisconsin Indian Education Association Conference is seeking presenters for workshops to be held at this annual event. The conference will be held April 12-15 at the Lake of the Torches Resort Casino in Lac du Flambeau, WI.

Topics should relate to American Indian Education, keeping in mind that the audience may consist of parents, students, teachers, counselors, educational administrators, education committee members, and the general public. It is also desirable to have topics that support the theme. WIEA addresses issues which impact pre-school, elementary, secondary and post-secondary education and provides numerous opportunities for sharing and networking.

Presentations can be made in 90 minute presentations, case studies, panel discussion or other interactive options. Two hour training sessions will also be accepted.

Proposals must be submitted in writing or via e-mail. Proposals will be evaluated based on the following criteria:

- Contributes to WIEA's mission to promote educational opportunities for Indian people in Wisconsin through a unified effort of Indian and non-Indian members interested in the social and economic advancement of Indian people.
- Be relevant to the conference theme, "Aiming for the stars in Indian Education".
- Be interactive, innovative and engage the audience.

Presenter(s) must register for the day they are presenting at the conference and are encouraged to participate in the entire conference. WIEA offers an "early bird" discount for early registrants. The conference registration fee includes attendance at conference sessions, materials, some meals and refreshments, entertainment, a one-year membership to WIEA and a membership directory.



“AIMING FOR THE STARS IN INDIAN EDUCATION”

WIEA Presentation/Workshop Application Due Wednesday, March 6

Please read and complete the following application for your presentation/workshop. Send the form to Michele LaRock, Box 518-Nicolet College, Rhinelander, WI 54501, or email mlarock@nicoletcollege.edu.

This information will be used for the program brochure and presenter directory. **All presenters are required to pay a registration fee.**

Name of Primary Presenter: _____

Additional Presenter(s): _____

Presentation Title: _____

Length: 90 minutes _____ 2 hour training _____

Time of day preference for presentation: a.m. _____ p.m. _____

Who should attend?

- | | |
|--|---|
| <input type="checkbox"/> Teachers K-12 | <input type="checkbox"/> Parents/Caregivers |
| <input type="checkbox"/> Teachers Adult/Higher Education | <input type="checkbox"/> Tribal Education and Staff |
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Community & School Board Members |
| <input type="checkbox"/> Students K-12 | <input type="checkbox"/> Students 6-8 |
| <input type="checkbox"/> Post-secondary students' | <input type="checkbox"/> Administrators |
| <input type="checkbox"/> Para-Professionals | |
| <input type="checkbox"/> Other _____ | |

Are you promoting a product? YES/NO

Submit a short summary of your presentation on a separate sheet of paper, please attach to this application.



Wisconsin Indian Education Association ~ P.O. Box 910 ~ Keshena, WI 54135

2007 DRAFT CONFERENCE HIGHLIGHTS

- Youth Star Story Poster Competition
- Sessions with nationally known planetary, solar, NASA Extra-terrestrial Intelligence astronomers!
- Department of Intergovernmental Relations presentation
- Department of Workforce Development WorkNet presentation and exhibit
- Sessions with staff from the National Education Association
- Learn more about GLITC-Small Business Training Center courses
- Workshop with Code Talker Advocates
- Native American Research Center for Health (NARCH) student presentations
- Workshops for teachers on teaching cultural diversity and enhancing curriculum
- Session with National Indian Education Association Board Member
- Sessions on Native Financial Literacy
- WIEA Annual Meeting
- Many beautiful and wonderful silent raffles items
- Entertainment
- Awards Banquet, including traditional foods.
- And..... much, much more!!
- Deadline date for Presenter/Workshop application is March 6. The agenda will be available late March.

Conference information will be available online at www.wiea.org
Keep checking the site for updated information



LEGISLATIVE BREAKFAST

February 21, 2007

INN ON THE PARK - MADISON

8:00 A.M.

Welcome & Introductions

Brief Overview of WIEA & Breakfast format

Invocation

8:15-9:00

Breakfast & Information Sharing

Wrap-up & Conclusion

The W.I.E.A. Board wishes to thank you for attending this breakfast.

The Association plans to continue reaching out to legislators, agencies and individuals interested in the advancement and education of Indian People.

*You are invited to the:
Eleventh Annual*

**American Indian Studies
Summer Institute**

June 25-29, 2007

at the

Oneida Nation Elementary School

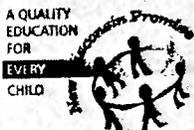
Oneida, WI

For more information:

J P Leary, Consultant
American Indian Studies Program
Wisconsin Department of Public Instruction
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jp.leary@dpi.state.wi.us

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American Indian Studies Program
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**American Indian Studies Program
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841**



Return Service Requested



Patricia Marroquin Norby
October 16, 2007

Imagine you are in a war zone, a constant state of conflict. Your every step, every action, every word, could lead to unpredictable and hostile reactions from those around you. Your daily sense of safety and consistency is at best tenuous, but mostly non-existent. You cannot eat, you cannot concentrate, you cannot enjoy daily life. Now, imagine that you are a ten-year-old child in this terrifying situation and the space of conflict is your school. The very place that is supposed to nourish you intellectually, fulfill your right to an education, **not** "leave you behind," but uplift you to the best of your abilities so that you can become a productive, hard-working, American citizen. Instead, at your school, on a daily basis, you are treated like a criminal. Your crime is that you were born of a certain race, *and* that your family decided to speak out on your behalf, *appeal* to those who are in a position of power, a position to help the Osseo-Fairchild School Board.

You soon learn that those people whose job it is to protect you, and your educational rights are also some of the very people who are against you. They demonstrate that they are against you by telling you and your family that your situation does not matter since it does not bother most other students at your school. They demonstrate that they are against you by publicly distributing hate mail and school documents with information they know will hurt you and your family. They do this, right in your hometown, right down the street from where you live, and then tell you that you are *imagining* that they are against you because they support a school mascot and logo depicting a person of your same race. And your state, the state of Wisconsin, which promises "a quality education for every child," your state's **system** defends not you, not *your* educational rights, but the people who are obstructing your educational rights by displaying a decapitated head of an American Indian on your school walls, on athletic paraphernalia, and in school publications. *That is the educational experience my children have had here in Wisconsin.*

We are not asking for much. We are not asking for you to solve all the world's problems. We are simply asking for change, for a new **way**. A way that will not play off the adversities of an already vulnerable child by placing on them the **additional burden** of proving they **are being discriminated against**. Instead, we are asking for a change that places the responsibility *of proof* that they are **not** discriminating, back in the hands of those already **at an advantage**, already in a position of power- a position of power originally intended to protect the right of "a quality education for every child." The State of Wisconsin's Department of Public Instruction's website states: "A quality education is one that addresses the social, cognitive, emotional, and physical needs of diverse learners." We are not asking for much. We are simply asking you to live up to that standard and support this bill.

According to — Bill 132 — The O-F School Board would have had to prove that their actions against my children & family were not discriminatory.



WISCONSIN EDUCATION ASSOCIATION COUNCIL

Affiliated with the National Education Association

*Every kid
deserves a
Great School!*

MEMO

TO: Senate Committee on Education
FR: Wisconsin Education Association Council
DA: October 18, 2007
RE: Support for Senate Bill 132

WEAC supports Senate Bill 132, allowing residents to object to their school's use of an ethnic name, nickname, logo, or mascot by appealing to the state superintendent. The hearing process described in the bill and the state superintendent's ability to levy a financial penalty is fair and reasonable.

WEAC supports accurate teaching and curricular materials relating to American Indian issues, past and present. The organization also opposes the use of American Indian mascots, nicknames and logos by Wisconsin school districts. WEAC's official position, revised by our Representative Assembly in 2004 to include a statement putting the organization in opposition to Indian mascots, is as follows:

Resolution B-16 American Indian Education

The WEAC encourages curriculum and teaching programs that foster respect for Wisconsin American Indian culture, history, treaty rights and sovereignty.

The Council recognizes that the use of American Indian mascots, nicknames, logos and symbols within our public schools is offensive, and has a detrimental effect on the educational achievement of American Indian students.

The Council supports and recommends the elimination of American Indian mascots, nicknames, logos, fight songs, insignias, antics and team descriptors by all Wisconsin schools. 04 (B-16)

WEAC believes that a school's use of an American Indian name, nickname, logo, or mascot stands in the way of Wisconsin citizens gaining a deeper understanding of important American Indian issues. Promoting cultural and racial sensitivity and respect is an important issue for public schools and the use of these objectionable images harms not only the many American Indian people who are offended, but all citizens of our state.

The following groups all oppose the use of Indian names, nicknames, logos, and/or mascots, and WEAC stands with them: the Wisconsin Indian Education Association, the Youth Indian Mascot and Logo Task Force, the Great Lakes Inter-Tribal Council, the Bad River Band of Lake Superior Chippewa Indians, the Lac Courte Oreilles Band of Lake Superior Chippewa Indians, the Lac du Flambeau Band of Lake Superior Chippewa, the Red Cliff Band of Lake Superior Chippewa, the Sokaogon (Mole Lake) Chippewa Tribe, the St. Croix Chippewa Tribe, the Forest County Potawatomi Community, the Oneida Tribe of Indians, the Stockbridge-Munsee Indians of Wisconsin, the Ho Chunk Nation, the Menominee Tribe of Wisconsin, the National Congress of American Indians, and the National Indian Education Association.

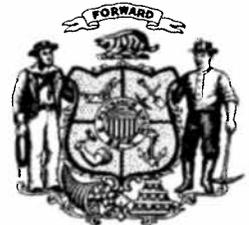
If you have any questions, contact Ron Jetty, WEAC Teaching and Learning Consultant, 1-800-362-8034 x.269.

Mary Bell, President
Dan Burkhalter, Executive Director





WISCONSIN STATE LEGISLATURE



Senate Education Committee Hearing of SB132
Testimony of Barbara E. Munson (Oneida)
October 18, 2007

Elizabeth Burmaster is the third State Superintendent to ask that schools discontinue the use of American Indian logos, mascots and names. Over the years, the case for change has gained support of research proving that exposure to Indian stereotypes harms American Indian students; that attractive stereotypes cause as much harm as cartoon stereotypes; that American Indian students who approve the use of Indian logos, mascots and names experience more harm than do American Indian students who oppose the use of such imagery; and that European-American students exposed to the same Indian stereotypes experience a boost in self esteem.

Stephanie Fryberg's doctoral dissertation in Social Psychology at Stanford is the basis for the Resolution and Justification by the American Psychological Association calling for the elimination of Indian mascots, logos and team names and for a similar resolution by the American Sociological Association. The APA Resolution, in turn, is one of the underpinnings of the National Collegiate Athletic Association's action requesting that 18 of its member schools remove their team symbols or cease hosting tournament play. The Fryberg research empirically proves what Indian parents and educators know from experience: Indian logos, mascots and names harm our children and prevent us from being included as community members and neighbors involved in working toward common goals and solutions with the rest of society.

Thirty school districts in Wisconsin have changed an Indian logo/mascot/name since 1991. The question is not if these symbols will pass into cultural oblivion, but when and how we will achieve change. It is difficult for communities with Indian logos/mascots/names to enact change because current law has resulted in long delays during which passion fomented, leading to violent actions and bitter accolades that create rifts in communities and result in painful and expensive school board recalls. Putting the decision in the hands of the State Superintendent will ease the tensions that have proven so divisive in these communities. It is time to change. To wait for the next round and the next, is to become entrenched in outdated thinking while graduating class after class of students confused about the issue who think it's all right to stereotype a group of people on the basis of race, ethnicity and religion. Indeed, they have been carefully taught as a function of official educational policy.

The Indian logo/mascot/name issue speaks to the core of education policy involving pupil nondiscrimination – when stereotypes of a race of people become school emblems, the schools themselves become vehicles of institutionalized racism. Indian mascots and logos should have left the cultural scene along with Sambo's restaurants and Black-face minstrel shows. When dealing with vestiges of racism, there is no better time to change than the present. We cannot undo the past, but we can begin to apply remedies immediately. I am confident that the Senate Education Committee will explore this issue with thoughtfulness and thoroughness and that its members will deliberate carefully with the greatest good for all Wisconsin students in mind. The state of Wisconsin is still in a position to take a national leadership role in regard to this issue by passing this legislation and creating a model for resolution of Indian mascot/logo/name issues in publicly funded schools.

Oskⁿsu,





Stromme, Denise

From: Christine Munson [cmunson@wisp.k12.wi.us]
Sent: Thursday, October 18, 2007 2:00 PM
To: Sen.Lehman; Sen.Erpenbach
Subject: Written Testimony for SB 132 and AB 176
Attachments: SB132AB176.doc

From: Christine Munson
Sent: Thu 10/18/2007 11:22 AM
Subject: Written Testimony for SB 132 and AB 176

Written testimony in favor of SB 132/AB 176 - An Act to create 118.134 of the statutes; relating to: the use of ethnic names, nicknames, logos, and mascots by school boards, granting rule-making authority, and providing a penalty.

Thursday, October 18, 2007

Sheku. My name is Christine Munson. I am a member of the Oneida Nation and a resident of the State of Wisconsin. I currently live in Stevens Point.

I am both indebted to and invested in the public schools of Wisconsin. I am a product of Wisconsin's K-12 public school system. Now, I financially support the public schools of the state as a property owner; I am a foot soldier for the public schools as an employee of the Stevens Point Area Public School District; and I am deeply thankful for the public schools as a parent with a teenage daughter attending at a junior high in Stevens Point.

With this background, it is important for me to share my thoughts on SB132/AB176. I have personally experienced the affects of an "Indian" mascot, nickname, and logo. I attended Mosinee High School, "Home of the Indians", from 1988-1992. I was one of a handful of American Indian students at the school and one of an even smaller group that spoke out about being American Indian. It was during those years I experienced the most intense racism, discrimination, and stereotyping. My high school years included walking the halls hearing comments like, "Spear an Indian, save a walleye!" and "Timber Niggers!". Yet, the Friday pep rallies filled the gym with chants of "We are the Indians, the mighty, mighty Indians!" Odd? Confusing? Hypocritical?

"But Indian mascots honor Indians."

I was not honored at my school for being a member of the Oneida Nation. I was not honored by my peers when I gave speeches about the Ojibwa treaty rights. I was not honored when I saw P.A.R.R. stickers decorating text books and lockers. I was not honored by the racist comments geared toward American Indians made in the halls, the classes, and the busses. I was not honored by the cheerleader wearing a skimpy, white, fake leather dress with fringe. I was not honored to see a generalized image of an American Indian warrior wearing a full eagle headdress. I was not honored by the pseudo-chants and drumming at pep rallies and games.

Think of something sacred to you. Perhaps it is a crucifix. Perhaps it is the Star of David. Perhaps it is a child. My culture is sacred to me. That encompasses the symbolism of eagle feathers; the heartbeat of the drum; the medicines we use for prayer; my ancestors that fought, endured, and loved with the future in mind; and my children.

There is no justification that makes it acceptable for a public school to belittle my culture, my beliefs, my ancestors, my children, or me by using an "Indian" mascot, nickname, or logo for their school. Research done by Dr. Fryberg provides empirical evidence that stereotypical imagery of American Indians is detrimental, not only to American Indian, but also to non-Indians.

Victims will not win the way the law is currently written. Therefore, it is the moral and ethical responsibility of

10/18/2007

the State Legislature to change the law. That is the purpose of SB132/AB176. Shift the burden of proof to the school district. Allow the state superintendent to make a decision. If the perpetrating school district doesn't change, impose a penalty.

In time, the use of American Indian people as mascots in Wisconsin public schools will be a thing of the past. However, in the mean time, real people are learning it's all right to stereotype a group of people. Real people are learning they are "caricatures" used to hype up school spirit. Real people are being harmed - and the state of Wisconsin is saying, "That's OK."

Yaw^ko - Thank you,
Christine Munson

Sara -
Be sure all
committee members
have files.
✓mailed
out. J.



SB 132

same

11/08/07

John Lehman
Wisconsin State Senator -21st District
State Capitol—P.O. Box 7882
Madison, WI 53707-7882

Dear Sen. Lehman,

Please accept my article of support, belated as it is, in support of 2007 Senate Bill 132 regarding ethnic logos and mascots. I testified at the hearing Thursday, October 18, 2007. My name is Aaron Bird Bear, and I am an enrolled citizen of the Mandan and Hidatsa Nations from the Three Affiliated Tribes of Ft. Berthold, ND. My mother is a member of the Dine' (Navajo) Nation, so I am also Dine' ancestry. I am a proud, first-time home owner, and I call Madison, WI, my home. I married into Wisconsin, and my daughter, now 3 ½ years old, was born in Madison, WI. She will likely live here until she has the opportunity to choose her own path. It is my sincere hope that she does not have to endure the same oppressions generations have endured before her.

I support Senate Bill 132 as it will work to eliminate hostile and abusive behaviors towards American Indian peoples and communities in Wisconsin, especially in educational institutions. When I came to UW-Madison in 2000, it was exciting to begin working for an educational institution with an understanding of the negative outcomes of American Indian mascots and logos. I immediately put the UW-Madison's initial mascot policy (UW-Madison Faculty Document 1023 - 13 Sept 93) on my office's website to share with the higher education community and educate others as to why Indian mascots are problematic. Although I personally wish all American Indian mascots and logos were discontinued, I recognize each of the 561 federally-recognized and 200 state-recognized American Indian & Alaskan Native Nations has a complex historical relationship with their local city and state communities. UW-Madison's recently updated American Indian mascot policy (Faculty Document 1023a - 01 Oct 07) reflects the 2005 NCAA mandate reviewing Indian mascots in higher education. This 40 year-old dialogue on Indian mascots will probably take another generation to come to a close, but there is little doubt that American society today recognizes stereotypical racial caricatures as outdated, offensive, and horribly misinforming about the hundreds of American Indian cultures today.

My personal wish to see the retirement of all Indian mascots and logos stems from the anti-Indian sentiment that is a prerequisite for competition with schools having Indian mascots and logos. Anti-Indian sentiment is necessary for competition and leads to the derogatory statements against American Indian peoples like, "Kill the Indians", "Scalp the Indians," or "Indians Suck," that people yell or write on their vehicles and posters in competitive spirit. The hostile environment created by Indian mascots and logos is damaging to young Indian people as recent research concludes. How do you explain to young Indian people why people are actively cheering against their identity? Teaching people to imitate fictitious American Indian cultures created by non-Indians (war chants, tomahawk chops, etc.) is dangerous and tragic. Creating situations encouraging young people and young adults to

inhabit simplistic, fabricated Indian personas is the definition of teaching ignorance. Institutions of education should be teaching authentic cultures, as stipulated by Wisconsin state legislation in Act 31 and its related statues, not fabricated ones based on stereotypes and prejudice. What other ethnic group do people feel comfortable openly impersonating? Can people act "black" or "Asian" without repercussion?

The mascot issue remains a national issue, and Wisconsin Senate Bill 132 reflects the state involvement in the controversy. Every representational body of American Indian civic and educational leadership rejects Indian mascots and logos as problematic and offensive and sometimes even encouraging hostile environments in educational settings. Education remains a fundamental right for all peoples of the United States, and if institutions of education knowingly or unknowingly create hostile environments, it can only be described as institutional racism. The representational bodies of American Indians include the National Congress of American Indians (the political body composed of the leadership of American Indian and Alaskan Native Nations), the National Indian Education Association, and locally, the Great Lakes Tribal Council and Wisconsin Indian Education Association.

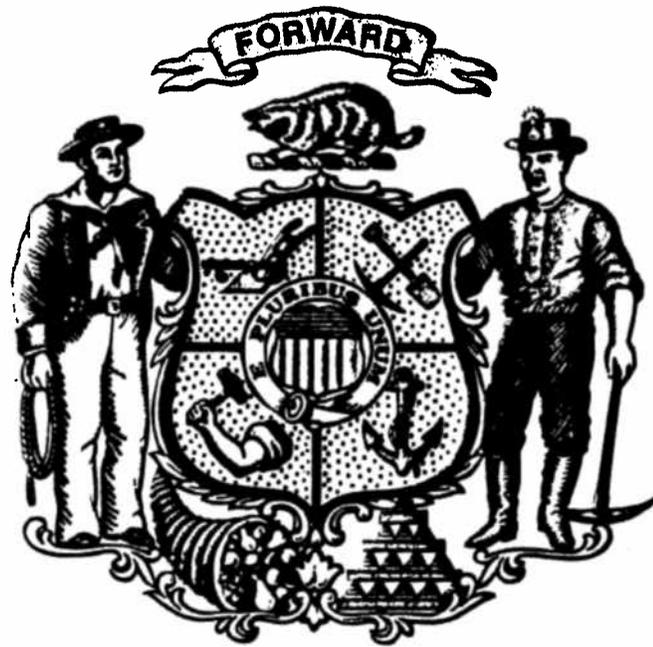
Additionally, the American Psychological Association and the American Sociological Associations have made formal statements regarding the negative outcomes of mascots. If we don't listen to the organizations representing American Indians or our premiere mental health agencies, who then do we listen to in regards to Indian mascots?

- Links to APA resolution: <http://www.apa.org/releases/AmIndRes101805.html>
- ASA resolution: http://www.asanet.org/cs/native_american_sport

UW-Madison's current American Indian mascot policy should dictate the university communicating with the K-12 schools in Wisconsin still using American Indian mascots and logos of our university's mascot policy, particularly when they come to UW-Madison facilities for state playoffs and other competitions scheduled here. UW-Madison's 2007 mascot policy includes item number 3, "The UW-Madison will discourage all teams from bringing Native American mascots to UW-Madison athletic facilities. Furthermore, UW-Madison will request that any band not play war chants, that the cheerleaders/pompom squads not use Native American gestures, chants, or other items that perpetuate disrespectful stereotypes, and that visiting bands, cheerleaders, and student-athletes shall be prohibited from displaying racial/ethnic/national origin mascots, nicknames or imagery, except as may pre-exist on uniforms, equipment and apparel, or as may be allowed by contractual obligations." Thus the policy includes K-12 education schools. The Great Lakes Tribal Council and the Wisconsin Indian Education Association have formal statements on their opposition to American Indian mascot use by Wisconsin K-12 schools. It is a reminder that American Indians in the state of Wisconsin wish for the end of mascot use in institutions of education. Thank you for forwarding this bill and the issues of American Indians today.

Respectfully,

Aaron Bird Bear
4814 Academy Drive
Madison, WI 53716
608/226-0999



Registering in favor - SB-132

- Sen. Spencer Coggs
- Robert Munson, WI Indian Education Assn.
- Deb Sybell, WEAC
- Jayson L. Jackson
- Arvina Martin
- Leah Ann Walker
- Gina Washinawatok, Menominee Tribe
- Zeke Dasho, on behalf of Rep. Sinicki.

Date?



Date?

FR: CLIFF MORTON

THE ISSUES ARE MUCH BIGGER THAN ETHNIC NAMES AND LOGOS

If we isolate SB132 within the narrow context of sports and entertainment in our public schools we will miss its much broader importance. We will miss addressing core issues involving both the process and product of education.

For a half century our schools have accepted the responsibility to reduce racial tensions and promote diversity as a good thing in society. We should be proud of the steady progress most schools have shown. Even within schools that still use race-based nicknames and logos attempts have been to create environments that are less racially "offensive." You now see a flying "K" on football helmets in Kewaunee. Mishicot has attempted to tie their name to local history. Weyauwega has reduced its use of grotesque cartoon 'Indians.' Though it is tempting for some to applaud these schools, that would be a sad day in relation to two critical processes in education.

A foundational building block of racism is the process of stereotyping. It does not matter that schools don't intend to be offensive or are trying to honor a particular heritage. Kewaunee, Mishicot, Weyauwega and all other schools that retain race-based nicknames and logos absolutely cannot escape the fact that they are giving institutional endorsement to the process of stereotyping. To continue pretending to be 'Indians' and honor 'Indians' is a de facto endorsement of the process of stereotyping. No matter how these schools try to sell the idea that they promote "good stereotypes" they cannot hide from the fact that they reduce over 700 cultures into mere sound bites of what they want their sports teams to be like. In addition, because these schools endorse the process of stereotyping, they open the floodgates for their students to use all manner of bad stereotypes to describe others.

Equally important is another process consideration at the core of almost every classroom every day. How many lessons are prefaced with and have exit objectives that involve vocabulary? We build many levels of knowledge upon definitions. We teach that if we have a credible source for a definition, we accept it and build threads of knowledge from it. Incredibly, when it comes to schools using race-based nicknames and logos we are expected to make huge exceptions. In 1997 the American Bar Association defined institutionalized racism as "...the statutes, rules, policies, procedures, practices, events, conduct and other factors operating alone or together that have a disproportionate impact on one or more people of any racial or ethnic group." The key part of this definition is proving "disproportionate impact." That has been done, of course, and shared with all Wisconsin schools still using race-based nicknames and logos. The Fryberg research provides the statistical proof of disproportionate impact by showing that the self esteem of American Indian students is lowered while the self-esteem of non-Indian students is artificially raised by schools using 'Indian' nicknames and logos. Thus, even though every school that retains 'Indian' nicknames and logos fits the definition of institutionalized racism, not one will admit to it applying to them. How do we explain to our kids that they should value credible definitions except when they apply to school districts using race-based nicknames and logos? How do we convince students that school is important when schools don't model good educational behavior?

The products of the educational processes are equally as disturbing in schools using race-based nicknames and logos. It has been nearly 30 years since the Wisconsin legislature enacted Act 31 mandates for teaching about the history, treaty rights, and tribal sovereignty of Wisconsin Indian nations. Few high schools make any real effort to address the mandates directly. Some that do, let their desire to protect their nicknames and logos taint their historical research. For instance, Mishicot, as one of the heralded examples of a town doing authentic research, claims to have a link between Daniel Smith, the founder of the town, and a Potawatomi Chief Abraham Mishicot (but spelled Meshigaud today??). They reportedly had such a good relationship, and Mishicot was so respected, that the town was named for this chief. A search of Potawatomi records, however, reveals that Abraham was born about 1832, the town was founded in 1844 and, at age 12 (or anywhere near that age), it would be nearly impossible to have the status of chief. Plus, Abraham had spent most of his short life with his grandfather in Canada and had no opportunity to learn English. There is also no evidence to suggest that Smith spoke Potawatomi. And, since Smith had two sawmills in the area, logic might dictate that local Native people might be less than pleased that the forests providing their food were being chopped down. What we cannot forget is that most of what we have as evidence, are settler impressions of what the Ojibwe, Menominee, Potawatomi, and Odawa people felt in that area. Mishicot has shown little concern for the difficult position these cultures found themselves in as their homelands were taken and they were forced to leave. All we hear concern for is that their football team called the 'Indians' should "fight, fight, fight." And remember, Mishicot has been held up as the best example of why 'Indian' nicknames and logos should remain. Most of the rest haven't made nearly the same level of effort.

In short, it is time for a change. No Wisconsin school using a race-based nickname or logo has justified anything less than your vote to eliminate all race-based nicknames and logos from Wisconsin schools. It is time to stand up for ALL Wisconsin students. Public education is all about giving every student the opportunity to develop his or her full potential. That cannot happen until all race-based nicknames and logos are eliminated in Wisconsin.

Submitted by: Clif Morton, Wisconsin State Human Relations Association Executive Board (clif@athenet.net)



3 minutes:

Carol Gunderson
13118 12th Street, P.O. Box 667
Osseo, WI 54758

SB 132 ?
Date ?

When I retired from teaching at the University of Wisconsin-Stout seven years ago, I and my husband moved to Osseo. I wanted to live there in anonymity.

Instead, I've become one of the most unwelcome people in the community because I asked the Osseo-Fairchild School Board to stop using my race for a good luck charm for school sports.

So what's it been like to be an American Indian openly opposing the racial school nickname in Osseo-Fairchild for the last five years?

I can hardly go anywhere in my community and feel comfortable.

I don't attend my own church because church members who are nickname-supporters give communion to the congregation, and I don't want a person who disrespects and demeans me and my race giving me a holy sacrament.

Friends have told us of rumors, lies and innuendo told about us.

A superintendent from another school district, who'd graduated from a school with an 'Indian' nickname, sent us a horrible letter filled with racial stereotypes and attacking us for opposing Osseo-Fairchild's nickname. The Osseo-Fairchild school board clerk then distributed that letter in our community.

Our school board president swore at us following one school board meeting, a nickname supporter gave us the finger at another, and I was called a derogatory name at one board meeting that's the worst name one can call an American Indian woman.

With the football team present, an athlete yelled the 'chieftains' nickname toward me and another Native woman which several people saw as a racial taunt toward us because of our race and our opposition to the nickname.

An American Indian family's property was vandalized the night after local television reported that the Great Lakes Inter-Tribal Council had passed a resolution asking Osseo-Fairchild to eliminate its 'chieftains' nickname.

A logo supporter who was frustrated at our opposition to the racial nickname said quote "Our ancestors should have wiped out all of the Indians when they had the chance!" unquote

We've received anonymous letters and phone calls with one being so threatening that the police chief said it's likely a hate crime.

We had a temporary restraining order against one nickname-supporter for what was heard as a violent threat.

Police make extra passes by our house for our protection when tensions are especially high.

One letter to the editor in the local newspaper told us to quote, “pack up and get out of town” unquote. Another letter accused us of quote “bringing hate to the community” unquote.

Osseo-Fairchild’s not a nice community to live in if you’re American Indian and oppose the school’s racial nickname policy.

So, that’s Osseo-Fairchild. That’s what we’ve endured because our School Board has a nickname policy targeting my race.

Why should American Indians living in any of the Wisconsin communities with an ‘Indian’ nickname need to put our families at risk to get our race removed from a school nickname policy?

Please pass this bill in order to change the process and reduce the potential for racial conflict in these school districts.



Harvey Gunderson, Ph.D.
13118 12th Street, P.O. Box 667
Osseo, WI 54758

SB 132 ?
Date ?

I live in Osseo-Fairchild where the race-based school nickname is 'Chieftains'. Four of seven School Board members were thrown off the School Board in a recall election in November 2002 after the Board voted to eliminate the 'Indian' head logo. The new School Board with four new members then reversed the vote and reinstated the racial logo in February 2003. Since then, the Osseo-Fairchild controversy has continued unabated. And the dispute and tension in the community and school board will continue until Osseo-Fairchild's race-based nickname and logo are finally eliminated.

The experience in Osseo-Fairchild and in other communities shows that conflict over these racial symbols can be extremely destructive to a community, creating divisions and hard feelings that will take decades to heal. People who've been friends for years suddenly stop talking to one another. Neighbors are no longer friends. Families are often split over the issue which makes family reunions stressful. American Indian families opposing the race-based policy are subjected to enormous pressure, stress and frustration. And for what? Because everyone is trying to convince their local school board to follow the policy they want regarding a race-based nickname and logo.

Our community has been ripped apart over this, with friendships destroyed, family members avoiding people in their own family who are on the "other side". Businesses that are owned or managed by logo supporters aren't patronized by many who oppose institutional racism, and vice versa. In some cases, those dollars are spent instead at another local business but many dollars instead leave the community altogether and go to businesses in another town.

Business people who know the nickname should be changed from an educational standpoint are afraid to express their views for fear of business loss. Ministers and other religious leaders are afraid to take the moral and ethical position they know is right because of fear of loss of parishioners and revenues or even their jobs. Teachers who typically know that these race-based sports representations are educationally unsound are afraid to publicly express that view for fear of retaliation by school board members. School board members and other elected township or city officials are afraid their re-election may be jeopardized by their public opposition to the school nickname. Administrators are hesitant to do what they know is the right thing from an educational standpoint for fear of their job because of an angry public or school board.

Everyone loses in this situation. It isn't a win-win or even a win-lose proposition but a lose-lose where everyone gets hurt. The only way to remedy this is to remove school board members from the "hot seat" and avoids the politicization of education over race and a nickname and logo. The change on process under this bill is good because it enables a rational evaluation by DPI removed from the emotion and passion that surrounds a local school board decision.

Community members and school board members on both sides of this issue have expressed great frustration that the state government hasn't acted to remove this evaluation and decision from the local people so they can concentrate on dealing with other matters. There are 39 other school districts in Wisconsin with 'Indian' nicknames and logos, and very likely several of them will undergo the traumas of becoming another Osseo-Fairchild if you do not get this bill into law.



FR: BARB MUNSON



Date?

Wisconsin Indian Education Association ~ P.O. Box 910 ~ Keshena, WI 54135

The Wisconsin Indian Education Association (WIEA) strongly supports Senate Bill 132 relating to the use of ethnic names, nicknames, logos, and mascots by school boards, granting rule-making authority and providing a penalty.

The mission of the WIEA is to promote & support education and educationally related opportunities for American Indian people in Wisconsin. As part of the mission, the Indian Mascot and Logo Task Force was formed to address issues of negative stereotypes associated with race-based mascots and logos in Wisconsin schools. The position statement of the Mascot and Logo Task Force is "It is imperative that schools teach respect for America's indigenous cultures by removing stereotypes in the form of "Indian" logos, mascots and nicknames. If we are to have any meaningful dialogue about eliminating racism in our society, we must first stop teaching this form of overt racism in our schools."

The WIEA advocates for students, families and communities who have concerns about achieving educational equity. Because the American Indian population is small, and often statistically insignificant, we are often forgotten or overlooked, except when it comes to mascots and logos. American Indian people have a unique government to government relationship which separates us from other minority groups. No other minority group has to deal with race-based mascots as do the American Indian. As a small population, there is a need to have the general public gain a greater understanding of the history, culture and demographic picture of American Indians and the impact of negative, race-based mascots and logos upon individuals.

There are many American Indian adults who carry around pain from past inequities and negative treatment they experienced from their youth, especially those who attended schools with Indian mascots and logos. We now have empirical research which shows the negative effect of stereotyping on the self esteem of American Indian children. I ask you to consider the burden and stress we place on individuals and families who do speak out against Indian mascots and logos in behalf of children. The "honor and respect" that is shown to these individuals has been in the form of harassment, name-calling, degradation of their family and culture and placing blame on these individuals for being "overly sensitive."

Please, we urge you to support Senate Bill 132!