Curriculum Design for Native Americans: A Selected Topics Bibliography of ERIC Documents.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

National Inst. of Education (DHEW), Washington, D.C.

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*Native Americans

ABSTRACT

Drawn from issues of "Resources in Education" (RIE) and "Current Index to Journals in Education" (CIJE), this bibliography provides a comprehensive guide to resource materials, research findings, and developments related to curriculum design or development for Native Americans. Each citation is headed by an ERIC accession number. Both RIE and CIJE citations appear in numerical order according to accession number. RIE abstracts contain subject, author(s), and institution indexes, along with document resumes which include the ERIC accession number, author(s), title, source(s), date of publication, ERIC Document Reproduction Service prices or an alternate availability. CIJE abstracts have brief notations rather than the lengthier RIE abstracts and are provided when it is thought the article cannot be adequately described by a combination of major and minor descriptors, identifiers, and by information in the title. Each journal citation includes the publication date, article title, and information on the volume, number, and pages. Topics covered include teaching methods, second language learning, bibliographies, educational assessment, program design and evaluation, and cross cultural training. A list of the 16 ERIC Clearinghouses and their respective scopes is appended. (NLY)
Curriculum Design for Native Americans:

A Selected Topics Bibliography of ERIC Documents

April 1977

ERIC Clearinghouse on Rural Education and Small Schools
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
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Purpose and Scope of ERIC

The Educational Resources Information Center (ERIC) is a federally funded national information system dedicated to the improvement of education through the dissemination of educational resources and research-related materials. ERIC aids school administrators, teachers, researchers, information specialists, professional organizations, students, and others in locating and using educational resources.

To achieve this purpose, the ERIC system processes documents for announcement in Resources in Education (RIE), a monthly publication containing abstracts of research, research-related reports, and resource materials in education. In addition, ERIC compiles the Current Index to Journals in Education (CIJE), a monthly index which draws from over seven hundred journals, quarterlies, annuals, and yearbooks.

There are numerous complete microfiche collections of ERIC materials throughout the nation which may be used by the public. A list containing the locations of these standing orders may be obtained from ERIC Processing and Reference Facility, 4833 Rugby Avenue, Suite 303, Bethesda, Maryland 20014.

Each of the ERIC network of clearinghouses has a particular area or scope of education. It is the responsibility of this Clearinghouse, the Clearinghouse on Rural Education and Small Schools (CRESS), to gather materials related to rural education, small schools, the American Indian, the Mexican American, the migrant and outdoor education and to input these materials into the national ERIC system. For information concerning other individual Clearinghouses and their respective scopes, consult the list at the back of this publication.
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RJE and CIJE Abstracts ..................................................... 1
About the Bibliography

Scope and Sources
This bibliography provides a comprehensive guide to resource material, research findings, and developments related to curriculum design or development for Native Americans. This is a Selected Topics Bibliography which is issued to cover a particular subject; it is not to be confused with the bibliographies issued annually covering the six scope areas of ERIC/CRESS. The bibliography is drawn from issues of Resources in Education and Current Index to Journals in Education.

Terms
Two types of descriptive terms are used for RIE and CIJE: descriptors and identifiers. Descriptors are technically meaningful words or phrases contained in the Thesaurus of ERIC Descriptors. They are used to characterize, to index, and to retrieve documents.

Proper names of persons, geographical locations, trade names, and so on may also be important in describing a document. These terms, called identifiers, are included with the citations for descriptive purposes, but they are not to be found in the Thesaurus.

The terms used to conduct this bibliographical search of ERIC tapes were American Indians or Eskimos, Curriculum Design or Curriculum Development.

Organization of the Bibliography
Each citation in the bibliography is headed by an ERIC accession number. Entries from RIE are assigned an ED number; those from CIJE are assigned an EJ number. Both RIE and CIJE citations appear in numerical order according to the accession number. Please note that the citations proceed from the most recent to the oldest in that order and, consequently, the citation numbers go down rather than up.
Resources in Education Citations
RIE abstracts contain subject, author, and institution indexes, along with document resumes which include the ERIC accession number, author(s), title, source(s), date of publication, ERIC Document Reproduction Service (EDRS) prices or an alternate availability and the abstract. If the reader finds a citation of particular interest, he may obtain a microfiche or hard copy reproduction of the document from ERIC Document Reproduction Service.

Current Index to Journals in Education Citations
CIJE abstracts are prepared differently than RIE abstracts. They have brief notations rather than the lengthier RIE abstracts and these notations are only provided when it is thought the article cannot be adequately described by a combination of major and minor descriptors, identifiers, and by information in the title. Each journal citation includes the publication date, article title, personal author(s), journal title (sometimes abbreviated), and information on the volume, number, and pages. CIJE entries are not available from ERIC Document Reproduction Service; therefore, the reader is encouraged to take advantage of his local library in locating the journal he wishes to use.

Document Contributions
Persons desiring to contribute materials such as those cited in this bibliography may do so by sending one copy (two if available) to:

ERIC/CRESS Acquisitions
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
Key to Citations

AN = Accession number - identification number sequentially assigned to documents and/or journal articles as they are processed
CHAN = Clearinghouse Accession Number
TI = Title
AU = Authors
OS = Organizational Source
SO = Source (as from a journal)
PD = Publication Date
NO = Number of Pages and Notes
IS = Issue of RIE or CIJE in which citation appears
PR = EDRS Price
AV = Alternate Availability
SPO = Sponsoring Agency
CG = NIE or USOE Contract/grant number under which research was done
BN = Bureau Number (report number given by originator)
DT = Document Type
IT = Index Terms - descriptors which characterize content
ST = Supplementary Terms - identifiers not found in Thesaurus of
ERIC Descriptors
AB = Abstract
() = Abstractor's initials always placed at end of abstract

SAMPLE ABSTRACT

AN - ED056565
CHAN - F002574
TI - A PLAN FOR FLUENCY FIRST.
AU - MULLEN, DANA
OS - SASKATCHEWAN NEWSTART, INC., PRINCE ALBERT.
PD - 71
NO - 183P.
IS - RIE72MAR
PR - EDRS PRICE HR-$0.65 HC-$6.58
SPO - CANADIAN DEPT. OF REGIONAL ECONOMIC EXPANSION, OTTAWA (ONTARIO).
IT - ADULT EDUCATION; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS
IT - BIBLIOGRAPHIES; CREE; *CURRICULUM DESIGN; EDUCATIONALLY
IT - DISADVANTAGED: *ENGLISH (SECOND LANGUAGE); ILLITERACY;
IT - INSTRUCTIONAL MATERIALS; *LANGUAGE FLUENCY; *LANGUAGE SKILLS
IT - MATHEMATICS; READING SKILLS; SECOND LANGUAGE LEARNING;
IT - SELF CONCEPT; TEACHING METHODS; TEXTBOOKS
ST - *CANADA
AB - THE PROGRAM DISCUSSED IN THIS REPORT IS DESIGNED FOR TEACHING
ENGLISH AS A SECOND LANGUAGE TO DISADVANTAGED ADULTS AMONG
THE INDIAN AND METIS POPULATION IN THE NORTHERN PRAIRIE
LANDS OF CANADA.
STATEWIDE IMPLEMENTATION OF K-14 PROJECT OF CAREER EDUCATION, OCCUPATIONAL COUNSELING, AND BRIDGING THE GAP BETWEEN SCHOOL AND WORK. FINAL REPORT.

SOUTH DAKOTA STATE DIV. OF VOCATIONAL EDUCATION, PIERRE.

SEP 76

NO - 75P, PAGE 20. CONTAINING THREE TABLES. WILL NOT REPRODUCE WELL DUE TO SMALL TYPE

OS - SOUTH DAKOTA STATE DIV. OF VOCATIONAL EDUCATION, PIERRE.

PD - SEP 76

NO - 75P, PAGE 20. CONTAINING THREE TABLES. WILL NOT REPRODUCE WELL DUE TO SMALL TYPE

IS - R1E77MAR

PR - EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE.

ED - OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

CG - EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE.

BN - 502AB50004

ST - SOUTH DAKOTA

AB - MORE THAN 100 SCHOOL DISTRICTS PARTICIPATED IN THIS THREE-YEAR CAREER EDUCATION PROGRAM. ON A STATEWIDE BASIS, TWO MAJOR OBJECTIVES WERE TO BE ACCOMPLISHED: (1) HELP ALL PUBLIC AND PRIVATE SCHOOLS IN SOUTH DAKOTA IMPLEMENT CAREER EDUCATION PROGRAMS, AND (2) PROVIDE EVERY STUDENT AN OPPORTUNITY TO DEVELOP SELF AWARENESS, A FAVORABLE ATTITUDE TOWARD WORK, AND TO DEVELOP AND PRACTICE DECISION MAKING SKILLS. THE PROJECT WAS DESIGNED TO SERVE THE K-14 STUDENT ENROLLMENT; IN ADDITION, THE PROJECT WORKED WITH POST-SECONDARY VOCATIONAL-TECHNICAL SCHOOLS IN THE AREA OF PLACEMENT. THERE WERE FIVE MAJOR COMPONENTS IN THE PROJECT: GUIDANCE AND COUNSELING, ELEMENTARY CAREER AWARENESS, JUNIOR HIGH-MIDDLE SCHOOL JOB PREPARATION (GRADES 10-14), AND PLACEMENT ACTIVITIES. IN-SERVICE SEMINARS FOR COUNSELORS WERE CONDUCTED AND FOLLOW-UP SESSIONS WERE HELD WITH PARTICIPATING SCHOOLS AFTER IN-SERVICE SESSIONS HAD BEEN COMPLETED WITH TIME ALLOWED FOR THE SCHOOLS TO BEGIN IMPLEMENTATION. PROGRAM EVALUATION FOCUSED ONLY ON STUDENT OUTCOMES, WHILE MORE DIRECT FACETS OF THE PROGRAM RECEIVED WIDE SUPPORT THROUGHOUT THE STATE. IT WAS CONCLUDED THAT THE DIRECTION OF CAREER EDUCATION IN SOUTH DAKOTA HAS BEEN ESTABLISHED AT ALL LEVELS OF EDUCATION AND THAT CERTAIN PHASES OF THE PROJECT HAD AN IDENTIFIABLE STUDENT IMPACT. (TA)
Evaluating a 1975 summer science workshop designed to help upgrade science teaching skills among Bureau of Indian Affairs personnel (administrators, teachers, and education specialists), this report focuses upon program effectiveness and participant utilization of the training. Specifically, this report presents:

1. Project objectives (to train 20 curriculum consultants in the philosophy, methodology, and use of new curricular materials and projects available in elementary science education and to develop an in-service model for implementation; a role model for the science curriculum consultant; a set of program criteria and recommendations; a change model; and an evaluation model);
2. Participant objectives (comparable to program objectives);
3. Project activities (three programs providing interaction between participants and specialists and focusing upon costs and logistics, leadership roles, professional response, supervisory/techniques, inservice experiences, and evaluation procedures);
4. A formative evaluation plan using models;
5. The follow-up assessment of the workshop (a participant questionnaire, personal testimonies, and graphic representations of program effectiveness); wherein, 59% of the 17 respondents indicated workshop training had been utilized in the classroom and in assisting other educators and the problems encountered centered upon area specific conditions, existing science programs, available materials, and administrative support).

Includes in this packet sent to participants of the first National (American) Indian Education Conference (held in Minneapolis, Minnesota, November 20-21, 1969) are:

- Summaries: statements: points of interest: recommendations or resolutions given to the planning committee by each workshop chairman; and an evaluation form. Each workshop report is presented separately under the headings of "objectives of the participants" and/or "recommendations". Reports are presented for the following workshops:

- Community control/parent participation
- Special programs
- School administration: a leadership calling
AN - É0128130
CHAN- RCO09393
TI - MICCOSUKEE INDIAN SCHOOL EVALUATION REPORT (MICCOSUKEE, FLORIDA)
- JUNE 4-5, 1975; RESEARCH AND EVALUATION REPORT SERIES NO. 06-B.
AU - MAUS, CY; AND OTHERS
OS - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR). ALBUQUERQUE, N. MEX.
PO - JUN 75
NO - 26P.
IS - RIE77JAN
PR - EORS PRICE MF-$0.83 HC-$2.06 PLUS POSTAGE.
OT - R
IT - *AMERICAN INDIANS: CURRICULUM DEVELOPMENT
IT - *EDUCATIONAL ASSESSMENT; *ELEMENTARY SCHOOLS; ENRICHMENT PROGRAMS
IT - *FORMATIVE EVALUATION: LANGUAGE DEVELOPMENT: OBJECTIVES
IT - *PROGRAM EVALUATION; SCHOOL PERSONNEL
ST - FLORIDA (MICCOSUKEE); *MICCOSUKEE INDIAN SCHOOL; *MICCOSUKEES
AB - AN ON-SITE EVALUATION OF THE MICCOSUKEE DAY SCHOOL (RENAMEO
MICCOSUKEE INDIAN SCHOOL) WAS CONDUCTED ON JUNE 4 AND 5, 1975.
FOCUSING ON THE EDUCATION REQUIREMENTS OF THE FISCAL YEAR 1975
CONTRACT. THIS ON-SITE EVALUATION DETERMINED IF THE SCHOOL'S
EDUCATIONAL PROGRAM WAS MEETING ITS GOALS AND OBJECTIVES. AREAS
PREVIOUSLY AUDITED WERE DESIGNATED AS "CONSISTENT"; IN SOME
CASES, ADDITIONAL INFORMATION WAS PROVIDED. AREAS WHICH DID NOT
MEET CONTRACT SPECIFICATIONS WERE DESIGNATED "DISCREPANCY" AND
EXPLAINED. THE EVALUATION FOUND THE SCHOOL'S OPERATION CONSISTENT
WITH THE CONTRACTUAL OBLIGATION. THE EVALUATORS FOUND THAT
PROGRESS WAS BEING MADE TOWARD A TRANSITION TO JUNIOR HIGH
SCHOOL. WITH AN IMPROVED CURRICULUM, IT WAS HOPED THAT THE TOTAL
SCHOOL PROGRAM WOULD BE READY FOR AN ACCREDITATION CONSIDERATION.
THE NATIVE LANGUAGE PROGRAM WAS UNDERGOING EXPERIMENTAL PHASES
AND A WELL-SEQUENTIAL LANGUAGE DEVELOPMENT WAS EXPECTED SOON.
NATIVE CULTURAL MODELS AND NATIVE TEACHER AIDS WERE BROUGHT IN
AS A PART OF THE INSTRUCTIONAL PROGRAM AND WERE UTILIZED BOTH BY
STUDENTS AND TEACHERS. ALTHOUGH THE PROGRAMS FOR THE YEAR WERE
LESS THAN ADEQUATELY COORDINATED, A NEW ATTEMPT AT COORDINATION
WAS CURRENTLY PROCEEDING AS PART OF A CURRICULUM RE-PLANNING
PROJECT. OVERALL THE PROJECT HAD SUBSTANTIALLY REACHED ITS GOALS
FOR THE YEAR. (NO)
THE FIRST FULL YEAR OF THE WYOMING INDIAN HIGH SCHOOL AT ETHETE IS EVALUATED IN THIS REPORT WHICH PRESENTS AREA RECOMMENDATIONS CALLING FOR PROGRAMS AND/OR ADJUSTMENTS AS FOLLOWS: (1) GOALS AND OBJECTIVES (NEEDS ASSESSMENT AND COMMUNITY INVOLVEMENT IN SCHOOL PHILOSOPHY); (2) CULTURAL AWARENESS (STUDENT ENROLLMENT: NATIVE ART AND THE TRADITIONAL CLUB; COMMUNITY RESOURCE PEOPLE: LANGUAGE/CULTURE APPROACH); (3) BOARD OF TRUSTEES (POLICY DEVELOPMENT AND ADOPTION: ADMINISTRATIVE CLARIFICATIONS: OPERATIONS STREAMLINED: IN-SERVICE TRAINING); (4) ADMINISTRATIVE TEAM (JOB DESCRIPTIONS AND PUBLIC RELATIONS PROGRAM); (5) PROFESSIONAL STAFF (QUALIFICATIONS: ORIENTATION AND CONTINUOUS IN-SERVICE PROGRAMS: FACULTY-COMMUNITY INVOLVEMENT: TURNOVER; STAFF UTILIZATION); (6) STUDENTS (ATTENDANCE POLICY AND STUDENT INFORMATION ACCURACY): (7) GUIDANCE SERVICES (INFORMATION NEEDS AND RECORD DESIGN AND MAINTENANCE: TESTING: GROUP COUNSELING: HOME-SCHOOL COORDINATORS); (8) SCHOOL PROGRAM (TRADITIONAL AND PERFORMANCE BASED DIPLOMAS: PERFORMANCE OBJECTIVES: CRITERION REFERENCED TESTS: EDUCATIONAL STANDARDS: ON-GOING CURRICULUM DEVELOPMENT: SPECIAL EDUCATION, REMEDIAL, TESTING, COOPERATIVE, ADULT EDUCATION PROGRAMS); (9) FACILITIES (GYM WIRING AND FURNACE); (10) STUDENT ACTIVITIES; (11) AUXILIARY SERVICES; (12) GENERAL RECOMMENDATIONS (EQUIPMENT AND SUPPLY INVENTORY: ACCREDITATION EFFORTS: REORGANIZATION). (JC)
RESULTS OF A FORMATIVE, ON-SITE EVALUATION OF THE WYOMING INDIAN HIGH SCHOOL (WIHS) AT ETHETE, WYOMING ARE PRESENTED IN THIS REPORT. PRESENTING INFORMATION UPON WHICH EFFECTIVE AND EFFICIENT PLANNING MIGHT PROCEED FOR THE 1972-73 SCHOOL YEAR, THIS REPORT DEALS WITH THE FOLLOWING AREAS OF CONCERN: (1) ESTABLISHMENT OF WIHS GOALS (ESTABLISHMENT OF A HIGH SCHOOL UNDER AMERICAN INDIAN CONTROL: PRESERVATION OF THE CULTURE AND DEVELOPMENT OF CULTURAL AWARENESS, IDENTITY, AND SKILLS: INCREASED STUDENT PREPARATION FOR CHOICE OF LIFE STYLES); (2) PROGRAM COMPONENTS (BOARD OF TRUSTEES: SCHOOL ADMINISTRATION: STUDENT ATTENDANCE, CHARACTERISTICS, GUIDANCE/TESTING, AND DATA FILES: STAFF AND SUPPORT STAFF RESPONSIBILITIES AND QUALIFICATIONS: PROGRAM CURRICULUM, ALLOCATIONS, ORGANIZATION, AND ACTIVITIES): (3) TASK ANALYSIS AND TIME FRAME (OBJECTIVES, STANDARDS, MEASUREMENTS, AND PROGRAMS). THE EVALUATORS' RECOMMENDATIONS ARE SUMMARIZED AS:

THE SCHOOL BOARD MUST ASSUME AN ACTIVE ROLE IN DEVELOPMENT, POLICY MAKING, AND EDUCATIONAL LEADERSHIP: AN EDUCATIONAL DIRECTOR MUST BE APPOINTED AND HIS RESPONSIBILITIES AND AUTHORITY ESTABLISHED: DATA MUST BE COLLECTED ON STUDENT CHARACTERISTICS AND NEEDS; CURRICULUM PRIORITIES MUST BE SET; CURRICULUM DEVELOPMENT MUST INCLUDE A COURSE LIST, COURSE CONTENT, METHODS, AND MATERIALS; POLICY DECISIONS MUST BE MADE ON ATTENDANCE, DISCIPLINE, COURSE CREDIT, GRADING, AND PERSONNEL.

(RE)
*CURRICULUM DEVELOPMENT; *EDUCATIONAL OBJECTIVES; ESKIMOS

*PROGRAM DESCRIPTIONS; PROGRAM DESIGN; READING; SPEECHES

*SYNTHESIS; TEACHING METHODS

ALASKA (COLLEGE); *CONFERENCE TRANSCRIPTS; *INUPIAT

EDITED TRANSCRIPTS TAKEN FROM PARTICIPANT NOTES. STENOGRAPHIC MINUTES, TAPE RECORDINGS, AND OTHER SOURCES CONSTITUTE THE MAJOR PORTION OF THIS REPORT ON THE 1972 INUPIAT CONFERENCE ON BILINGUAL EDUCATION HELD AT COLLEGE, ALASKA. ALSO INCLUDED IN THIS DOCUMENT ARE: AN ABSTRACT; A SUMMARY OF THE CONFERENCE PROCEEDINGS; AND THE FOLLOWING APPENDICES: (1) A LIST OF PARTICIPANTS FROM 22 INUPIAT ESKIMO VILLAGES; (2) TEXT OF ALASKA SENATE BILLS 421-424; (3) FIVE STAGES OF MODERN INUPIAT ORTHOGRAPHY; (4) INUPIAT WORDS IN FIVE ALPHABETS; (5) INUPIAT CONFERENCE EVALUATION FORMS; (6) HANDOUT ON BILINGUAL-EDUCATION-PURPOSE, PROGRAM, AND EVALUATION; (7) CULTURAL AWARENESS OBJECTIVES FROM THE STATE-OPERATED SCHOOLS NORTHEAST AREA TITLE I PROGRAM; (8) EXPLANATION OF REQUEST FOR APPROPRIATION FOR A BILINGUAL LIBRARY AND MEDIA CENTER. THE SUBJECT CONTENT OF THE TRANSCRIPTS INCLUDES: AN OVERVIEW OF BILINGUAL EDUCATION PROGRAMS IN ALASKA; AN EXPLANATION OF THE PURPOSES OF THE CONFERENCE (DISCUSSION OF THE INITIATION OF BILINGUAL EDUCATION PROGRAMS IN THE ALASKA STATE-OPERATED SCHOOLS SYSTEM AND IN SOME BUREAU OF INDIAN AFFAIRS SCHOOLS); METHODS APPLIED TO TEACHING INUPIAT; EDUCATIONAL OBJECTIVES; A DESCRIPTION OF THE BARROW PROGRAM; TRAINING FOR THE YUPIK PROGRAMS; DECISIONS FACED IN PLANNING A BILINGUAL/BICULTURAL PROGRAM: THE INUPIAT LANGUAGE; TALKING, WRITING, AND READING; MEDIA AND CURRICULUM DESIGN. (JC)

AN - ED127069
CHAN - RC009346
TI - DESCRIPTION AND BIBLIOGRAPHY, REVISED 1975. NAVAJO READING STUDY.
AU - SPOLSKY, BERNARD, COMP.; AND OTHERS
OS - NEW MEXICO UNIV., ALBUQUERQUE. NAVAJO READING STUDY.
PD - NOV 75
NO - 12P.; FOR RELATED DOCUMENTS, SEE ED 069 461, ED 078 715., AND RC 009 342:346. NOT AVAILABLE IN HARD COPY DUE TO SMALL PRINT SIZE OF ORIGINAL DOCUMENT
IS - RIE76DEC
PR - EDRS PRICE MF-SO.B3 PLUS POSTAGE. HC NOT AVAILABLE FROM EDRS.
SPO - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), ALBUQUERQUE, N. MEX.
SPO - FORD FOUNDATION, NEW YORK, N.Y.
DT - K
IT - ADULTS; *AMERICAN INDIAN LANGUAGES; AMERICAN INDIANS
IT - *BIBLIOGRAPHIES; BILINGUAL EDUCATION; CURRICULUM DEVELOPMENT
IT - ELEMENTARY SECONDARY EDUCATION; *LANGUAGE RESEARCH; *NAVAHO
IT - *PROGRAM DESCRIPTIONS; *READING MATERIALS; READING RESEARCH
IT - SOCIOLINGUISTICS; TEACHER EDUCATION; VOCABULARY
ST - *NAVAJO READING STUDY
AB - BEGUN IN 1969, THE NAVAJO READING STUDY INVESTIGATED THE FEASIBILITY AND EFFECT OF TEACHING NAVAJO CHILDREN TO READ THEIR OWN LANGUAGE BEFORE THEY START LEARNING TO READ ENGLISH. CONDUCTED AT THE UNIVERSITY OF NEW MEXICO AND SUPPORTED BY GRANTS

AN - ED127060
CHAN - RC009333
TI - CURRICULUM AND EVALUATION GUIDE FOR SAFETY EDUCATION PROGRAMS.
RESEARCH AND EVALUATION REPORT SERIES NO. 40.00.
AU - LOWRY, CARLEE S.
OS - BUREAU OF INDIAN AFFAIRS/(DEPT. OF INTERIOR), ALBUQUERQUE, N. MEX.
PD - JUN 76
NO - 31P
IS - RIE76DEC
PR - EDRS PRICE MF-$0.83 HC-$2.06 PLUS POSTAGE.
DT - G
IT - ACTIVITIES: *AMERICAN INDIANS; CURRICULUM DEVELOPMENT
IT - *EDUCATIONAL OBJECTIVES: *ELEMENTARY SECONDARY EDUCATION
IT - *EVALUATION CRITERIA; *GUIDES; QUESTIONNAIRES; *SAFETY EDUCATION
ST - BIA: *BUREAU OF INDIAN AFFAIRS
AB - DESIGNED TO ASSIST BUREAU OF INDIAN AFFAIRS SCHOOL OFFICIALS IN
THE IDENTIFICATION OF SAFETY EDUCATION PROGRAM NEEDS. THIS
EVALUATION GUIDE FOCUSES UPON THE BASIC OPERATIONAL COMPONENTS IN
A SAFETY-EDUCATION PROGRAM THE MEANS FOR ESTABLISHING AN
EVALUATION DESIGN FOR SAFETY EDUCATION ARE PRESENTED VIA A
FLEXIBLE MODEL APPROPRIATE FOR MOST TYPICAL K-12 SCHOOLS.
SPECIFICALLY, THIS GUIDE INCLUDES: (1) A GENERAL EVALUATION PLAN
WITH STEP BY STEP OPERATIONAL PROCEDURES; (2) CURRICULUM
SUGGESTIONS (TRAVEL SAFETY; HOME AND FARM SAFETY; JOB SAFETY;
SCHOOL SAFETY; RECREATIONAL SAFETY; FIRE PREVENTION AND
PROTECTION; FIRST AID; AND DRIVER EDUCATION); (3) EDUCATIONAL
OBJECTIVES; (4) THE ROLE OF SAFETY EDUCATION IN AN EDUCATIONAL
PROGRAM; (5) CRITERIA FOR THE EVALUATION OF SAFETY EDUCATION IN
AMERICAN INDIAN EDUCATION (PROGRAM OBJECTIVES; ADMINISTRATION;
CURRICULUM; IN-SERVICE TRAINING; AUDIO-VISUAL AIDS; BUDGET;
SAFETY HANDBOOK; ACCIDENT REPORTING FORMS; SAFETY ORGANIZATIONS;
SAFETY IN SHOPS; INSPECTION FOR FIRE SAFETY; TRAFFIC SAFETY;
FIRST AID; FIRST AID SUPPLIES; BICYCLE IN-SERVICE TRAINING); (5)
SAMPLES OF PRE-TESTED QUESTIONNAIRES FOR STUDENTS, TEACHERS.
OVERVIEW OF CURRENT STRATEGIES OF THE MULTICULTURAL/BILINGUAL DIVISION AT THE NATIONAL INSTITUTE OF EDUCATION.

O'MALLEY, J. MICHAEL; CARLOS, MANUEL

APR 75

PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (SAN FRANCISCO, CALIFORNIA, APRIL 21, 1976)

THE MULTICULTURAL/BILINGUAL DIVISION AT NIE WAS ESTABLISHED IN JANUARY OF 1975 AS A REFLECTION OF THE INCREASED ATTENTION TO CULTURAL AND LINGUISTIC FACTORS IN EDUCATION. THE EMERGENCE OF THIS INTEREST IN MINORITY EDUCATION PROGRAMS AND RESEARCH CAN BE TRACED THROUGH THREE PHASES OF ACTIVITY: (1) ADOPTION AND MANAGEMENT OF OE-TRANSFERRED PROJECTS, AND PROMOTION OF FIELD-INITIATED RESEARCH; (2) COMPLETION OF 10 MULTICULTURAL PLANNING CONFERENCES AND CONTINUATION OF SUPPORT FOR SELECTED PROJECTS; AND (3) CREATION OF THE DIVISION. SYNTHESIS OF PLANNING CONFERENCES, AND COMPLETION OF THE FIRST PROGRAM PLAN BEGINNING TO SYSTEMATICALLY FOCUS ON NEEDS IN THE FIELD. A NEW CONCEPTUAL FRAMEWORK PROPOSES A DEFINITION OF MULTICULTURAL EDUCATION, IDENTIFIES THE RELATIONSHIP BETWEEN MULTICULTURAL AND BILINGUAL EDUCATION, AND DRAWS FROM THE DEFINITION A STATEMENT THAT INFORMATION ABOUT CULTURAL AND LINGUISTIC COMMUNITIES SHOULD BE USED IN THE DEVELOPMENT OF INSTRUCTIONAL PROGRAMS FOR CHILDREN OF ETHNIC MINORITY BACKGROUND OF LIMITED ENGLISH-SPEAKING ABILITY.

THE NEW FRAMEWORK ALSO PROVIDES A STRUCTURE FOR ORGANIZING AND ASSIGNING PRIORITIES TO CONTINUING AND PROPOSED DIVISION ACTIVITIES. (AUTHOR/AM)
PRESENTING A COMPARATIVE ANALYSIS OF SEVEN DIFFERENT SCIENCE PROGRAMS DESIGNED FOR EDUCATION AT THE ELEMENTARY LEVEL. THESE PROCEEDINGS FOCUS ON SCIENCE EDUCATION TRAINING AND LEADERSHIP ROLES FOR BUREAU OF INDIAN AFFAIRS EDUCATORS. INCLUDED ARE: (1) A DESCRIPTION OF THE UNIVERSITY OF NEW MEXICO'S SUMMER TRAINING PROGRAM, DETAILING PROGRAM OBJECTIVES, ACTIVITIES, AND EVALUATION PROCEDURES; (2) THE PHILOSOPHY OF SCIENCE (DISTINCTIONS BETWEEN PROCESS AND PRODUCTS); (3) THE GOALS OF SCIENCE EDUCATION (CRAIG'S "BASIC PURPOSE", NEWPORT'S SIX BASIC GOALS, THE SCIENTIFICALLY LITERATE PERSON, BASIC TRAINING ASSUMPTIONS); (4) AN OVERVIEW OF THE SEVEN SCIENCE PROGRAMS, DETAILING COSTS AND OBJECTIVES (SCIENCE CURRICULUM IMPROVEMENT STUDY: SCIENCE A PROCESS APPROACH; INDIVIDUALIZED SCIENCE; CONCEPTUALLY ORIENTED PROGRAM IN ELEMENTARY SCIENCE; OUTDOOR BIOLOGY INSTRUCTIONAL STRATEGIES; SPACE TIME ENERGY AND MATTER; ELEMENTARY SCIENCE STUDY); (5) A COMPARATIVE ANALYSIS OF THE SEVEN PROGRAMS BY PROGRAM PARTICIPANTS IN TERMS OF PROCESS (OBSERVING, MEASURING, RECORDING, INTERPRETING DATA, USING DATA, PREDICTING, CLASSIFYING, ETC.) AND GENERAL CHARACTERISTICS (GRADE LEVEL, ACTIVITY AND/OR PROCESS, ORIENTATION: TEACHER AND STUDENT MATERIALS AVAILABLE: NONREADING: LIFE, PHYSICAL, OR GENERAL SCIENCE: COMPLETE OR SUPPLEMENTARY PROGRAM: ETC.).

VALUE ORIENTATION - A STRATEGY FOR REMOVING BARRIERS.

AN - ED125811
CHAN - RCO09292
TI - VALUE ORIENTATION - A STRATEGY FOR REMOVING BARRIERS.
AU - ROSS, ALLEN CHUCK; BRAVE EAGLE, DOROTHY
OS - COALITION OF INDIAN CONTROLLED SCHOOL BOARDS, INC., DENVER, COLO
PD - MAR '75
NO - 15P
IS - RIE76NOV
PR - EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE.
DT - G
IT - ACTIVITIES; *AMERICAN INDIANS; *COMPARATIVE ANALYSIS
IT - *CULTURAL DIFFERENCES; CULTURE CONFLICT; CURRICULUM DEVELOPMENT
IT - *FAMILY INVOLVEMENT; *GROUP NORMS; *GUIDES; *MIDDLE CLASS NORM
IT - *RELIGION; *RESERVATIONS (INDIAN); *SELF ESTEEM; *SOCIAL VALUES; *TIME
IT - *VALUES
ST - *SIoux (LAKOTA); SOUTH DAKOTA (PINE RIDGE RESERVATION)
AB - DESIGNED FOR USE IN CURRICULUM DEVELOPMENT. THIS VALUE ORIENTATION PACKET ADDRESSES THE CULTURAL VALUE ORIENTATIONS OF AMERICAN INDIANS (SPECIFICALLY, THE LAKOTA ON THE PINE RIDGE RESERVATION IN SOUTH DAKOTA) AND THOSE OF MAINSTREAM SOCIETY IN AN EFFORT TO HELP INDIVIDUALS UNDERSTAND THAT VALUES DIFFER FROM CULTURE TO CULTURE. SPECIFICALLY, THIS PACKET INCLUDES THE
FOLLOWING: (1) A LIST, COMPARING THE VALUE ORIENTATIONS OF THE LAKOTA WITH THOSE OF MAINSTREAM SOCIETY (BRAVERY; GENEROSITY; ECONOMICS; FORTITUDE; WISDOM; COMPETITION; MATERIALISM; COMPASSION; WEALTH; TIME; AGE; RELIGION; EDUCATION; MEDICINE; SEXOLOGY; DIET; NATURE; FAMILY; CHILD DISCIPLINE; TRUST): (2) A VALUE ORIENTATION DIAGRAM INVOLVING CORRELATIONS BETWEEN VALUE ORIENTATIONS AND ACTIVITIES WHICH: COST MORE THAN A DOLLAR; INVOLVE COMPETITION: ARE DONE WITH THE FAMILY; UTILIZE CLASSROOM KNOWLEDGE; ARE DONE AS A LEADER; INVOLVE NATIVE RELIGION; ARE INTELLECTUAL; REQUIRE PRIVATE OWNERSHIP; ARE PHYSICAL; INVOLVE GIVING OR SHARING; REFLECT PARENTAL ORIENTATION; ARE TIME ORIENTED; INCREASE SELF-RESPECT; HELP OTHERS; AND REQUIRE INDIVIDUAL COURAGE: (3) DIRECTIONS FOR USING THE VALUE ORIENTATION DIAGRAM: (4) DIRECTIONS FOR MAKING GROUP COMPARISONS.
INDIAN'S POSITION IN COMBATTING CONTEMPORARY SOCIAL PROBLEMS.
SPECIAL PRIORITIES RECOMMENDED WERE CONTINUATION AND REFINEMENT
OF THE TASK FORCE'S AMERICAN INDIAN INSTITUTE AND PROCUREMENT OF
ADDITIONAL TRAVEL FUNDS. (JC)

THE RED SCHOOL HOUSE: AN ALTERNATIVE EDUCATION.
AMERICAN INDIAN JOURNAL: 2: 2: 10-12
FEB 76
CIJE76
THE RED SCHOOL HOUSE: OJIBWAYS; MINNESOTA (AT PAUL)
FOUNDED IN 1971 IN ST. PAUL, MINNESOTA. THE RED SCHOOL HOUSE
OFFERS A MODEL CURRICULUM WHICH BLENDS ACADEMICS AND AMERICAN
INDIAN CULTURE ASSEMBLED BY THE STUDENTS, STAFF, PARENTS, AND THE
DIRECTOR, EDDIE BENTON BANAI. (JC)

A SELECTED ANNOTATED BIBLIOGRAPHY OF MATERIAL RELATING TO RACISM,
BLACKS, CHICANOS, NATIVE AMERICANS AND MULTI-ETHNICITY. VOL. 4.
MICHIGAN EDUCATION ASSOCIATION, EAST LANSING. DIV. OF MINORITY
AFFAIRS.
75
87p.; FOR VOLUMES 1, 2 AND 3, SEE ED 069 445 AND UD 015 623 AND UD
015 624 RESPECTIVELY
RIE76MAY
EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE
DIVISION OF MINORITY AFFAIRS, MICHIGAN EDUCATION ASSOCIATION,
P.O. BOX 673, EAST LANSING, MICHIGAN 48823 (PRICE NOT QUOTED)
L
AMERICAN HISTORY; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS
*ANNOTATED BIBLIOGRAPHIES; CURRICULUM DEVELOPMENT
ELEMENTARY EDUCATION; FILMS; INSTRUCTIONAL MATERIALS
*LATIN AMERICAN CULTURE; *NEGRO CULTURE; NEGRO HISTORY
PHONOGRAPH RECORDS; *RACISM; SECONDARY EDUCATION
UNITED STATES HISTORY
THIRD WORLD
VOLUME FOUR OF THIS SELECTED ANNOTATED BIBLIOGRAPHY IS COMPOSED
OF THE MOST RECENTLY DISCOVERED MATERIALS, PERTAINING TO BLACKS,
LATINOS, NATIVE AMERICANS, MULTI-ETHNICITY AND RACISM. LIKE THE
THREE PREVIOUS ANNOTATED BIBLIOGRAPHIES, IT IS CONSIDERED TO
REFLECT ONLY THAT MATERIAL WHICH IS HELD TO BE MOST
REPRESENTATIVE AND MOST RELEVANT IN TERMS OF THE INVOLVEMENT AND
CONTRIBUTIONS THAT THIRD WORLD PEOPLE HAVE MADE IN THE
DEVELOPMENT OF THE UNITED STATES AND THE CLIMATE OF THE TIMES
DURING WHICH SUCH INVOLVEMENT AND CONTRIBUTIONS OCCURRED. THE
CONTENTS OF THE BIBLIOGRAPHY ARE ORGANIZED INTO NINE SECTIONS.

AN - ED113072
CHAN - RC009777
TI - A NEW CURRICULUM DESIGN FOR NATIVE AMERICAN SCHOOLS.
AU - SHARPES, DON
OS - AMERICAN INDIAN RESOURCE ASSOCIATES, OGLALA, S. DAK.
OS - NAVAJO COMMUNITY COLL., TCAILE, ARIZ.
PD - 74
NO - 38P.: FOR RELATED DOCUMENTS, SEE RC 008 769-776, 778-803
IS - RIE76FEB
PR - DOCUMENT NOT AVAILABLE FROM EDRS.
AV - NOT AVAILABLE SEPARATELY. SEE RC 008 772. ERIC/CRESS, BOX 3AP, LAS CRUCES, NEW MEXICO 88003 (ON LOAN)
SPO - OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. OFFICE OF INDIAN EDUCATION.
CG - OE-0-73-7094
DT - R
IT - *AMERICAN INDIANS; CHILD DEVELOPMENT: COMMITTEES
IT - *COMMUNITY INVOLVEMENT; CULTURAL AWARENESS; *CULTURAL BACKGROUND
IT - *CURRICULUM DEVELOPMENT: *ELEMENTARY SECONDARY EDUCATION
IT - *ENVIRONMENTAL EDUCATION: EVALUATION; INTEGRATED CURRICULUM
IT - *OBJECTIVES: PLANNING
ST - *INDIANIZATION
AB - THE GOALS OF PLANNING FOR INNOVATION AND REFORM OF AMERICAN INDIAN SCHOOLS SHOULD INCLUDE A CULTURALLY BASED AND CHILD ORIENTED CURRICULUM. THE CURRICULUM DESIGN SHOULD BE BASED ON THE ASSUMPTIONS THAT IT WILL PROVIDE: (1) MOTIVATION AND INTEREST FOR THE YOUTH IT SERVES; (2) CHILDREN WITH THE CAPACITY TO LEARN HOW TO LEARN; (3) AN INDIVIDUALLY BASED GRADING AND EVALUATION SYSTEM; (4) AN ENVIRONMENTAL ORIENTATION; AND (5) TOTAL INTEGRATION WHEREIN TEACHERS PARTICIPATE IN THE PLANNING FUNCTION. UTILIZING INPUT FROM THE TOTAL INDIAN COMMUNITY, A FIRST PRIORITY SHOULD BE DEVELOPMENT OF CULTURALLY BASED MATERIALS WHICH EMPHASIZE LEARNING BY DOING, PSYCHOMOTOR ASSOCIATION, SYMBOLIC ASSOCIATION, DRAMATIZATION, TRIALS, AND ART. IN KEEPING WITH AN ENVIRONMENTAL ORIENTATION, CURRICULUM DESIGN SHOULD STRESS: (1) THE PROTECTION OF LIFE, HEALTH, AND LIVING; (2) THE SECURING OF A LIVING; (3) THE EXPRESSION OF EMOTIONS AND BELIEFS; AND (4) THE ABILITY TO WORK IN GROUPS AND THE DEVELOPMENT OF SOCIAL RESPONSIBILITY. UTILIZING TEACHERS, PARENTS, YOUTH, TRIBAL AND COMMUNITY OFFICIALS, AND OTHERS AS REPRESENTATIVES, A CURRICULUM COMMITTEE SHOULD BE ESTABLISHED TO: (1) OVERSEE ALL CURRICULUM PROJECTS; (2) SET GOALS AND
PRIORITY; (3) REVIEW AND APPROVE CURRICULUM PLANS; (4) ADVISE
THE SCHOOL BOARD OF COMMUNITY PARTICIPATION; AND (5) EVALUATE THE
CURRICULUM. (JC)

AN - ED113067
CHAN - RCO08772
TI - INDIAN EDUCATION CONFRONTS THE SEVENTIES. FIVE VOLUMES: VOLUME
II: THEORETICAL CONSIDERATIONS IN INDIAN EDUCATION.
AU - DELORIA, VINE, JR., ED.
OS - AMERICAN INDIAN RESOURCE ASSOCIATES, OGLALA, S. DAK.
OS - NAVAJO COMMUNITY COLL., TSAILE, ARIZ.
PQ - 74
NO - 260P.: FOR RELATED DOCUMENTS, SEE RC 008 769-771, 773-803
IS - R1E766FEB
PR - EDRS PRICE MF-$0.76 HC-$13.32 PLUS POSTAGE
SPO - OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. OFFICE OF INDIAN
EDUCATION.
CG - OE-0-73-7094
DT - R
IT - *AMERICAN INDIANS: CAREER EDUCATION; *CULTURAL AWARENESS
IT - CURRICULUM DEVELOPMENT; EARLY CHILDHOOD EDUCATION; *EDUCATION
IT - EVALUATION; MANPOWER DEVELOPMENT; SCHOOL DISTRICT AUTONOMY
IT - *SELF ACTUALIZATION; TESTING; *THEORIES
ST - *INDIANIZATION
AB - PRESENTING SIX POSITION PAPERS, THIS PUBLICATION IS THE SECOND IN
A SERIES OF FIVE VOLUMES ON AMERICAN INDIAN-EDUCATION. PAPERS ARE
TITLED AS FOLLOWS: (1) "THE THEORY OF INDIAN CONTROLLED SCHOOLS"
(INDIAN CONTROL OF EDUCATION IS PERCEIVED AS THE BASIS FOR A
CULTURAL RENEWAL PROCESS IN WHICH THE PROBLEMS OF CONTEMPORARY
IDENTITY AND PURPOSE ARE RESOLVED); (2) "A THEORY OF
VOCATIONAL-TECHNICAL CAREER EDUCATION" (VOCATIONAL TRAINING
MODELS ARE CONSIDERED IN TERMS OF THE ONGOING DEVELOPMENTS IN
NON-INDIAN AMERICA AND THE PROGRESSIVE DEVELOPMENTS IN INDIAN
COMMUNITIES); (3) "TESTING, EVALUATION, AND THE INDIAN EDUCATION
ACT OF 1972" (TESTING CRITERIA, PARTICULARLY THE
CRITERION-REFERENCED TEST, ARE PROPOSED FOR USE IN INDIAN
EDUCATION); (4) "EARLY CHILDHOOD EDUCATION PROGRAM MODELS"
(DRAWING UPON A LONGITUDINAL STUDY OF THE "FOLLOW THROUGH"
PROGRAM, NUMEROUS MODELS OF EARLY CHILDHOOD EDUCATION ARE
CONSIDERED); (5) "A NEW CURRICULUM DESIGN FOR NATIVE AMERICAN
SCHOOLS" (CONSIDERATION IS GIVEN TO CURRICULUM DESIGNED TO
EMPHASIZE TRIBAL HISTORY, CULTURE, TRADITIONS, AND THE IMMEDIATE
COMMUNITY ENVIRONMENT); (6) "PERSPECTIVE ON MANPOWER PLANNING"
(CONSIDERATION IS GIVEN TO A PHILOSOPHY OF EDUCATIONAL MANPOWER
PLANNING THAT EMPHASIZES INNOVATIVE PROGRAMS DESIGNED BY INDIAN
COMMUNITIES TO PROMOTE BOTH INTERCULTURALISM AND PRIDE IN
HERITAGE). (JC)
In recognition of the uniqueness of the Native American cultures, the University of the State of New York Regent's have prepared an educational policy statement encompassing proposed action and providing for Native American cultural transition and adaptation without loss of cultural identity. The Regents recommend that:

1. A statewide Native American Education Advisory Committee be established to include representatives from each tribe and the off-reservation urban population;
2. Native American Advisory Boards be established for each tribal group;
3. School boards be urged to develop employment policies enabling more Native Americans to be employed as certified instructional and non-instructional personnel;
4. Teacher training institutions develop courses relative to Native American cultural heritage;
5. Elementary/Secondary curriculums incorporate special bilingual/bicultural instructional programs and materials;
6. The education department promote and assist tribal communities in the development of continuing education programs;
7. Postsecondary grant-in-aid programs extend opportunities to Native Americans on and off reservations;
8. Postsecondary guidance counseling services be provided;
The purpose of this bulletin is to inform teachers and other school staff about new requirements, effective in 1974-75, for all Bureau of Indian Affairs (BIA) and tribal-contract schools to develop curriculum units relating to citizenship training and/or student rights and responsibilities in all grades K through post-secondary. Intended primarily for use by classroom teachers, these curriculum requirements are closely related to new administrative policies to assure: (1) due process for all students accused of serious infractions and (2) student participation in rule-making relating to student rights and responsibilities. To provide perspective, the historical background of the new BIA policies is summarized. This background is shown to be related to the current nationwide movement to improve the teaching of U.S. government and the underlying concepts of fairness, justice, and democracy. Two case studies are given to offer additional suggestions, worked out as specific examples. (Author/No)

AN - ED108843
CHAN - RC008680
TI - NATIVE INDIAN STUDIES AND CURRICULUM DEVELOPMENT PROGRAMS: A DESCRIPTIVE MAILING LIST.
AU - MITCHELL, MARJORIE, COMP.
OS - BRITISH COLUMBIA INTERCULTURAL CURRICULUM PROJECT. VICTORIA.
PD - AUG 74
NO - 26P.
IS - R1E75NOV
PR - EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
AV - INTERCULTURAL CURRICULUM PROJECT. STUDIES OF INTERCULTURAL EDUCATION. UNIVERSITY OF VICTORIA, VICTORIA, BRITISH COLUMBIA, CANADA V8W 2Y2 ($1.00)
DT - D
IT - AMERICAN INDIAN CULTURE; *AMERICAN INDIANS: BOOKLISTS
IT - *CULTURAL AWARENESS; *CURRICULUM DEVELOPMENT; *DIRECTORIES
IT - ELEMENTARY SECONDARY EDUCATION: HIGHER EDUCATION
IT - *INSTRUCTIONAL MATERIALS; PROJECTS; TRIBES
ST - ALASKA: CANADA; UNITED STATES
AB - THE OUTGROWTH OF CORRESPONDENCE WITH NATIVE INDIAN EDUCATION PROGRAMS AND CURRICULUM PROJECTS ALL OVER NORTH AMERICA. THIS DIRECTORY PRESENTS MAILING ADDRESSES AND BRIEF DESCRIPTIONS OF MATERIAL NEEDS FOR SOME 96 ENTRIES. ORGANIZED VIA CANADIAN PROVINCES AND U.S. STATES. ENTRIES ARE DIVIDED INTO 4 CATEGORIES AS FOLLOWS: (1) CANADIAN NATIVE INDIAN STUDIES (FOR ELEMENTARY, SECONDARY, AND HIGHER EDUCATION); (2) CANADIAN CURRICULUM DEVELOPMENT PROJECTS (PRIMARILY ELEMENTARY/SECONDARY MULTI-MEDIA MATERIALS); (3) AMERICAN NATIVE INDIAN STUDIES PROGRAMS (HIGHER EDUCATION, INDIAN STUDENT PREPARED MATERIALS AT THE ELEMENTARY/SECONDARY LEVELS, AND INDIAN TEACHER EDUCATION); (4)

AN - ED108816
CHAN- RC00B621
TI - A WASHINGTON STATE INDIAN PROJECT TO DEVELOP A CULTURALLY-BASED OCCUPATIONAL CAREER AWARENESS CURRICULUM. FINAL REPORT.
AU - MURPHY, DONALD J.
PD - JAN 74
NO - 31P.
IS - RIE75NOV
PR - EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
SPO - NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (DHEW/OE), WASHINGTON, D.C.
CG - OEG-0-72-1213
BN - P-R-2-0104
DT - R
IT - *AMERICAN INDIANS: *CAREER AWARENESS: *CULTURAL BACKGROUND
IT - *CURRICULUM DEVELOPMENT: EVALUATION: INSTRUCTIONAL MATERIALS
IT - LEADERSHIP: MODELS: *PRIMARY EDUCATION: RESERVATIONS (INDIAN)
IT - TRIBES
ST - *WASHINGTON STATE
AB - UTILIZING DATA DERIVED FROM THE CLALLAM, LUMMI, YAKIMA, SPOKANE, AND KALISPEL TRIBES. A CURRICULUM MODEL WAS DEVELOPED TO MEET THE NEEDS OF AMERICAN INDIAN CHILDREN ENROLLED IN WASHINGTON STATE PRIMARY SCHOOLS. PROJECT OBJECTIVES WERE TO: (1) INCREASE ADULT AND PARENTAL INDIAN INVOLVEMENT IN THE EDUCATIONAL PROCESS; AND (2) MOTIVATE INDIAN PUPILS TOWARD OCCUPATIONAL AWARENESS AND VOCATIONAL INCENTIVE VIA USE OF CULTURAL MATERIALS EMPHASIZING NATIVE AMERICAN OCCUPATIONAL HISTORY. PRESENT CAREER OPPORTUNITIES, AND STATE AND FEDERAL INDIAN LEADERSHIP MODELS, DESIGNED TO ENCOMPASS PAST, PRESENT, AND FUTURE INDIAN OCCUPATIONAL ORIENTATIONS. THE MODEL INVOLVED THE FOLLOWING DEVELOPMENT PROCESS: (1) INITIAL CONTACT WITH TRIBE; (2) TRIBAL LIAISON GROUPS APPOINTED; (3) TRIBAL GROUP RECOMMENDED PERSONS FOR EMPLOYMENT AS INTERVIEWERS; (4) TRIBAL INTERVIEWERS TRAINED; (5) DATA COLLECTED AND TRANSCRIBED; (6) STAFF IDENTIFIED CURRICULUM CONTENT; (7) DATA AND CONTENT REVIEWED BY TRIBAL LIAISON/GROUP; (8) CURRICULUM PRODUCTS SCRIPTED; (9) SCRIPTS REVIEWED BY TRIBAL LIAISON/GROUP; (10) SCRIPTS AND STORIES AND/OR VISUALS REVIEWED BY TRIBAL GROUPS; (11) CURRICULUM PRODUCTS PRODUCED; (12) PRODUCTS PLACED IN SCHOOLS AND TRIBES FOR EVALUATION; (13) EVALUATIONS REPORTED; (14) REVISIONS MADE; AND (15) PROJECT DISSEMINATED. TEACHERS WHO USED AND EVALUATED THE MATERIALS FOUND THEM TO BE WELL DEVELOPED, STIMULATING, AND GENERALLY VALUABLE. (JC)
The social studies unit presented in this paper is intended to continue for one semester. Its purpose is to develop a greater understanding of the student's: (1) own history and cultural heritage and (2) self-growth. Designed so that the students themselves are the researchers and explicators of their own cultures, the unit allows the students to amass information which will help them in explaining who they are to others. The main strategy is to compare the student's own culture with that of another similar, yet distinctly different, group of people—the Navajo of Arizona, who are also Athapaskan speakers. Activities are coordinated with a similar class in Navajoland to allow useful comparisons to be made between the two groups. This paper presents the unit's (1) main ideas and related ideas; (2) objectives; (3) initiating and culminating activities; and (4) developmental activities. Sixteen sources dealing with the Alaskan Athapascons are cited.
APPRECIATION OF THE STUDENT’S CULTURAL HERITAGE; (2) DEVELOP AN INHERENT SENSE OF PRIDE IN THE NATIVE PUPIL; AND (3) STRENGTHEN THE STUDENT’S IDENTITY WITH THE UNIQUE ASPECTS OF HIS HISTORY AND TRADITIONS WHICH ARE RAPIDLY DISAPPEARING FROM THE RURAL ALASKA SCENE. THIS PAPER PRESENTS THE PROCEDURES USED—WORK STUDY GROUPS, INDEPENDENT STUDY, DISCUSSION GROUPS, TEACHER LECTURE, AUDIO-VISUAL AIDS, PUPIL VISITATIONS, AND GUEST SPEAKERS; GENERAL PURPOSE: DESIRED PUPIL SKILL DEVELOPMENT; COURSE OUTLINE; AND MINI-COURSES ATTACHED TO THE “CORE” PROGRAM. A PARTIAL LIST OF MATERIALS USED IN ALASKA NATIVES STUDIES IS INCLUDED. (NQ)

AN - E0103803
CHAN - RCO98608
TI - WRITING SOCIAL STUDIES CURRICULA ON NATIVE CULTURES.
AU - PARNOW, PATRICIA H.
PD - MAY 75
NO - 5P.; FOR RELATED DOCUMENTS, SEE RC 008 607-612
IS - RIE75NOV
PR - DOCUMENT NOT AVAILABLE FROM EDRS
AV - NOT AVAILABLE SEPARATELY, SEE RC 008 607
OT - C
IT - AMERICAN INDIANS; COMMUNITY INVOLVEMENT; COURSE CONTENT
IT - CULTURAL EDUCATION; CURRICULUM DEVELOPMENT
IT - ELEMENTARY SCHOOL CURRICULUM; SOCIAL STUDIES; UNIT PLAN
ST - ALASKA
AB - THERE ARE VIRTUALLY NO SOCIAL STUDIES MATERIALS ON ALASKA NATIVE CULTURES AVAILABLE THROUGHOUT THE STATE WHICH ARE PREPARED IN A SUITABLE FORM FOR ELEMENTARY LEVEL STUDENTS. FEDERALLY FUNDED PROGRAMS EMPHASIZING NATIVE CULTURE FALL INTO 2 GENERAL CATEGORIES: (1) ARTS AND CRAFTS PROGRAMS AND (2) HIGH SCHOOL CULTURE-HISTORY COURSES. HOWEVER, A CRITICAL NEED STILL EXISTS IN 3 AREAS: (1) MATERIALS ON CULTURAL CONCEPTS AND HISTORICAL MATERIALS WHICH ARE PREPARED SPECIFICALLY FOR ELEMENTARY GRADES; (2) MATERIALS WHICH CAN BE EASILY DISTRIBUTED TO STUDENTS IN A NUMBER OF SCHOOLS, BOTH URBAN AND RURAL; AND (3) MATERIALS WHICH DO NOT DEPEND ON THE EXPERTISE OF ANY PARTICULAR INDIVIDUAL, SUCH AS A TEACHER OR LOCAL RESOURCE PERSON, BUT WHICH CAN BE USED REGARDLESS OF THE TEACHER’S EDUCATIONAL BACKGROUND. IN RESPONSE TO THESE NEEDS, THE ALASKA NATIVE EDUCATION BOARD BEGAN WORK ON ELEMENTARY LEVEL SOCIAL STUDIES CURRICULA ON THE NATIVE CULTURES OF ALASKA. THE BOARD FOUND 6 FACTORS TO BE EXTREMELY IMPORTANT IN PLANNING THE UNITS: (1) THE STUDENTS; (2) THE TEACHERS; (3) THE SUBJECT MATTER; (4) THE TIME FRAME; (5) THE SCHOOL SETTING; AND (6) THE COMMUNITY. THIS PAPER BRIEFLY DISCUSSES THESE 6 FACTORS. BASED ON THESE FACTORS, A SAMPLE CURRICULUM MODEL IS GIVEN. (NQ)
THE ALASKA EDUCATIONAL PROGRAM FOR INTERCULTURAL COMMUNICATION (AEPIC) BROUGHT TOGETHER TEACHERS TO SHARE THEIR PRACTICAL METHODS OF INCORPORATING COMMUNITY-ORIENTED, MULTICULTURAL COMPONENTS INTO THEIR DAILY TEACHING SCHEDULE. DESIGNED AS REGIONAL IN NATURE TO ALLOW FOR A SHARPER FOCUS ON THE AREA’S ATHABASCAN CULTURE, THE WORKSHOP WAS ATTENDED BY 15 TEACHERS FROM INDEPENDENT SCHOOL DISTRICTS, BUREAU OF INDIAN AFFAIRS SCHOOLS, AND ALASKA STATE OPERATED SCHOOLS. THESE TEACHERS REPRESENTED BOTH ELEMENTARY AND SECONDARY LEVELS, VARIOUS DISCIPLINE AREAS (SCIENCE, SOCIAL STUDIES, LANGUAGE ARTS), AND NEW AND SEASONED TEACHERS WHO WERE ACTUALLY DOING MULTICULTURAL AND COMMUNITY-ORIENTED THINGS AS PART OF THEIR REGULAR, EVERYDAY CURRICULUM. THIS REPORT PRESENTS: (1) 12 PAPERS PRESENTED BY THE PARTICIPANTS; (2) IDEAS AND STRATEGIES BROUGHT OUT IN CONVERSATION AND SUMMARIZED FOR EASIER READING; AND (3) A LISTING OF MATERIALS SUCH AS TEACHER AND STUDENT REFERENCES, CANADIAN MATERIALS, FILMS, KITS, NEWSPAPERS, RECORDS, VIDEO TAPES, FUNDING SOURCES, AND CROSS-CULTURAL EDUCATIONAL DEVELOPMENT PROGRAM (X-CED) MATERIALS. AMONG THE PAPERS ARE: "WRITING SOCIAL STUDIES CURRICULA ON NATIVE CULTURES"; "ALASKA NATIVES COURSE OF STUDY"; "COMPARATIVE ATHAPASCAN CULTURE"; "SCIENCE IN RURAL SCHOOLS"; "SUMMER CAMP"; AND "CULTURALLY RELEVANT LEARNING SITUATIONS FOR ATHABASCAN CHILDREN". (NQ)
THE INDIAN EDUCATION ACT OF 1972: REPORT OF PROGRESS FOR THE FIRST YEAR OF THE PROGRAM

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION
WASHINGTON, D.C.

31 MAR 74

49P.
FOR RELATED DOCUMENT, SEE RC 008 557

DOCUMENT NOT AVAILABLE FROM EDRS.

NOT AVAILABLE SEPARATELY. SEE RC 008 567

OFFICE OF EDUCATION (DHEW). WASHINGTON. D.C. OFFICE OF INDIAN EDUCATION.

ACADEMIC ACHIEVEMENT; ADMINISTRATIVE POLICY; ADMISSION CRITERIA

AMERICAN INDIANS; COST EFFECTIVENESS; CURRICULUM DEVELOPMENT

EDUCATIONAL METHODS; EDUCATIONAL NEEDS; EDUCATIONAL OBJECTIVES

ELEMENTARY SECONDARY EDUCATION; GRANTS; HEALTH PROGRAMS

PARENT PARTICIPATION; PROGRAM EVALUATION; SELF CONCEPT

STUDENT DISTRIBUTION; TABLES (DATA)

INDIAN EDUCATION ACT OF 1972

PROGRESS DURING THE FIRST YEAR OF PROGRAM IMPLEMENTATION OF THE AMERICAN INDIAN EDUCATION ACT OF 1972 (IEA) IS REPORTED VIA NARRATIVE AND TABULAR DATA RELATIVE TO THE FOLLOWING: (1) DISTRIBUTION OF INDIAN PUPILS BY STATE; (2) DISTRIBUTION OF IEA FUNDS IN 1973 BY STATE; (3) RELATION BETWEEN SIZE OF GRANT AND NUMBER OF INDIANS WITH THE RECIPIENT LOCAL EDUCATION AGENCY; (4) NUMBER OF INDIAN PUPILS SERVED BY 432 FUNDED PROJECTS; (5) FREQUENT REASONS FOR DENIAL OR REDUCTION OF PART A PROPOSALS.
BILINGUAL EDUCATION FOR INDIANS AND INUIT: THE CANADIAN EXPERIENCE.

THE 1867 BRITISH NORTH AMERICA ACT CONSIGNED RESPONSIBILITY FOR THE EDUCATION OF CANADIAN INDIANS AND INUIT TO THE FEDERAL GOVERNMENT, BUT CHURCHES RAN THE SCHOOLS UNTIL THE POST-WORLD WAR II PERIOD. GOVERNMENT POLICY FROM 1948 UNTIL 1969 ENCOURAGED THE INTEGRATION OF NATIVE CHILDREN INTO PROVINCIAL EDUCATIONAL SYSTEMS. IN 1969 THE GOVERNMENT PROPOSED THAT ALL SERVICES FOR NATIVE PEOPLE BE PROVIDED THROUGH THE SAME AGENCIES SERVING THE MAJORITY OF CITIZENS. NATIVE PEOPLE REJECTED THIS PROPOSAL AND IN 1972 DEMANDED CONTROL OF THEIR EDUCATIONAL SYSTEM IN ORDER TO PRESERVE THEIR CULTURAL IDENTITY. THE FEDERAL GOVERNMENT ACCEPTED THE PRINCIPLE OF INDIAN CONTROL OF INDIAN EDUCATION. CANADIAN ACCEPTANCE OF CULTURAL PLURALISM IS REFLECTED IN OFFICIAL SUPPORT FOR DEVELOPMENTAL STUDIES OF INDIGENOUS LANGUAGES. LANGUAGE PROGRAMS WERE DEVELOPED TO ENABLE INITIAL LITERACY IN INDIGENOUS LANGUAGES. WITH ENGLISH OR FRENCH BECOMING THE LANGUAGE OF INSTRUCTION BY GRADE 4. WHERE PARENTS REQUEST, THE NATIVE LANGUAGE MAY CONTINUE TO BE TAught THEREAFTER. QUALIFIED STAFF SHORTAGES ARE BEING TACKLED THROUGH VARIOUS INNOVATIVE TRAINING PROGRAMS FOR NATIVE TEACHERS AND PARAPROFESSIONALS. EFFORTS ARE UNDERWAY TO ENCOURAGE THE INCLUSION OF NATIVE LANGUAGES IN PROVINCIAL CURRICULA AND TO DEVELOP INSTRUCTIONAL MATERIALS AND STRATEGIES BY CONSULTING NATIVE PARENTS AND ORGANIZATIONS.
The study's purpose was to: (1) describe the kind and extent of identification which members of one group of Alaskan Eskimos made with selected elements of the group's art heritage. (2) relate the foregoing to the problem of identity. And (3) state implications for curriculum development in schools serving Eskimo students. During July 1972, 62 Nunivak Island Eskimos of various ages were interviewed regarding their relationships with selected aspects of traditional arts. Subjects were divided into four age groups: 6-13, 14-25, 26-49, and 50 and over. Interviews were conducted in Cux (the Nunivak dialect of Yukon Eskimo) and in English. Responses were broken down into 72 items for analysis. Relationships between age groups and selected responses were examined. Questions dealing with comparisons of different Nunivak crafts were analyzed by the respondent's sex since some crafts were made mainly by members of one sex. And male and female respondents' outlook might differ regarding the crafts. Some findings were: (1) the older the respondent the more likely he was to recognize traditional art work and to have knowledge of its traditional use; and (2) members of each sex tended to place the most value on the crafts made primarily by members of that sex.
SEVERAL THINGS NEED TO BE CONSIDERED WHEN DESIGNING A BILINGUAL CURRICULUM FOR AND WITH THE NAVAJO COMMUNITY. THE MAJOR CONSIDERATION SHOULD BE THE INVOLVEMENT OF NAVAJO PARENTS AND THE LEADERSHIP OF NAVAJO SCHOOL BOARDS. THE CURRICULUM SHOULD BE DEVELOPED FROM THE NAVAJO POINT OF VIEW ABOUT THEIR WORLD. DESIGNERS OF A BILINGUAL EDUCATION CURRICULUM ALSO NEED TO CONSIDER THE: (1) COMMUNITY’S MAKEUP, ASPIRATIONS, GOALS, AND NEEDS; (2) SKILLS, ATTITUDES, VALUES, AND GOALS WHICH THE COMMUNITY DESIRES FOR ITS STUDENTS; (3) SCHOOL COMMUNITY RELATIONSHIP; (4) SCHOOL’S RELATIONSHIP WITH EXTERNAL AGENCIES (i.e., THE STATE, TRIBE, BUREAU OF INDIAN AFFAIRS); AND (5) TRIBE’S ATTITUDE TOWARD BILINGUAL BICULTURAL EDUCATION.

AB - DESIGNED TO OFFER A DEVELOPING AMERICAN INDIAN STUDIES PROGRAM BASIC LECTURE TOPICS AND SOURCE MATERIALS. THIS GUIDE PRESENTS A MODEL FOR BOTH A QUARTER AND YEAR'S COURSE (THREE QUARTERS) IN CONTEMPORARY INDIAN ISSUES SUITABLE FOR STUDY AT THE COLLEGE LEVEL. MAJOR THEMES FOR THE QUARTER COURSE ARE IDENTIFIED AS: (1) HOW THE INSTITUTIONAL STRUCTURE OF INDIAN AFFAIRS DEVELOPED; (2) CURRENT ECONOMIC AND SOCIAL PROBLEMS OF AMERICAN INDIANS; AND (3) CONTEMPORARY MANIFESTATIONS OF THE INDIAN SPIRIT. BEGINNING WITH THE '1867-68 TREATIES, THERE ARE 17 LECTURES OUTLINED FOR THE QUARTER COURSE DEALING WITH SUCH TOPIC TITLES, AS "THE INDIAN CLAIMS COMMISSION", "THE ERA OF SELF-DETERMINATION", AND "CASE STUDIES OF CONTEMPORARY PROBLEMS." ORGANIZED ON A WEEKLY BASIS, THE MODEL FOR THE YEAR'S COURSE PRESENTS 30 LECTURE SUGGESTIONS (10 PER QUARTER) WITH READING SUGGESTIONS FOR EACH WEEK. THE FALL QUARTER IS DEVOTED TO STUDY OF THE HISTORICAL PERSPECTIVE; THE WINTER QUARTER DEALS WITH ECONOMIC AND HUMAN DEVELOPMENT PROBLEMS; AND THE SPRING QUARTER IS CONCERNED WITH THE CULTURAL VALUES OF THE AMERICAN INDIAN COMMUNITY. REPRESENTATIVE LECTURE TITLES INCLUDE "THE INDIAN REORGANIZATION ACT AND THE ESTABLISHMENT OF TRIBAL GOVERNMENTS", "QUESTIONS OF TRIBAL DEVELOPMENT", AND "FILMS BY AND ABOUT INDIANS." BOTH A FILM AND A GENERAL BIBLIOGRAPHY ARE INCLUDED. (JC)
PROVIDED ARE SPECIAL EDUCATION GUIDELINES (REVISED 1974) FOR EXCEPTIONAL (HANDICAPPED OR GIFTED) AMERICAN INDIAN AND ALASKAN NATIVE CHILDREN FROM BIRTH THROUGH AGE 25 YEARS IN SCHOOLS OPERATED BY THE BUREAU OF INDIAN AFFAIRS (BIA). REVIEWED ARE BROAD PHILOSOPHICAL GUIDELINES EMphasizing INDIVIDUALIZED INSTRUCTION, OBJECTIVES SUCH AS DECREASING SCHOOL DROPOUTS AND PROVIDING BIENNIAL REEVALUATION. POLICIES FOR SPECIAL EDUCATION SUPPORT BY LOCAL AGENCIES AND BIA CENTRAL AND AREA OFFICES, AND SCREENING AND ASSESSMENT PROCEDURES WHICH FOCUS ON SUCH AREAS AS EARLY EDUCATIONAL INTERVENTION AND PARENTAL APPROVAL. IT IS STRESSED THAT THE CATEGORICAL DESCRIPTIONS AND PROGRAM PLACEMENT SUGGESTIONS OFFERED ARE FOR ADMINISTRATIVE PLANNING (NOT FOR LABELING PURPOSES) IN THE FOLLOWING AREAS OF EXCEPTIONALITY: MENTAL RETARDATION, AURAL HANDICAPS, SPEECH-LANGUAGE IMPAIRMENT (INCLUDING STUDENTS WITH LIMITED ENGLISH), VISUAL HANDICAPS, SOCIAL-EMOTIONAL MALADJUSTMENT, PHYSICAL OR HEALTH IMPAIRMENTS, LEARNING DISABILITIES, MULTIPLE HANDICAPS, THE HOMEBOUND, AND THE GIFTED. LISTED ARE PREPARATION AND DUTIES OF PROFESSIONAL PERSONNEL, AND GENERAL SUGGESTIONS ARE OFFERED IN REGARD TO CURRICULUM AND USE OF MATERIALS AND EQUIPMENT. ACCOUNTABILITY IS EXPLORED IN TERMS OF PROGRAM STRUCTURE, STUDENT ANALYSIS AND APPRAISAL, AND ASSESSMENT OF OBJECTIVES. ALSO MENTIONED IS THE NEED FOR PUBLIC RELATIONS INFORMATION EFFORTS. (LH)
Covered in each classroom, a progress report, and an account of achievements constitute the heart of the document. A self-evaluation of three broad aspects of NABE operation (implementation, instructional staff, and administration), and role definitions for personnel conclude the report. Appended are maps, charts, and a budget summary. (Author/AJ)

An Ed101167
Chan CEO02934
Ti El Chicano: A Call for Cohesion.
PD '71
No 144 P.; May be marginally legible
Is RIE75JUN
Pr EDRS Price MF-$0.76 HC-$6.97 plus postage
Dt R
It *Adult Basic Education; *Adult Vocational Education
It American Indians: Bilingual Education: Bilingual Teacher Aides
It Communication Skills; Cooperatives: Curriculum Development
It *Early Childhood Education: Economic Development
It Economic Education: English (Second Language); *Mexican Americans
It *Program Development: Research Needs
Ab The purpose of the paper is to outline some of the problems and constraints which currently prevent the use of scarce resources to provide effective programs for Mexican-Americans and Indians in the Southwestern United States, and to propose a project designed to reduce bureaucratic constraints: Focus is primarily on the preschool and elementary child (on developing programs which will help him negotiate the schools and on charging the schools to meet his needs). In addition, adults are involved in a three-phase program which includes adult basic education, training activities for adults who wish to work as teacher aides, and alternative training activities enabling adults to initiate "cooperatives" for establishing self-directed economic development enterprises of their own. Support activities include specific training for teachers and adults, as well as curriculum development efforts where materials are irrelevant or non-existent. Among the appendices is a 45-page report titled "Research and Development Needs and Priorities for the Education of the Spanish-Speaking People," by Dr. Atilano A. Valencia in 1970, a bureau of research project undertaken by a selected committee for the Southwestern Cooperative Educational Laboratory, Inc. (Author/AJ)

An Ed100564
Chan RC008254
Ti Teacher Education for a Multi-Cultural Society: Overview of a Program.
Au Murphy, D. M.
Os Alaska State Dept. of Education, Juneau.
Pd Dec 74
No 23 P.
AB - A JOINT TEACHER CROPS/CAREER OPPORTUNITIES PROGRAM/STATE OF ALASKA PROJECT IN ITS FIFTH YEAR. CROSS-CULTURAL EDUCATION DEVELOPMENT/ALASKA RURAL TEACHER TRAINING CORPS (X-CED/ARTTC) Focuses on exploration of the ends desirable to meet the educational needs of the culturally different and development of the processes necessary to achieve them. A microcosm of the broader society, it provides a cohesive environment dealing not only with the delivery of instruction but with cross-cultural dynamics and the politics of educational change. X-CED/ARTTC departs from the historical teacher education program in that: (1) the students are field-based; (2) "team leaders" are university instructors with full faculty status, salaried exclusively from state funds and located permanently in the field; and (3) a new and alternative curriculum (in content, process, means, and locale of delivery) is being created by the faculty who combine their knowledge and talents with their experience from living and working in the clientele's cultural environments. This paper presents an overview of the: (1) program's efforts and (2) plan to develop a curriculum which has unique features and will co-exist with the more conventional university offering. The proposed undergraduate and graduate programs are outlined by areas of study and degree emphasis. (NO)

AN - EJ108179
CHAN- S0503409
TI - UTILITY OF FICTION ABOUT THE AMERICAN INDIAN IN THE INTERMEDIATE SOCIAL STUDIES PROGRAM
AU - FISHER, LAURA
SO - SOCIAL STUDIES; 65: 7: 297-299
PD - DEC 74
IS - CJJE75
IT - *AMERICAN INDIANS; *FICTION; *SOCIODEMOGRAPHIC NOVELS
IT - *SOCIODEMOGRAPHIC STUDIES; *ETHNIC STUDIES; EVALUATION CRITERIA
IT - CURRICULUM DEVELOPMENT; CROSS CULTURAL TRAINING
IT - EDUCATIONAL RESEARCH; INTERMEDIATE GRADES
AB - THE AUTHOR ADVOCATES THE USE OF AMERICAN INDIAN FICTION TO TEACH ETHNIC AND SOCIODEMOGRAPHIC CONCEPTS: CRITERIA FOR ANALYZING AND RATING THE CULTURAL AND SOCIODEMOGRAPHIC WORTH OF THE NOVELS ARE PROVIDED. (DE)
THIS CURRICULUM GUIDE SEeks TO PROVIDE TEACHERS WITH A BRIEF ACCOUNT OF FOUR MINORITY GROUPS IN THE UNITED STATES: AFRO-AMERICANS, AMERICAN INDIANS, MEXICAN-AMERICANS, AND PUERTO RICANS. BECAUSE AFRO-AMERICANS CONSIST OF THE LARGEST MINORITY GROUP, THEY ARE DEALT WITH MORE EXTENSIVELY THAN THE OTHER THREE GROUPS. THIS CURRICULUM GUIDE IS DESIGNED TO BE USED BY TEACHERS IN ALL SUBJECT AREAS IN GRADES KINDERGARTEN THROUGH 12. AS THEY INCORPORATE MINORITY HISTORY AND CULTURE INTO THE TOTAL CURRICULUM. TEACHERS SHOULD NOT BE LIMITED BY THE INFORMATION AND SOURCES IN THIS PUBLICATION; DUE TO SPACE LIMITATIONS, THE GUIDE IS A HIGHLIGHTING OF EVENTS RATHER THAN A COMPREHENSIVE HISTORY. THERE ARE THREE WAYS TO LOCATE INFORMATION: BY SUBJECT MATTER, BY DATE, AND BY MEANS OF THE ALPHABETICAL INDEX. TO SPEED THE LOCATION OF MATERIAL PERTAINING TO OHIOANS AND OHIO HISTORY, A COLOR SCREEN HAS BEEN APPLIED TO THIS MATERIAL. THIS CURRICULUM GUIDE LENDS ITSELF TO A VARIETY OF TEACHING METHODS. TWO OF THESE ARE: (1) "PRESENT-TO-PAST." THIS METHOD CAPITALIZES ON STUDENTS' AWARENESS OF CURRENT EVENTS. WHAT IS HAPPENING TODAY IS STUDIED AND DISCUSSED IN RELATION TO FORMER EVENTS. (2) RELATED EVENTS. SINCE NO EVENT OCCURS IN A VACUUM, TEACHERS OF VARIOUS SUBJECTS CAN RELATE THEIR DISCUSSION OF INVENTIONS, SCIENTIFIC DISCOVERIES, ARTISTIC TRIUMPHS, GREAT NEWSPAPER EDITORS, TO OTHER HAPPENINGS OF THE TIME PERIOD BEING DISCUSSED. (AUTHOR/JM)
AN - EJ107819  
CHAN - RC591650  
TI - AN INDIAN MUSIC CURRICULUM  
AU - JOHNSON, THOMAS F.  
SO - JOURNAL OF AMERICAN INDIAN EDUCATION: 14; 1; 18-25  
PD - OCT 74  
IS - CIJE75  
IT - *AMERICAN INDIANS; *AESTHETIC EDUCATION; *CURRICULUM DEVELOPMENT  
IT - *MUSIC EDUCATION; CULTURAL ENRICHMENT; HIGHER EDUCATION  
IT - INSTRUCTIONAL MATERIALS  
ST - *ALASKA

AN - EC099151  
CHAN - RC008215  
TI - EMERGING ROLE OF THE TEACHER AIDE IN NAVAJO EDUCATION. A GUIDE BOOK.  
AU - PRATT, WAYNE T., ED.; RAMEY, JOSEPH H., ED.  
OS - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), WINDOW ROCK, ARIZ.  
PD - 74  
NO - 179P.  
IS - RIE75APR  
PR - EDRS PRICE MF-$0.75 HC-$9.00 PLUS POSTAGE  
DT - C  
IT - *AMERICAN INDIANS; *BILINGUAL EDUCATION; COUNSELING  
IT - CREATIVE ACTIVITIES; CURRICULUM DEVELOPMENT; LANGUAGE ARTS  
IT - PARENT TEACHER COOPERATION; *ROLE PERCEPTION  
IT - SECOND LANGUAGE LEARNING; STORY TELLING; *TEACHER AIDES  
IT - *TEACHING GUIDES; TEAM TEACHING  
ST - *NAVAJOS  
AB - BASED ON THE EXPERIENCES OF 52 NAVAJO TEACHER AIDES IN A 10 WEEK TRAINING COURSE (1974). THIS TEACHER AIDE GUIDE BOOK FOR ALL GRADE LEVELS IS PRIMARILY DESCRIPTIVE. THOUGH "HELPFUL HINTS" ARE PROVIDED FOR TEACHER AIDES IN BUREAU OF INDIAN AFFAIRS SCHOOLS FOR NAVAJO CHILDREN. EMPHASIZING THE IMPORTANCE OF THE TEACHER AIDE'S ROLE IN THE "TEAM TEACHING PROCESS". TEACHER AIDES ARE ENCOURAGED TO ENVISION THEIR ROLE AS A "VITAL LINK IN THE TEAM TEACHING PROCESS" AND TO SEEK FURTHER PROFESSIONAL TRAINING SO THAT THEY ULTIMATELY QUALIFY AS TEACHERS. BRIEF SECTIONS ON THE AMERICAN INDIAN, IN GENERAL, AND THE HISTORY OF INDIAN EDUCATION, IN PARTICULAR, ARE FOLLOWED BY CHAPTERS DEALING WITH: CURRICULUM DEVELOPMENT (DEFINITIONS, CONTRIBUTIONS, AND SUGGESTIONS); LANGUAGE ARTS (EMPHASIS ON THE IMPORTANCE OF COMMUNICATION SKILLS); THE ENGLISH PHONETIC SYSTEM (ILLUSTRATIONS, ARRANGED FOR EASY REPRODUCTION, INCLUDE PICTURES WITH WRITTEN AND PRINTED ALPHABETS); STORYTELLING (THE ART OF STIMULATING STORYTELLING IS DESCRIBED WITH EXAMPLES OF STORIES TOLD BY CHILDREN); CREATIVE ACTIVITIES (25 SPECIFIC ACTIVITIES); COUNSELING (APPROACHES); PARENT/TEACHER RELATIONSHIPS AND PARENT/TEACHER AIDE RELATIONSHIPS (EMPHASIS ON THE IMPORTANCE OF COMMUNICATION); ROLE DIFFERENTIATION (EXAMPLES OF PRACTICES CONSIDERED BOTH HELPFUL AND DETRIMENTAL TO THE TEACHING-LEARNING PROCESS); AND ILLUSTRATED CREATIVE PROJECTS. (JC)
THE UNIVERSITY OF SOUTH DAKOTA OFFERED AN UNUSUAL NEW CLASS ENTITLED "INDIAN PHILOSOPHY OF EDUCATION." DURING THE 1972-73 SCHOOL YEAR. THE CLASS WAS INITIATED IN RESPONSE TO INDIAN LEADERS' REQUESTS TO THE UNIVERSITY FOR EDUCATIONAL LEADERSHIP TRAINED AT THE HIGHEST LEVEL POSSIBLE (DOCTORAL), IN ORDER TO BRING ABOUT INDIAN SELF-DETERMINATION IN EDUCATION. INDIAN DOCTORAL STUDENTS PARTICIPATING IN THE CLASS DID ALL OF THEIR OWN TEACHING AND FURNISHED ALL INPUT FOR THE CLASS. THE FIRST STEP IN THE CLASS ORGANIZATION WAS THE DEVELOPMENT OF A SET OF BASIC BELIEFS COMMON TO ALL PARTICIPANTS. THESE BASIC BELIEFS ARE EXAMINED IN DEPTH IN 10 PERSONAL PHILOSOPHIES WRITTEN BY THE PARTICIPANTS. THE INDIAN PHILOSOPHY OF EDUCATION CLASS EXPRESSED BASIC BELIEFS IN "THE NEED TO BE INDIAN...THE NEED TO DEFINE INDIAN-NESS...THAT EDUCATION IS A MORAL DEVELOPMENT, NOT ONLY AN INTELLECTUAL ONE...THAT CONTEMPLATION IS THE WAY TO REALITY AND ULTIMATE TRUTH...THAT MAN WITHOUT THE SUPREME BEING IS HELPLESS AND INSIGNIFICANT...THAT A SUCCESSFUL PERSON IS ONE WHO HAS HUMILITY...SELF-DENIAL...AND WISDOM...THE NEED TO KNOW INDIAN ANCESTRY...THE RETURN TO INDIAN VALUES." THE 1972-73 CLASS IS THE FIRST FALTERING STEP TOWARDS A FULL-BLOWN INDIAN EDUCATION PHILOSOPHY. OTHER INDIAN STUDENTS WILL COME ALONG, BUILD ON, MODIFY OR ADD TO THESE FIRST BUILDING BLOCKS--LANDMARKS IN INDIAN EDUCATIONAL LITERATURE. (AH)
IN COMPLIANCE WITH FEDERAL REGULATIONS, THE STATE OF IDAHO SUBMITTED THIS 1971-72 ANNUAL REPORT TO THE BUREAU OF INDIAN AFFAIRS REGARDING THEIR EDUCATIONAL FUNDS UNDER THE JOHNSON-O’MALLEY (JOM) PROGRAM. SUPPORT FOR THE EDUCATION OF PUBLIC SCHOOL STUDENTS IS PROVIDED BY THE STATE FOUNDATION PROGRAM. JOM FUNDS AND THE INDIAN EDUCATION PROGRAM AFFECT 14 SCHOOL DISTRICTS. THE MAJOR OBJECTIVES OF THE IDAHO INDIAN EDUCATION PROGRAM WERE TO: (1) ASSIST PUBLIC SCHOOLS WITH CATEGORICAL GRANTS-IN-AID; (2) ENCOURAGE NEW PROGRAMS AND APPROACHES TO LEARNING AND TEACHING; (3) BRING ABOUT BETTER UNDERSTANDING AND COMMUNICATION BETWEEN THE SCHOOL AND COMMUNITY; (4) PROVIDE INSERVICE TRAINING FOR TEACHERS AND TEACHER AIDES; (5) MAKE POSSIBLE THE PARTICIPATION OF ALL INDIAN STUDENTS IN SCHOOL ACTIVITIES AND PROGRAMS BY PROVIDING FUNDS TO SCHOOLS FOR COSTS AND FEES NORMALLY PAID BY PARENTS. JOM FUNDS HAVE HELPED TO PROVIDE THE EXPENSES OF KINDERGARTENS, SUMMER PROGRAMS, WORKSHOPS FOR TEACHERS, AND MANY OTHER SPECIAL PROGRAMS THAT STATE FUNDING ALONE COULD NOT PROVIDE. NEW LEGISLATION THAT TOOK OVER MOST OF THE FUNDING OF THE LUNCH PROGRAM, LEFT THE JOM LUNCH FUNDS TO BE CHANNELED INTO OTHER SPECIAL PROGRAMS. STATISTICAL TABLES AND CHARTS COVERING SUCH ITEMS AS ENROLLMENT AND TRANSPORTATION, ATTENDANCE, SCHOOL DISTRICT TAX LEVIES, DROP OUT RATE, AND JOM FINANCIAL REPORTS FOR THE STATE AND THE SCHOOL DISTRICTS COMPRIS THE MAJORITY OF THE DOCUMENT. (AH)
THE UNITED STATES GOVERNMENT FOR JOHNSON-O’MALLEY (JOM) FUNDS TO EDUCATE AMERICAN INDIANS IN IDAHO. THE METHODS OF FINANCING ARE GIVEN, AND THE STATE FOUNDATION PROGRAM IS DESCRIBED. JOM FUNDS AND THE INDIAN EDUCATION PROGRAM AFFECT 14 DISTRICTS AND ARE SET UP TO: (1) ASSIST PUBLIC SCHOOLS WITH CATEGORICAL GRANTS-IN-AID; (2) ENCOURAGE NEW PROGRAMS AND APPROACHES TO LEARNING AND TEACHING; (3) BRING ABOUT UNDERSTANDING AND COMMUNICATION BETWEEN SCHOOL AND COMMUNITY; (4) PROVIDE INSERVICE TRAINING FOR TEACHERS AND TEACHER AIDES; AND (5) MAKE POSSIBLE PARTICIPATION OF ALL AMERICAN INDIAN STUDENTS IN SCHOOL ACTIVITIES AND PROGRAMS BY PROVIDING FUNDS TO SCHOOLS, TAKING CARE OF COSTS AND FEES NORMALLY PAID BY PARENTS. THESE JOM FUNDS ARE BRINGING MORE OF THE AMERICAN INDIAN CULTURE AND HERITAGE INTO THE SCHOOL CURRICULUM AND TEXTS: UPGRADING LIBRARIES; EMPLOYING COUNSELORS; PROVIDING KINDERGARTENS; BROADENING EXTRA-CURRICULAR ACTIVITIES (CLUBS, TOURS); AND PROVIDING OTHER SERVICES FOR THE AMERICAN INDIAN STUDENT. THE MAJORITY OF THE DOCUMENT IS COMPRISEO OF STATISTICAL TABLES AND DATA THAT COVER SUCH AREAS AS STATE AND JOM ENROLLMENT, TRANSPORTATION, ATTENDANCE, SCHOOL LUNCHES, PUBLIC LAW 874, AND JOM FINANCIAL REPORTS FOR THE STATE AND FOR EACH SCHOOL DISTRICT. (AH)
STUDENTS. A HISTORICAL SKETCH OF ALASKA AND ITS PRESENT ECONOMY
AND GOVERNMENT ARE INCLUDED. THE GEOGRAPHIC DIVISION OF ALASKA
AND THE DISTRIBUTION OF ESKIMOS, AMERICAN INDIANS, AND ALEUTS ARE
DESCRIBED. LISTS OF FACTS AND FIGURES, HISTORICAL MILESTONES,
INFORMATION SOURCES, AND MISCELLANEOUS INFORMATION CONCLUDE THE
BOOKLET. (AH)

AN - ED097145
CHAN - RC008148
TI - IMPACTE: A DESCRIPTIVE REPORT AND EVALUATION OF THE FIRST 18
MONTHS, INDIAN AND METIS PROJECT FOR CAREERS THROUGH TEACHER
EDUCATION
AU - SIMON, ROGER I., COMP.; AND OTHERS
OS - DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT, OTTAWA
(ONTARIO).
PD - 73
NO - 75P.
IS - R1E75FEB
PR - EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE
DT - R
IT - *AMERICAN INDIANS; *CAREER EDUCATION; CHANGE STRATEGIES
IT - CURRICULUM DEVELOPMENT; PROBLEM SOLVING; PROGRAM DESCRIPTIONS
IT - *PROGRAM EVALUATION; *SELF EVALUATION; *TEACHER EDUCATION
AB - THE IMPACTE PROJECT (INDIAN AND METIS PROJECT FOR CAREERS THROUGH
TEACHER EDUCATION). INITIATED IN AUGUST 1971, AIMED TO: (1) TRAIN
NATIVE TEACHERS WITHIN THE FRAMEWORK OF THE REGULAR CERTIFICATION
PROGRAM AT THE FACULTY OF EDUCATION, BRANDON UNIVERSITY
(MANITOBA, CANADA) AND (2) PROVIDE A NEW "CAREER LADDER" FOR
INDIAN AND METIS PEOPLE. OF THE 53 TREATY AND NON-TREATY NATIVE
STUDENTS WHO ENTERED THE PROGRAM IN 1971, 32 PERCENT DROPPED OUT
THE FIRST YEAR. OF PRIME IMPORTANCE WAS THE FACT THAT IMPACTE HAD
SHOWN AN ABILITY TO IDENTIFY AND COPE WITH ITS OWN PROBLEMS;
THEREFORE, CONTINUED FUNDING AND SUPPORT FOR IMPACTE WAS WELL
JUSTIFIED. THIS FIRST EVALUATIVE REPORT CONCENTRATES ON
DESCRIPTIVE DIAGNOSTIC INFORMATION ABOUT INTERNAL OPERATIONS
WHICH PROVIDED THE ADMINISTRATION WITH FEEDBACK ABOUT POSITIVE
AND NEGATIVE FEATURES OF THE PROGRAM'S FIRST YEAR. GIVEN IN THE
REPORT'S THREE SECTIONS ARE: A DESCRIPTION OF PROGRAM OBJECTIVES,
ASSUMPTIONS, AND ORGANIZATIONAL STRUCTURE; A REPORT OF AN
INDEPENDENT EVALUATION OF THE FIRST YEAR; AND A DESCRIPTION OF
PROGRAM CHANGES IN THE SECOND YEAR WHICH HAVE ATTEMPTED TO SOLVE
SOME OF THE PROBLEMS RAISED BY THE EVALUATION. THE APPENDIXES
CONSTITUTE OF STUDENT PROFILES, BAR GRAPHS TO HIGHLIGHT OR
SUPPLEMENT INFORMATION CONTAINED IN THE PROFILES, AND COMMENTS
FROM TEACHERS AND PRINCIPALS. (NQ)
AMERICAN INDIANS IN CHARGE HERE

AU - MOOREFIELD, STORY

SO - AMERICAN EDUCATION: 10; 8; 6-10

PD - OCT 74

IT - *AMERICAN INDIANS; *PROGRAM DESCRIPTIONS; *FEDERAL LEGISLATION

IT - *TRIBES; *EDUCATIONAL EXPERIENCE; CURRICULUM DEVELOPMENT

IT - EDUCATIONAL OPPORTUNITIES; INSTRUCTIONAL IMPROVEMENT

IT - EDUCATIONAL INNOVATION

ST - *INDIAN EDUCATION ACT

AB - THREE REPRESENTATIVE PROGRAMS OPERATED BY AND FOR NATIVE AMERICANS ILLUSTRATE THE PURPOSE AND THE PROMISE OF THE INDIAN EDUCATION ACT. (EDITOR)

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AN - EJ103077
CHAN - RC501582

TI - ADVISORY COUNCIL ISSUES ANNUAL REPORT TO CONGRESS

SO - EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2: 4; 16-23

PD - NOV 73

IT - *AMERICAN INDIANS; *ANNUAL REPORTS; *ADVISORY COMMITTEES

IT - *FEDERAL PROGRAMS; BILINGUAL EDUCATION; CURRICULUM DEVELOPMENT

IT - COMMUNITY CONTROL; EDUCATIONAL FINANCE; GOVERNMENT ROLE

ST - *NATIONAL ADVISORY COUNCIL ON INDIANS

AB - THE 6 MAIN RECOMMENDATIONS AND THE PROPOSED BUDGET FOR FY '75 THAT THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION PRESENTED IN ITS FIRST ANNUAL REPORT TO CONGRESS ARE EXPLAINED. (KM)

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AN - EJ103067
CHAN - RC501572

TI - CAL STUDY ON AMERICAN INDIAN EDUCATION

SO - EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN LAW; 2: 2; 17-19

PD - SEP 73

IT - *AMERICAN INDIANS; *FEDERAL GOVERNMENT; *LANGUAGE RESEARCH

IT - *POLICY FORMATION; CURRICULUM DEVELOPMENT; LANGUAGE PROGRAMS

IT - LANGUAGE PLANNING; RESOURCE MATERIALS; TEACHER CERTIFICATION

ST - *CENTER FOR APPLIED LINGUISTICS: CAL

AB - (ARTICLE REPRINTED FROM "THE LINGUISTIC REPORTER", VOL. 15, NO. 4-5, MAY-JUNE 1973) THE CENTER FOR APPLIED LINGUISTIC HAS RECENTLY COMPLETED A STUDY ON LANGUAGE POLICY IN AMERICAN INDIAN EDUCATION. THE STUDY, PREPARED FOR THE BUREAU OF INDIAN AFFAIRS, WILL BE USED AS AN AID IN DESIGNING NEW CLASSROOM CURRICULA AND MATERIALS AS WELL AS SETTING REVISED TEACHER CERTIFICATION STANDARDS. (KM)
AN - EJ103049
CHAN - RC501554
TI - FEATURE PROGRAM: PROJECT N.I.C.E.
PD - MAR 73
IT - *AMERICAN INDIANS; *EDUCATIONAL OBJECTIVES; *FEDERAL AID
IT - *PROGRAM DESCRIPTIONS; CURRICULUM DEVELOPMENT
IT - COMMUNITY INVOLVEMENT; DROPOUTS; PROGRAM EFFECTIVENESS
IT - SELF DIRECTED GROUPS
ST - *NORTHERN INDIAN CALIFORNIA EDUCATION PROJECT.
AB - THE NORTHERN INDIAN CALIFORNIA EDUCATION PROJECT, ESTABLISHED IN 1971, HAS PILOT PROGRAMS IN 6 SCHOOLS WHICH REACH OUT TO 24 ADDITIONAL SCHOOLS. THE ARTICLE LISTS PROJECT GOALS, THE IMPLEMENTATION OF THESE GOALS, ACCOMPLISHMENTS, AND AVAILABLE MATERIALS. (KM)

AN - ED095073
CHAN - 50007707
TI - A BILINGUAL NAVAJO CURRICULUM PROJECT. PROFILES OF PROMISE 16.
AU - MARKOWITZ, ALAN; HALEY, FRANCES
OS - ERIC CLEARINGHOUSE FOR SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION, BOULDER, COLO.
OS - SOCIAL SCIENCE EDUCATION CONSORTIUM, INC., BOULDER, COLO.
PD - 73
NO - 4P.; FOR A DESCRIPTION OF THE PROFILES OF PROMISE SERIES, SEE ED 065 406
IS - R1E74DEC
PR - EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
AV - SOCIAL SCIENCE EDUCATION CONSORTIUM, 855 BROADWAY, BOULDER, COLORADO 80302 ($9.00 FOR 30 ISSUES)
SP0 - NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C.
IT - *AMERICAN INDIAN CULTURE; AMERICAN INDIAN LANGUAGES
IT - *AMERICAN INDIANS; BICULTURALISM; *BILINGUAL EDUCATION
IT - BILINGUALISM; BILINGUAL SCHOOLS; CROSS CULTURAL STUDIES
IT - CURRICULUM DEVELOPMENT; ELEMENTARY EDUCATION
IT - *ENGLISH (SECOND LANGUAGE); INSTRUCTIONAL MATERIALS
IT - LANGUAGE PROGRAMS; *NAVAHO; *READING PROGRAMS; RURAL EDUCATION
ST - *PROFILES OF PROMISE; SAN JUAN SCHOOL DISTRICT
INSTRUCTIONAL LANGUAGE: BUILD A POSITIVE SELF IMAGE OF ALL CHILDREN: AND DEVELOP CLOSER COMMUNICATION AND UNDERSTANDING BETWEEN PARENTS AND TEACHERS. EVALUATION SHOWS THAT THE NAHO CHILDREN IN THE PROGRAM HAVE IMPROVED IN THEIR READING AND IN THEIR ATTITUDES TOWARD SCHOOL. (AUTHOR/DE)

AN - EDO94924
CHAN - RC008082
TI - A CULTURAL TRANSITION.
AU - SULLIVAN, TROY
PD - MAY 74
NO - 13P.: FOR RELATED DOCUMENTS. SEE RC008075-081; RC008083-087
IS - RIE74DEC.
PR - DOCUMENT NOT AVAILABLE FROM EDRS.
AV - NOT AVAILABLE SEPARATELY. SEE RC008075
IT - ADJUSTMENT (TO ENVIRONMENT): *AMERICAN INDIANS
IT - *CROSS CULTURAL STUDIES: CROSS CULTURAL TRAINING
IT - CURRICULUM DEVELOPMENT: *ESKIMOS: FEDERAL AID: FEDERAL PROGRAMS
IT - PROGRAM DESCRIPTIONS: SPEECHES: STATE PROGRAMS: *TEACHER AIDES
IT - *TRAINING OBJECTIVES:
ST - *ALASKA: BIA: BUREAU OF INDIAN AFFAIRS
ST - NORTHERN CROSS CULTURAL EDUCATION SYMPOSIUM
AB - THE ORIGINAL IMPETUS FOR ALASKAN INSTRUCTIONAL AIDES WAS DERIVED FROM THE ALASKAN SECTION OF THE BUREAU OF INDIAN AFFAIRS (BIA) AND WAS JOINTLY FUNDED BY THEM AND THE MANPOWER DEVELOPMENT AND TRAINING ACT. SINCE THAT INITIAL PROGRAM IN 1966, THE BIA HAS FUNDED 2 ADDITIONAL PROGRAMS TRAINING INSTRUCTIONAL AIDES FOR BIA SCHOOLS IN ALASKA. MORE THAN 80 AIDES, GRADUATES OF 3 TRAINING SESSIONS CONDUCTED FROM 1966 TO 1968, ARE NOW EMPLOYED IN ALMOST AS MANY NATIVE VILLAGES AND TOWNS. CULTURAL AND LANGUAGE DIFFERENCES IN ALASKA, TOGETHER WITH SOCIAL AND ECONOMIC PROBLEMS PECULIAR TO A PEOPLE FORCED INTO RAPID ADJUSTMENT TO MODERN LIVING, GIVE A SPECIAL URGENCY TO THESE PROGRAMS. IT IS VITAL THAT THIS TRAINING BE CONTINUED TO PROVIDE AT LEAST ONE AIDE IN EACH OF THE BIA SCHOOLS NOT YET INCLUDED IN THE PROGRAM. THERE ARE ALSO MORE THAN 200 STATE-OPERATED ELEMENTARY SCHOOLS THAT WOULD BENEFIT FROM SUCH A PROGRAM. IMMEDIATE CONSIDERATION SHOULD BE GIVEN TO EXPAND THE PROGRAM BY INCLUDING 2 ADDITIONAL STEPS FOR TEACHERS' ASSISTANTS AND TEACHERS' ASSOCIATES. A 2 YEAR COURSE FOR ASSOCIATES WOULD QUALIFY THEM AS GRADUATES WHO COULD OCCUPY PROFESSIONAL AND RESPONSIBLE POSITIONS; ASSISTANTS WOULD BE ABLE, UNDER SUPERVISION, TO PERFORM MANY SPECIALIZED TASKS; AND THE PRESENT TRAINING FOR AIDES WOULD STILL CONTINUE TO SUPPLY THOSE WHO PERFORM VITAL NON-INSTRUCTIONAL FUNCTIONS. (KM)
The paper examined the dilemma of trying to find the proper place for this resource person in the many community-based, action-oriented curriculum development projects being developed for Native peoples. The 3 broad categories of involvement are social, administrative, and technical. This paper discusses the technical level of involvement and its implications for administration of local projects. In this day of local control and relevant curriculum, the only role of a professional resource person is that of technician. Unfortunately, that is not the role he has assumed. In local projects, the professional resource person is given the job of translating the desires of the locality, as expressed to him, into a proposal for funding. Even though the resource person may not name himself as an administrator, the importance accorded the professional is commensurate with his vision of his own contribution. But the role of the expert and/or specialist is changing—the "new interculturalist" is essentially a translator and facilitator, an expert who brings the technical expertise to bear on the local situation in just the measure of its applicability as defined by the locality. There is a body of young Native people who know enough about the various disciplines that they can take on the job of administration and evaluation of the competence of experts in light of community goals. (KM)
AB - BOTH ALASKA AND THE CANADIAN NORTH ARE TAKING A SERIOUS LOOK AT BILINGUAL EDUCATION, ESPECIALLY IN THE PRIMARY GRADES. IN THE YUPIK BILINGUAL PROGRAM IN PRIMARY GRADES, CHILDREN RECEIVE BASIC INSTRUCTION IN YUPIK, WITH GRADUALLY INCREASING INSTRUCTION IN ENGLISH AS A SECOND LANGUAGE (ESL). FOR INSTANCE, IN GRADE 1 STUDENTS RECEIVE ESL INSTRUCTION FOR A HALF-HOUR TWICE A DAY AND IN GRADE 2 IT IS INCREASED TO TWO 45 MINUTE PERIODS A DAY. MOST OF THE YUPIK TEACHERS IN THE PROGRAM HAVE HAD TRAINING IN BASIC LITERACY DURING THE SUMMER MONTHS. ADDITIONALLY, TO SUPPORT THESE TEACHERS IN THEIR PROGRAMMING, THE ESKIMO LANGUAGE WORKSHOP (CENTER FOR NORTHERN EDUCATION, UNIVERSITY OF ALASKA) IS CONTINUOUSLY DEVELOPING MATERIALS RELEVANT TO THE PRIMARY CURRICULUM. THE ONE AREA WHICH MAY REQUIRE SOME WORK IN THE YUPIK BILINGUAL PROGRAM IS TRAINING IN METHODOLOGY. SINCE ESL TEACHERS HAVE MANY NEEDS THAT ARE SIMILAR TO THOSE OF THE YUPIK TEACHERS, THEY WERE INCLUDED IN WORKSHOPS HELD FOR YUPIK LANGUAGE TEACHERS. ALSO, IT IS VITAL FOR YUPIK AND ESL TEACHERS TO WORK AS A TEAM SO THAT THE ESL SECTION WILL NOT BE A SEPARATE ENTITY FROM THE REST OF THE CHILD'S PROGRAMMING. CERTAIN FACETS FROM THE YUPIK LANGUAGE PART OF THE DAY CAN AND OFTEN SHOULD BE REFLECTED IN THE ESL PORTION. IT WAS NOTED THAT THE NEEDS OF MANY OF THE TEACHERS, BOTH YUPIK AND ESL, ARE IDENTICAL TO THE NEEDS OF TEACHERS IN THE NORTHWEST TERRITORIES (CANADA). THERE IS A GREAT DEAL TO BE LEARNED THROUGH COMMUNICATION BETWEEN TEACHERS IN THESE 2 AREAS. (KM)

AN - ED093562
CHAN - RC008022
TI - LITERATURE THAT TRANSCENDS CULTURAL DIFFERENCES.
AU - DUNLEY, GRACE; AND OTHERS
PD - MAY 74
NO - 8P.; FOR RELATED DOCUMENTS. SEE RC008019-021
IS - RIE74NOV
PR - DOCUMENT NOT AVAILABLE FROM EDRS.
AV - NOT AVAILABLE SEPARATELY. SEE RC008019
IT - *ADOLESCENT LITERATURE: *AMERICAN INDIANS: *CHILDRENS LITERATURE
IT - *COMMUNITY INVOLVEMENT: CULTURAL EXCHANGE: CURRICULUM DEVELOPMENT
IT - ETHICAL VALUES: GROUP NORMS: *LITERATURE REVIEWS
IT - MULTICULTURAL TEXTBOOKS: RESERVATIONS (INDIAN): VALUES: WORKSHOPS
ST - *NAVAJOS
AB - THE GOAL OF THE NAVAJO PEOPLE IS TO HAVE MORE VOICE IN THE CURRICULUM DEVELOPMENT IN THEIR OWN COMMUNITIES. INTEREST IS IN VALUES BASED ON NATURE AND HUMAN UNDERSTANDING RATHER THAN CONTROL, COMPETITION, AND MATERIALISM. TAKEN FROM THE WORKSHOP RECORDINGS OF THE 15TH ANNUAL INDIAN EDUCATION CONFERENCE. THIS DISCUSSION CENTERS ON LITERATURE WHICH TRANSCENDS CULTURAL DIFFERENCES. THE PARTICIPANTS DISCUSS THE VIEWS OF SCHOOL BOARD MEMBERS ON THE NAVAJO RESERVATION REGARDING THE BOOKS AND MATERIALS USED WITH INDIAN CHILDREN IN THEIR BOARDING SCHOOLS. SEVERAL EXAMPLES OF CHILDREN'S AND ADOLESCENTS' LITERATURE, SUITABLE FOR ALL YOUNG READERS REGARDLESS OF CULTURAL BACKGROUND, ARE REVIEWED. (NO)
A major study of the education of the American Indians, an area where virtually no research on a nationwide basis has been done since the late 1920's, is presented in this book. It draws heavily on information obtained by the national study of Indian education (funded by the U.S. Office of Education and completed in 1971). Every facet of American Indian education is examined—students, teachers, parents, community leaders, and educators reveal their views both in terms of what now exists and plans for the future. Education for Indian youth across the nation varies strikingly according to numerous factors such as sources of funding, location, curriculum, faculty, degree of isolation from other communities, and cultural differences. Aspects of these factors indicate how native Americans live and are educated, and what they think of the process. Topics covered are: a detailed study of 8 Indian schools ranging from isolated to urban areas; a description of where children go to school and what types of schools they attend; an examination of students, teachers, parents, and community leaders; how Indian parents, youth, and community leaders view their schools; a description of some of the innovations in Indian education; Indian people in present day America; mental health; mental ability and mental development; school achievement; boarding schools; and some criticisms of Indian education recommendations such as an increased Indian voice in education and the establishment of a national commission on Indian education are given. (NQ)
THE TEACHING OF INDIAN AND NON-INDIAN COMMUNICATION: A CURRICULAR INNOVATION


THE CONVOCATION OF AMERICAN INDIAN SCHOLARS WAS CONCEIVED, ORGANIZED, AND DIRECTED BY THE AMERICAN INDIAN HISTORICAL SOCIETY. THE FIRST CONVOCATION WAS HELD AT PRINCETON UNIVERSITY IN 1970. UNLIKE CONVENTIONS, THE CONVOCATIONS ARE CALLED WHEN EMERGENCIES IN INDIAN LIFE EXIST. WHEN CHANGES ARE NEEDED, AND WHEN NEW DIRECTIONS ARE EMERGING. THIS SECOND CONVOCATION RESPONDED TO THE DESPERATE STRUGGLE OF THE INDIAN PEOPLE TO PROTECT THEIR RIGHTS, PARTICULARLY IN THE AREA OF NATURAL RESOURCES. WITH THE EXCEPTION OF A SPECIALIST ON WATER RIGHTS. THE MEETING WAS RESTRICTED TO INDIANS. IT WAS ALSO FELT THAT THE CONVOCATION SHOULD STIR UP IDEAS AND INDEPENDENT THOUGHT IN EDUCATION, CURRICULUM DEVELOPMENT, AND HEALTH PROFESSIONS. THIS REPORT IS OFFERED AS A MEANS OF COMMUNICATING WHAT THE INDIANS THEMSELVES THINK ABOUT THE ISSUES CONFRONTING THEM TODAY. IT IS ALSO EMPHASIZED THAT THE PARTICIPANTS WERE INDIVIDUALS INVOLVED...
IN INDIAN AFFAIRS WHO DO NOT NECESSARILY SPEAK FOR THEIR TRIBES OR ORGANIZATIONS. DISCUSSION AREAS ARE: WATER RIGHTS: LIFE OR DEATH FOR THE AMERICAN INDIAN; GOALS AND PERSPECTIVES OF THE AMERICAN INDIAN IN EDUCATION; EDUCATION AND THE AMERICAN INDIAN; CURRICULUM DEVELOPMENT; LAND USE AND ECONOMY ON INDIAN RESERVATIONS; HEALTH PROFESSIONS AND THE AMERICAN INDIAN; MUSEUMS AND THE AMERICAN INDIAN; AND THE INDIAN CLAIMS COMMISSION. ADDITIONALLY, CONFERENCE PARTICIPANTS AND THEIR TRIBAL AFFILIATIONS ARE ALSO LISTED. (KM)
COMFORTABLE IN THE LEARNING ENVIRONMENT AND OF ENHANCING THEIR CHANCES FOR A HIGHER QUALITY LIFE. (KM)

AN - EO91458
CHAN - UD014186
TI - THE EMERGING MINORITIES IN AMERICA: A RESOURCE GUIDE FOR TEACHERS.
AU - OAVIS, CHARLOTTE D., ED.; STICKNEY, EDITH P., ED.
OS - SANTA BARBARA COUNTY SCHOOLS, CALIF.
PO - SEP 72
NO - 256P.
IS - RIE74SE
PR - DOCUMENT NOT AVAILABLE FROM EDRS.
AV - AMERICAN BIBLIOGRAPHICAL CENTER--CLIO PRESS, RIVIERA CAMPUS, 2040 A.P.S., SANTA BARBARA, CALIFORNIA 93103 ($11.95)
IT - AMERICAN INDIANS: *BIOGRAPHIES: CHINESE AMERICANS
IT - *CURRICULUM DEVELOPMENT: CURRICULUM GUIDES: *ETHNIC STUDIES
IT - INSTRUCTIONAL MATERIALS: *JAPANESE AMERICANS: *LITERATURE GUIDES
IT - MEXICAN AMERICANS: MINORITY GROUPS: NEGROES; *TEACHING GUIDES
IT - TEACHING METHODS: UNITED STATES HISTORY
AB - THIS BOOK HAS BEEN PREPARED AS A SPECIFIC REFERENCE AND RESOURCE GUIDE FOR TEACHERS, AND IS DESIGNED TO PROVIDE ASSISTANCE IN CURRICULUM DEVELOPMENT THROUGH INCORPORATION INTO THE CURRICULUM OF THE CULTURAL AND HISTORICAL CONTRIBUTIONS OF MINORITY GROUPS. IN GENERAL, THE CRITERIA USED FOR SELECTION OF ENTRIES FOR THE BOOK REQUIRED THAT: (1) THE CONTRIBUTION OR ACHIEVEMENT MUST HAVE DIRECTLY AFFECTED THE STATE OR NATIONAL POPULATION IN REGARD TO ITS HISTORY OR CULTURE AND (2) THE CONTRIBUTION OR ACHIEVEMENT (A) MUST HAVE BEEN SIGNIFICANT TO A PARTICULAR ETHNIC GROUP, (B) MUST HAVE FURTHERED THE CAUSE OF THE MINORITY GROUP, AND (C) MUST HAVE BEEN MADE OR GAINED IN SPITE OF VARIOUS OBSTACLES. THE TEACHERS' GUIDE IS DIVIDED INTO FIVE PARTS. THE FIRST FOUR PARTS CONTAIN BIOGRAPHICAL DATA FOR SELECTEO MEMBERS OF EACH OF THE FOLLOWING MINORITY GROUPS: AFRO-AMERICANS, ASIAN AMERICANS, INDIAN AMERICANS, AND MEXICAN AMERICANS. EACH PART CONSISTS OF FOUR SECTIONS: (1) HISTORICAL PERSPECTIVE (AN OVERVIEW OF THE MINORITY GROUP IN RELATION TO THE MAJORITY GROUP WITHIN THE AMERICAN CULTURE); (2) BIOGRAPHICAL SUMMARIES (SPECIFIC INFORMATION REGARDING NAME, BIRTHDATE, EDUCATION, AND A BRIEF STATEMENT OF SIGNIFICANCE FOLLOWED BY A BIOGRAPHICAL SKETCH. EACH ENTRY IS KEYED IN THE UPPER RIGHT HANO CORNER OF THE NARRATIVE TO PROVIDE THE TEACHER WITH THE SOURCE OF INFORMATION): (3) BIBLIOGRAPHY OF SOURCES USED: AND (4) OTHER REFERENCES.
WITH THE HOPE OF PROVIDING MATERIALS FOR USE AND ADAPTATION IN OKLAHOMA SCHOOLS FOR IMPROVEMENT IN ALL AREAS OF HUMAN RELATIONS, A GUIDE TO THE IMPLEMENTATION OF THE PRINCIPLES OF HUMAN RELATIONS IN THE EDUCATIONAL SYSTEM OF INSERVICE PROGRAMS, OF SELF EVALUATION AND OF RESOURCE ACTIVITIES IS OFFERED. FOUR SHORT SECTIONS DISCUSS THE AMERICAN DEMOCRATIC SOCIETY, MAJOR AREAS OF CONCERN, A DEFINITION OF GOOD HUMAN RELATIONS, AND APPROACHES TO IMPROVING HUMAN RELATIONS UNDERSTANDING IN THE SCHOOLS. TWO MAJOR SECTIONS, RESOURCE LEARNING ACTIVITIES AND INSERVICE TRAINING PROGRAMS FOLLOW. EACH RESOURCE LEARNING ACTIVITY IS OUTLINED FOR CONCEPTS, BEHAVIORAL OBJECTIVES, LEARNING ACTIVITIES, MATERIALS, AND RESOURCES. ACTIVITIES FOR GRADES K-12 INCLUDE A CULTURE SHARING DAY AND UNITS ON AMERICAN INDIAN CULTURE, THE LAW, SELF CONCEPT, AND CULTURAL HOLIDAYS. INSERVICE TRAINING PROGRAMS ARE ALSO STRUCTURED BY LISTS OF CONCEPTS, BEHAVIORAL OBJECTIVES, LEARNING ACTIVITIES, MATERIALS, AND RESOURCES. TOPICS OF INSERVICE INCLUDE BLACK MUSIC, DESEGREGATION AND INTEGRATION, INDIAN EDUCATION, AND GUIDANCE OF MINORITY GROUP STUDENTS. A SELF-EVALUATION CHECK SHEET CONCLUDES THE GUIDE. (AUTHOR/KSM)
IT - TEACHING GUIDES; VALUES
ST - *ETHNOPEDAGOGY
AB - THE DOCUMENT PRESENTS MATERIAL AND PERSONNEL TO ALLEVIATE THE
IGNORANCE OF THE NATURE AND EXTENT OF ETHNIC DIFFERENCES IN THE
UNITED STATES THROUGH APPLIED EDUCATIONAL ANTHROPOLOGY. USING THE
TERM "ETHNO-PEDAGOGY" FOR THE APPLICATION OF CULTURAL
ANTHROPOLOGY TO EDUCATION, THE CHAPTERS DISCUSS: (1) THE NEED FOR
APPLIED EDUCATIONAL ANTHROPOLOGY; (2) THE PLAN OF THE MANUAL; (3)
THE INADEQUACY OF INDIVIDUALISTIC MODELS FOR CROSS-CULTURAL
EDUCATION; (4) HOW CULTURES MAKE NEIGHBORING SOCIETIES DIFFERENT;
(5) HOW CULTURE STRUCTURES EDUCATION; (6) THE UNPREDICTABILITY OF
OUTCOME WHEN TWO CULTURES MEET; (7) SYNCRETISM. THE MUTUAL
COMPROMISE OF CULTURES; (8) HOW INDUSTRIALISM PATTERNED THE U.S.
AND SPREAD FROM FACTORY TO SOCIAL LIFE; AND (9) THE U.S. TREND
FROM MELTING POT TO CULTURAL PLURALISM. CHAPTERS 10 - 17 DISCUSS
ETHNIC VARIABLES FOR: MODIFICATION FOR CROSS-CULTURAL EDUCATION;
DOMAINS OF COGNITION VERSUS AFFECT VERSUS PSYCHOMOTION;
COMMUNICATION; TIMING: SPACE: SOCIAL ORGANIZATION; ETHICS (THE
GOODNESS OF HUMAN NATURE); AND CAUSALITY (THE SENSE OF
ENVIRONMENTAL CONTROL). ADDITIONAL CHAPTERS PRESENT: (18) THE
REDIRECTABILITY OF CROSS-CULTURAL EDUCATION; (19) A ROSTER OF
EDUCATIONAL PROBLEMS CAUSED BY ETHNIC DIFFERENCES; AND (20)
ADAPTING THE ELEMENTS OF EDUCATION CROSS-CULTURALLY. CHAPTERS
21-24 GIVE EDUCATIONAL VARIABLES FOR TEACHING METHODS. CURRICULAR
SUBJECTS, AND SUBJECT EXAMPLES. THE REMAINDER OF THE DOCUMENT
COVERS CULTURAL PATTERNS OF, AND APPLICATIONS FOR, SPECIFIC
CULTURES (INCLUDING YANKEES). (KM)

AN - EDO91101
CHAN - RC007862
TI - A FILMOGRAPHY FOR AMERICAN INDIAN EDUCATION.
AU - WILLIAMS, CARROLL WARNER; BIRD, GLORIA
OS - ZIA CINE, INC., SANTA FE, N. MEX.
PD - 73
NO - 201P
IS - RIE7458P
PR - EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE
AV - ZIA CINE, INC., P.O. BOX 493, SANTA FE, NM 87501 ($5.00)
SPO - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), SANTA FE, N. MEX.
RESEARCH AND CULTURAL STUDIES, DEVELOPMENT SECTION.
IT - *AMERICAN INDIANS: AMERICAN STUDIES; AUDIOVISUAL AIDS
IT - *AUDIOVISUAL COMMUNICATION; *CATALOGS: CULTURAL BACKGROUND
IT - *CURRICULUM DEVELOPMENT; *EDUCATIONAL RESOURCES: ESKIMOS
IT - *FEDERAL PROGRAMS; FILM LIBRARIES: *FILMS: HISTORY
IT - *INSTRUCTIONAL MATERIALS; MEDIA SELECTION; *RESOURCE GUIDES
IT - *SOUND FILMS
AB - THE FILMOGRAPHY ON AMERICAN INDIAN EDUCATION LISTS EXISTING FILMS
IN CURRENT DISTRIBUTION. THE INTRODUCTION EXPLAINS THE PURPOSE OF
THE GUIDE. THE PROCEDURE USED TO COMPILE IT. SAMPLES OF
QUESTIONNAIRES USED. FILMS AS AUDIOVISUAL CLASSROOM AIDS. THE
CLASSIFICATION OF FILMS FOR CLASSROOM USE. THE RELATION OF FILM
USE TO INDIVIDUAL CURRICULA. SOME POINTS THAT MIGHT BE USEFUL,
THE NECESSITY FOR FEEDBACK ON THE VALUE OF THE FILMS AND

ERIC
ADDITIONAL MATERIAL THAT MIGHT BE INCLUDED IN THE GUIDE. THE DOCUMENT GIVES APPROXIMATELY 550 ALPHABETICAL LISTINGS OF FILMS ON AMERICAN INDIANS IN THE WESTERN HEMISPHERE. THERE ARE ALSO 24 ENTRIES THAT WERE TOO LATE FOR CATALOGING AND 10 BUREAU OF INDIAN AFFAIRS FILMS. EACH ENTRY GIVES THE TITLE OF THE FILM. AN ABSTRACT. DISTRIBUTOR (BY ACRONYM). COS:. TIME. COLOR OR BLACK AND WHITE. SOUND, AND FILM SIZE. MOST FILMS ARE 16 MM. ADDITIONALLY. DISTRIBUTORS. THEIR ADDRESSES. AND ACRONYMS ARE LISTED. ALONG WITH A TITLE INDEX. (KM)

AN - ED089897
CHAN - RC007799
TI - SAFETY EDUCATION CURRICULUM.
AU - LOWRY. CARLEE S.
OS - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR). ALBUQUERQUE. N. MEX.
PD - 73
NO - 54P.
IS - RIE74AUG
PR - EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE
IT - ACCIDENT PREVENTION: *AMERICAN INDIANS; ATTITUDES
IT - COMMUNITY INVOLVEMENT: CURRICULUM DEVELOPMENT: *CURRICULUM GUIDES
IT - ELEMENTARY GRADES: FIRST AID: HABIT FORMATION: HEALTH
IT - *INDIVIDUAL DEVELOPMENT: INTERMEDIATE GRADES: *SAFETY EDUCATION
IT - SCHOOL RESPONSIBILITY: *SCHOOL SAFETY: SECONDARY GRADES
IT - SELF CARE SKILLS
AB - THE SAFETY EDUCATION PROGRAM FOR BUREAU OF INDIAN AFFAIRS (BIA) SCHOOLS WAS PREPARED AS A SIMPLIFIED GUIDE FOR TEACHERS TO USE IN GRADES 1-12. SAFETY PROGRAMS IN SCHOOLS SHOULD DEVELOP KNOWLEDGE. HABITS, AND ATTITUDES IN ORDER TO ELIMINATE, AS FAR AS POSSIBLE, THE DANGERS OF ACCIDENTAL DEATH OR INJURY TO CHILDREN. IT SHOULD INFORM THESE FUTURE ADULTS OF THEIR RESPONSIBILITIES FOR PROVIDING SAFE AND EFFICIENT SCHOOL PLANT AND TRANSPORTATION FACILITIES, INCLUDING ADEQUATE INSTRUCTION AND A MEDICAL EXAMINATION FOR SCHOOL BUS DRIVERS. SAFETY IS USUALLY CONSIDERED AN AREA OF HEALTH INSTRUCTION AND SHOULD RECEIVE EMPHASIS IN RELATION TO THE STUDENTS' AND THE COMMUNITY'S NEEDS. IN THIS CURRICULUM GUIDE. STUDENTS ARE DIVIDED BY GRADE INTO 5 CATEGORIES (I.E., GRADES 1-3; GRADES 4-6). DESIRED OUTCOMES IN TERMS OF KNOWLEDGE. ATTITUDES AND PRACTICES. SUGGESTED EXPERIENCES AND ACTIVITIES. AND EVALUATIONS ARE GIVEN FOR EACH. FOR GRADES 10-12. SUGGESTIONS ARE MADE FOR INCLUDING SAFETY INSTRUCTION IN SUBJECT AREAS SUCH AS HOME ECONOMICS. AGRICULTURE. AND SCIENCE. FIRST AID PRACTICES THAT EVERY STUDENT SHOULD KNOW ARE EXPLAINED FOR BOTH ELEMENTARY AND HIGH SCHOOL STUDENTS. THE DOCUMENT ALSO INCLUDES REFERENCES. SOURCES FOR FREE SAFETY MATERIALS. AND A SOURCE AND AVAILABILITY INDEX FOR FILMSTRIPS. (KM)
THE REPORT IS BASED ON A QUESTIONNAIRE WHICH WAS PART OF THE ALASKAN NATIVE NEEDS ASSESSMENT IN EDUCATION (PROJECT ANNA). IT WAS SENT TO MEMBERS OF 44 VILLAGE SCHOOL BOARDS TO DETERMINE THE EDUCATIONAL PREFERENCES OF ALASKAN NATIVE ADULTS. THE METHOD ASKED 6 OPEN-ENDED QUESTIONS: (1) WHAT KIND OF HIGH SCHOOL DOES YOUR VILLAGE WANT YOUR STUDENTS TO GO TO? (2) WHAT SHOULD HAPPEN TO BUREAU OF INDIAN AFFAIRS BOARDING SCHOOLS SUCH AS MT. EDGECUMBE? (3) WHAT SHOULD BE THE ROLE OF VILLAGE SCHOOL BOARDS IN LOCAL EDUCATION? (4) IS YOUR SCHOOL BOARD READY TO TAKE OVER THE SCHOOL? (5) WHAT DO YOU WANT THE SCHOOL TO DO FOR YOUR CHILDREN? AND (6) HOW WELL DO YOU THINK THE SCHOOL IS DOING ITS JOB? MOST OF THE SCHOOL BOARDS EXPRESSED A STRONG DESIRE TO HAVE THEIR CHILDREN CLOSER TO HOME. A FEW MEMBERS FELT THAT IF THE STUDENT ATTENDED A LARGER SCHOOL IN A PLACE LIKE FAIRBANKS OR ANCHORAGE, HE COULD GET A BETTER EDUCATION AND A BETTER JOB AFTER GRADUATION. FOR THE MOST PART, VILLAGE BOARDS THOUGHT THEY SHOULD HAVE INCREASED DECISION MAKING POWER. THIRTY-ONE OUT OF 44 PARTICIPATING SCHOOL BOARDS EMPHATICALLY DENIED THAT THEY WERE READY TO ASSUME CONTROL OF THEIR SCHOOLS. TWENTY-TWO BOARDS FELT THAT THE SCHOOLS SHOULD PREPARE STUDENTS FOR AN ADULT LIFE; 37 FELT THE SCHOOLS WERE DOING AN EXCELLENT JOB.
THE PROGRAM KNOWN AS THE ALASKA RURAL TEACHER TRAINING CORPS (ARTTC) WAS ESTABLISHED IN 1970 AS A 4-YEAR EXPERIMENTAL PROGRAM TO TRAIN NATIVE ELEMENTARY SCHOOL TEACHERS FOR RURAL ALASKAN NATIVE COMMUNITIES OR FOR ANY SCHOOL IN THE COUNTRY WHERE AN ALASKAN TEACHING CERTIFICATE IS ACCEPTABLE. THE BEGINNING GROUP INCLUDED AN EVEN DISTRIBUTION OF MALES AND FEMALES RANGING IN AGE FROM 18 TO 48 WHO ARE A MIXTURE OF 4 DISTINCT NATIVE GROUPS. AS THE PROGRAM PROCEEDED, IT BECAME APPARENT THAT IT WAS NOT GOING TO BE SIMPLY A MATTER OF APPLYING THE LATEST TEACHER TRAINING TECHNIQUES. THIS PAPER EXPLAINS THE 3 BASIC QUESTIONS EXPLORED IN THE PROGRAM: (1) WHY TRAIN NATIVES TO BECOME TEACHERS? (2) WHAT IS A NATIVE TEACHER? AND (3) HOW DO YOU TRAIN NATIVE TEACHERS?

ANOTHER AREA THAT WAS INVESTIGATED IS THE CURRICULUM: WHAT STUDENTS WERE DOING, AND WHAT THEY WERE SUPPOSED TO LEARN DURING THEIR STAY IN THE PROGRAM. FINALLY, THE PAPER DISCUSSES WHAT PARTICIPANTS IN THIS EXPERIMENTAL PROGRAM LEARNED. THIS EVALUATION AND DISCUSSION OF THE ABOVE AREAS CONCLUDES THAT IT IS DIFFICULT TO BE A NATIVE AND A TEACHER TOO. THE PROGRAM MAY NOT REALLY BE TRAINING "TEACHERS" SINCE THE FEEDBACK FROM THE PARTICIPANTS WAS THAT THEY FELT MORE LIKE GENERAL PRACTITIONERS THAN SPECIALISTS. ALSO, LITERATURE IN EDUCATION, AS WELL AS ANTHROPOLOGY, IS OFTEN OF LIMITED USE IN THE PROGRAM. (FF)
The purposes of this article are: (1) to investigate and describe the scope of rural adult education needs in relation to a national policy of rural industrialization; (2) to elaborate upon the problems in delivering adult education programs; and (3) to recommend approved adult education practices designed to strengthen human resources development of rural populations which may, in turn, achieve national goals conceived in rural industrialization. The discussion is based on the Appalachian Adult Education Center's 5 year involvement with the experimentation and demonstration of improved practices in adult basic education (ABE) with special emphasis on the unique rural Appalachian populations of a 13 state region. The document includes the 1972 national rural policy; a plea for a national rural adult education policy; rural America today (population, poverty levels, education, health, and employment). The section on rural populations covers rural Appalachia, American Indians, the Spanish speaking, and migrants. The education chapter discusses ABE, adult education manpower development, indigenous personnel, curriculum, ABE delivery, community education, and media. Major recommendations are that, to alleviate economic and social distress in rural areas, adult education for these populations needs to be improved; and that the broader method of community education, which subsumes adult education, needs to be developed. (KM)
THE PURPOSE OF THIS PROJECT WAS TO DEVELOP A TRANSITIONAL INSTRUCTIONAL PROGRAM TO SERVE OUT-OF-SCHOOL AND DROP-OUT AMERICAN INDIAN YOUTH ENTERING VOCATIONAL EDUCATION PROGRAMS IN FOREST TECHNOLOGY, FIRE SCIENCE, HEAVY EQUIPMENT MAINTENANCE AND HEALTH OCCUPATIONS. THE PROJECT WAS DESIGNED TO DEVELOP A 3-QUARTER TRANSITIONAL PROGRAM CONCERNED WITH THE DEVELOPMENT OF BASIC SKILLS, CAREER PLANNING, AN INTRODUCTORY CORE IN 2 CAREER AREA CLUSTERS, WORK EXPERIENCE OF BOTH A GENERAL AND VOCATIONAL NATURE, AND WORK HABITS. IT INVOLVED THE RECRUITING OF 20-25 INDIAN YOUTH PER QUARTER TO START INTO THE 3-QUARTER SEQUENCE. THIS PROJECT PROVIDED SEED MONEY TO: (1) OPEN ACCESS TO COLLEGE PROGRAMS TO INDIAN STUDENTS; (2) DEVELOP TRANSITIONAL CORE PROGRAMS ALLOWING UNDECIDED STUDENTS TO EXPLORE CAREER POSSIBILITIES IN THE MOUNTAIN ORIENTED OCCUPATIONS AND HEALTH RELATED OCCUPATIONS. THE REPORT ALSO EXPLAINED THE CURRICULUM DEVELOPMENT TECHNIQUES UTILIZED BY THE PROJECT, COVERING FIRE SCIENCE, FOREST TECHNOLOGY, AND HEAVY EQUIPMENT MAINTENANCE. 92 BEHAVIORAL OBJECTIVES WERE GIVEN. OF THESE, 51 WERE CORE CONTENT FOR ALL 3 AREAS. THESE OBJECTIVES WERE THEN EVALUATED FOR STRENGTHS AND WEAKNESSES, USING REPORTS SUBMITTED BY THE INSTRUCTORS. ADDITIONALLY, SUBJECTS, PURPOSES, AND TEACHING PATTERNS WERE GIVEN FOR HOSPITAL BUILDING MAINTENANCE AND HEALTH OCCUPATIONS TO BOTH INTEREST AND MOTIVATE STUDENTS. (EE/KM)
The paper pointed out the need for an understanding of what motivates the young American Indian student to attend school and to want to achieve in a school setting. The Slosson Intelligence Test and the Wide Range Achievement Test were used to evaluate the effectiveness of the Engelmann-Becker Follow Through Program in motivating students. At the time of this study, the Engelmann-Becker system was used in 5 elementary schools on the Rosebud Sioux Reservation, South Dakota. Seventeen classrooms in these schools used the Engelmann-Becker curriculum. Of the 421 students enrolled in the classrooms, 390 were Sioux Indian children. It was concluded that motivation is a very difficult thing to measure with the existing testing devices used in the Follow Through Program. The tests did indicate that the students were doing quite well in reading but were lagging in spelling and arithmetic, which could be attributed to the tremendous reading program offered to the Follow Through students. Several parents have questioned some of the methods of instruction in this program. Three recommendations are presented. E.g., experimenting with new methods that might find better ways of teaching spelling and arithmetic to these students. (FF)

A report on the ways in which Alberta Vocational College at Fort McMurray delivers a variety of training that helps men and women in northeastern Alberta become self-supporting. (DS)

The report on the American Indian student in higher education acts as a guide for Indian students and as a resource for educators. The practical objectives of this institute could be broadly defined as the transmission of a sensitivity for the special problems of prospective Indian students in gaining entrance to any one of a variety of educational institutions and successfully completing the course study. Specific problems which were given attention include admissions, financial aid, counseling, developmental education, curriculum reform and Native American studies, continuing and adult education, vocational education, and teacher education programs. The report emphasizes the preeminent need for developing multicultural teacher education. Teacher training which develops a sensitivity to Native American concerns might be the key to the improvement of Indian education. Three model teacher training programs and the recommendations of the teacher education workshop committee are given as guides for the development of improved programs at teacher colleges. The report also conveys an overall knowledge and understanding of historical and contemporary Indian culture, life experience, and conflicts with the dominant society. (FF)
The document evaluated the first year (1972-73) of operation of the Indian Students' University Programme (ISUP) at the University of Calgary in Alberta, Canada. Early in 1972 a plan was developed with the Department of Indian Affairs whereby the University was to receive up to 50 non-matriculated American Indian students in September 1972. Preliminary meetings were held with a representative Indian group from the province of Alberta. The Steering Committee, which now plays a major role in policy formation, evolved from this group. Five students were elected members of the Committee and helped to overcome some initial suspicion of the Committee's work with the student group. A policy decision at the Indian Affairs' level determined that at least the first phases of the programme would concentrate on teacher education to meet the demand for Indian teachers. The evaluation discussed the following: (1) Introduction; (2) A review of literature which has relevance for the ISUP Programme; (3) Proposal for funding first phase, 1972-73; (4) interim evaluation; (5) Analysis of final examination data; (6) Report of participant observer, 1972-73; (7) Curriculum recommendations; and (8) a report to members of the ISUP Steering Committee on some ideas from abroad. A major, overall recommendation was that ISUP should continue in essentially the same form.

This project report describes a program designed to increase the effectiveness of the general educational program for the Filipino-Indian community in the Bainbridge Island School System. The rationale is based on the need for improved home-school contact and communications, the need for improved average daily attendance, and the need for improved cultural enrichment of the curriculum through additional ethnic studies. The project is designed to include three basic components: A) Cultural Enrichment of Social Studies; B) Individualized Programs of Remedial Activities in the Tool Subjects; and C) Use of Home-School Liaison Aides and other non-certified staff from the Filipino-Indian Community. Description is given of the scope of the program, parent-community involvement, and the budget for the
The document covers the Navajo Studies Program (NSP) at Navajo Community College (NCC). The Navajo Studies Program differs from other Indian Studies programs in 7 ways. E.g. (1) it is located on the Navajo Reservation and controlled by the tribe; (2) NCC incorporates Indian Studies into every individual program and area of concentration—English is concerned with Indian Literature, Economics with Indian Development, and Science with Resources. The 14 NSP objectives include such things as: (1) to learn and respect pride in being Navajo; and (2) to recognize the necessity of Indian unity and corporation. NSP's aim is to increase Indians' pride in and familiarity with their rich culture, History, and Religion. The NCC philosophy aims at establishing (1) a means for society to educate its citizens and an educational system controlled by the society whom the college will serve; and (2) an opportunity for the society being served to acquire a positive self-image. Twenty-eight NSP courses are listed. Such as (1) Navajo Silversmithing; and (2) Southwestern Indian Tribes. Another responsibility of the NSP at NCC is preparation of written materials prepared by Navajos for use in the NSP.
AB - THERE ARE FEWER AMERICAN INDIANS IN HIGHER EDUCATION THAN MOST OTHER MINORITY GROUPS. AMONG THE FEW WHO ARE ENROLLED, THERE IS A LARGE PERCENTAGE OF DROPOUTS. IT HAS BEEN EXTREMELY DIFFICULT TO RECRUIT, SELECT, AND KEEP INDIAN STUDENTS, EVEN AT THE GRADUATE LEVEL. SEVERAL RECOMMENDATIONS FOR OBTAINING MORE ACTIVE INDIAN PARTICIPATION IN HIGHER EDUCATION AND IN SPECIAL PROGRAMS SUCH AS ADMINISTRATOR TRAINING FELLOWSHIP PROGRAMS CAN BE SUGGESTED. A COORDINATED COMMUNICATION SYSTEM COULD BE ESTABLISHED TO INFORM STUDENTS ABOUT AVAILABLE PROGRAMS. IN THIS SYSTEM, A PERSON COULD BE DESIGNATED TO BE RESPONSIBLE FOR SELECTING AND RECRUITING INDIAN STUDENTS. COLLEGES ENROLLING THESE STUDENTS COULD HAVE AN INDIAN COORDINATOR OR COUNSELOR AWARE OF ALL INDIAN STUDENTS IN THEIR COLLEGE WHO COULD HELP THEM FROM THE VERY BEGINNING. THESE COUNSELORS COULD COORDINATE THEIR PROGRAMS WITH THOSE OF LOCAL HIGH SCHOOLS. ONE OF THE MAJOR GOALS OF THIS SYSTEM COULD BE TO INFORM THESE STUDENTS ABOUT FINANCIAL AIDS AND SPECIAL PROGRAMS. THE CURRICULUM SHOULD ALSO BE DEVELOPED TO HELP THESE STUDENTS ADJUST TO COLLEGE LIFE. THUS THIS SYSTEM COULD AID IN GETTING AMERICAN INDIANS INTO HIGHER EDUCATION. (NQ)

AN - E0082547
CHAN - F103823
TI - ETHNIC STUDY AND FOREIGN LANGUAGE EDUCATION: CHICANOS AND SPANISH LANGUAGE.
AU - WALTER, F. LEROY
PD - 25 NOV 72
NO - TOP.: PAPER PRESENTED AT THE ACTFL/SCOLT JOINT ANNUAL MEETING, ATLANTA, GEORGIA, NOVEMBER 1972. INCLUDED IN THE PROCEEDINGS OF THE JOINT MEETING
IS - RIE74FEB
PR - EDRS PRICE MF-$0.65 HC-$3.29
IT - AMERICAN INDIANS; CURRICULUM DEVELOPMENT; ETHNIC GROUPS
IT - ETHNIC STEREOTYPES; ETHNOCENTRISM; LANGUAGE INSTRUCTION
IT - MEXICAN AMERICANS; MEXICANS; MODERN LANGUAGES
IT - SECOND LANGUAGE LEARNING; SOCIAL DISCRIMINATION
IT - SPANISH AMERICANS
AB - STEREOTYPES OF THE MEXICAN, THE CHICANO, AND THE AMERICAN INDIAN ARE NOTED TO BE RECURRENT IN MANY EDUCATIONAL PUBLICATIONS AND CONSIDERED TO BE A MAJOR OBSTACLE IN OVERCOMING COMMONLY HELD BIASES AND PREJUDICES WHICH WORK AGAINST THE EDUCATIONAL AND SOCIAL ADVANCEMENT OF MINORITY GROUPS. THIS PAPER DISCUSSES MEANS TO IMPROVE THE EDUCATIONAL CURRICULUM AND HELP ELIMINATE NEGATIVE STEREOTYPING OF ETHNIC MINORITIES. (RL)
AN: EJ083204
CHAN: RC591303
TI: EDUCATION VIA RADIO AMONG GUATEMALAN HIGHLAND MAYA
AU: EARLY, JOHN D.
SO: HUMAN ORGANIZATION: 32; 3: 221-29
PD: F 73
IT: *AMERICAN INDIANS; *EDUCATIONAL RADIO; *LITERACY
IT: *MATHEMATICS INSTRUCTION; CURRICULUM DEVELOPMENT
IT: *EDUCATIONAL PHILOSOPHY; TABLES (DATA)
ST: *MAYA; GUATEMALA; ATITECOs

AN: ED081551
CHAN: RC007260
TI: "OUTDOOR EDUCATION 'WITHOUT BOUNDARIES'", PROCEEDINGS. AN INTERNATIONAL CONFERENCE IN '72 (DORSET, ONTARIO, CANADA, SEPTEMBER 28-OCTOBER 1, 1972).
AU: WIPPER, KIRK; AND OTHERS
OS: COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO.
PD: 73
NO: 224P.
IS: R1E74JAN
PR: EDRS PRICE MF-$0.65 HC-$3.87
IT: AMERICAN INDIANS; *CURRICULUM DEVELOPMENT; DAY CARE SERVICES
IT: ENVIRONMENTAL EDUCATION; FIELD TRIPS; *GOVERNMENT ROLE
IT: HANDICAPPED CHILDREN; INSERVICE PROGRAMS; *NATURAL RESOURCES
IT: *OUTDOOR EDUCATION; RESIDENT CAMP PROGRAMS
ST: *CANADA
AB: THE 1ST INTERNATIONAL CONFERENCE ON OUTDOOR EDUCATION, 1972, WAS PLANNED TO PROVIDE A BROAD RANGE OF CONTACTS AND EXPERIENCES FOR THE DELEGATES. PAPERS PRESENTED AT THIS CONFERENCE AND REPORTED IN THE PROCEEDINGS COVERED OUTDOOR EDUCATION FOR HANDICAPPED CHILDREN AND NATIVE CHILDREN, RESIDENTIAL PROGRAMS, GOVERNMENT ROLE IN OUTDOOR EDUCATION, CURRICULUM DEVELOPMENT, TEACHER EDUCATION, AND ENVIRONMENTAL EDUCATION. LISTS OF SPEAKERS AND DELEGATES WERE INCLUDED, WITH A COPY OF THE CONFERENCE PROGRAM. (PS)

AN: ED080255
CHAN: RC007170
AU: ARMENDARIZ, JUAN
OS: CONSORTIUM OF TEXAS SCHOOLS OF SOCIAL WORK, AUSTIN.
OS: TEXAS UNIV., AUSTIN. GRADUATE SCHOOL OF SOCIAL WORK.
Pd: 31 AUG 73
NO: 149P.
IS: R1E73DEC
PR: EDRS PRICE MF-$0.65 HC-$6.58
ST: *AMERICAN INDIANS; CURRICULUM DEVELOPMENT
THE EVALUATION REPORT OF TEXAS GRADUATE SCHOOLS OF SOCIAL WORK HAS 6 CRITERIA: (1) AN INCREASE IN THE PERCENTAGE OF BLACKS AND MEXICAN AMERICANS IN SCHOOLS; (2) A FULL UTILIZATION OF THE SCHOLARSHIPS UNDER THESE PROGRAMS; (3) DEVELOPMENT OF A STATEWIDE RECRUITMENT SYSTEM; (4) RELEVANT CURRICULUM CHANGES; (5) RETENTION OF GRADUATES FROM THE PROGRAMS. AS SOCIAL WORKERS IN TEXAS AND THE SOUTHWEST; AND (6) STUDENT FOLLOW-UP AFTER GRADUATION. MINORITIES IN THE PROGRAM RANGED FROM 55 (1968-69) TO 110 (1972-73) STUDENTS. EACH CRITERIA IS EVALUATED AND SUMMARIZED. CONCLUSIONS INCLUDE THAT: (1) THE ENROLLMENT OF MINORITY GROUP STUDENTS INCREASED AND ALL STIPENDS WERE AWARDED; AND (2) THERE WAS A LOW ATTRITION RATE AMONG STUDENTS RECRUITED INTO THE PROGRAMS. REPORT CONTENTS ARE: (1) INTRODUCTION; (2) SUMMARY AND CONCLUSIONS; (3) ANALYSIS AND EVALUATION; (4) EVALUATION COMPONENT; AND (5) FINAL COMMENTS AND RECOMMENDATIONS. THE APPENDICES, WHICH COMPRISE THE MAJORITY OF THE DOCUMENT, GIVE BACKGROUND INFORMATION FOR REPORT FINDINGS. (FF)
INDIAN CHILD IN THE EDUCABLE MENTALLY RETARDED PROGRAM. NONE OF THE CHILDREN DEPICTED IN THE REPORT ARE ACTUALLY ENROLLED IN SPECIAL EDUCATION CLASSES. (FF)

THE PURPOSE OF THIS EVALUATION IS TO PROVIDE AN UNDERSTANDING OF THE EDUCATIONAL ENVIRONMENT AT THE FORT SILL INDIAN SCHOOL AND TO EXERT POSITIVE INFLUENCE FOR CHANGE. THE BUREAU OF INDIAN AFFAIRS (BIA) SCHOOL'S PHILOSOPHY, GOALS, ADMINISTRATIVE MANAGEMENT, AND STAFFING ARE EXPLAINED. VARIOUS ASPECTS OF THE SCHOOL PROGRAM ARE EXAMINED AND RECOMMENDATIONS MADE IN THE FOLLOWING AREAS: CURRICULUM, MATHEMATICS AND SCIENCE, LANGUAGE ARTS, SOCIAL SCIENCES, INDUSTRIAL ARTS AND HOME ECONOMICS, DORMITORY LIVING, OUT-OF-CLASS ACTIVITIES, CULTURAL ARTS, ATHLETIC PROGRAM AND PHYSICAL EDUCATION, FOOD SERVICE, ENROLLMENT ACCOUNTING, AND FACILITIES. PROGRAM ALTERNATIVES, INCLUDING CONTRACTING, ARE DESCRIBED AND RECOMMENDATIONS ARE MADE. QUESTIONNAIRES USED IN THE STUDY ARE APPENDED WITH ADDITIONAL INFORMATION ON THE BIA SCHOOL. (PS)
UPDATED AND ACCURATE INFORMATION ON AMERICAN INDIAN CULTURE; AND
PROVIDES OTHER COROLLARY ACTIVITIES RELATED TO RESEARCH,
CURRICULUM, AND TRAINING SUPPORT. THE 7 OBjectives of the BIA
FIELD UNIT ARE DESIGNED TO ESTABLISH A SPECIFIC CENTER THAT
SERVES RESOURCE AND GENERAL EDUCATION NEEDS IN THE STUDY OF
AMERICAN INDIANS; PROVIDES SUPPORT FOR CURRICULUM DEVELOPMENT AND
TEACHER TRAINING; AND DEVELOPS NEWER AND MORE ACCURATE, RESOURCE
MATERIALS THROUGH THE INSTITUTE OF AMERICAN INDIAN ARTS. THE
CENTER MAINTAINS CONTACT WITH NATIONAL AND INTERNATIONAL RESOURCE
PROGRAMS AND INDIAN INSTITUTIONS. MATERIALS ARE DEVELOPED ON A
BASIS OF NEED, THROUGH SOLICITATIONS FROM TRIBAL GROUPS AND
INFORMAL INFORMATION GATHERING. MAJOR DISSEMINATION IS PROVIDED
THROUGH CONTRACT PROVISIONS MADE WITH TRIBES AND INDIVIDUALS. THE
APPENDIX PRESENTS AN OUTLINE FOR PROPOSALS AND A SCHEMATIC
DESCRIPTION OF THE CULTURAL STUDIES PROGRAM AND RELATED PROJECTS.

KM

AN - EDO78978
CHAN-RC007085
TI - CULTURAL STUDIES IN INDIAN EDUCATION. POSITION PAPER.
AU - WARREN, DAVE
OS - INSTITUTE OF AMERICAN INDIAN ARTS, SANTA FE, N. MEX.
PD - SEP 72
NO - 22P.
IS - R1E73NOV
PR - EDRS PRICE MF-$0.65 HC-$3.29
IT - *AMERICAN INDIANS: COMMUNITY INFLUENCE; *CULTURAL AWARENESS
IT - CURRICULUM DEVELOPMENT, FEDERAL PROGRAMS; INSTITUTIONS
IT - INSTRUCTIONAL MATERIALS; *LITERATURE; *PHILOSOPHY
IT - *SOCIAL SYSTEMS; VALUES
ST - BIA: BUREAU OF INDIAN AFFAIRS; *INSTITUTE OF AMERICAN INDIAN ART
AB - A BROAD INTERPRETATION OF CULTURAL STUDIES IS USED IN THIS
POSITION PAPER. THE NEED FOR INSIGHT AND APPRECIATION OF CULTURAL
DIVERSITY BETWEEN AMERICAN INDIANS AND NON-INDIANS IS DESCRIBED
BY CULTURAL PLURALISM AND ITS APPLICATION IN INDIAN EDUCATION,
AND RESPONSE TO CULTURAL PLURALISM - PROGRAMS AND ACTIVITIES IN
THE INDIAN COMMUNITY. THE RESPONSES ARE LOCAL/COMMUNITY PROJECTS,
REGIONAL/STATE PROGRAMS, COMMUNITY CENTERS, AND THE DEVELOPMENT
OF ORGANIZED CULTURAL MATERIALS PROGRAMS. SOME OF THE MATERIALS
PROGRAMS INCLUDE WRITING ORIGINAL HISTORIES, STUDIES OF INDIAN
GOVERNMENT AND LEGAL SYSTEMS, LINGUISTIC INFORMATION, INDIAN
LITERATURE, AND CURRICULUM CHANGE AND DEVELOPMENT. IT IS NOTED
THAT THE FUTURE OF THE INDIAN PEOPLE WILL LARGELY BE DETERMINED
BY THE ACQUISITION OF SKILLS NECESSARY TO LIVE IN A RAPIDLY
CHANGING TECHNOLOGICAL SOCIETY. (PS)
AN - ED078081
CHAN - TM002900
TI - EVALUATION OF NON-TRADITIONAL INSTRUCTION IN SOUTHEASTERN ALASKA INDIAN SCHOOL.
AU - BIPPU. STANLEY L.; AND OTHERS
PD - FEB 73
NO - 15P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (NEW ORLEANS, LOUISIANA, FEBRUARY 25-MARCH 1, 1973)
IS - R1E730CT
PR - EDRS PRICE MF-$0.65 HC-$3.29
IT - *AMERICAN INDIANS: *CURRICULUM DESIGN: INDEPENDENT STUDY
IT - *INSTRUCTIONAL PROGRAMS: INTERVIEWS: *PROGRAM EVALUATION
IT - *TEACHER QUALIFICATIONS: *TEACHING TECHNIQUES
ST - *ALASKA
AB - THE INSTRUCTIONAL PROGRAM EVALUATION OF A SCHOOL WHICH SERVES HAIDA AND TLINGIT INDIANS IS REPORTED. THE SCHOOL, LOCATED IN SOUTHEASTERN ALASKA, HAS A NONTRADITIONAL PROGRAM OF MINI-COURSES, SUPPLEMENTED BY INDEPENDENT STUDY AND SPECIFIC EXPERIENCES IN VOCATIONAL AREAS. THE EVALUATION WAS CONDUCTED AT THE END OF THE PROGRAM'S FIRST YEAR. THE STUDY, IS UNIQUE IN THAT MANY OF THE TEACHERS WERE COMMUNITY PEOPLE WITHOUT TRAINING IN EDUCATION. THESE PEOPLE WERE ASSISTED BY A PROFESSIONAL STAFF. DATA WERE COLLECTED THROUGH STUDENTS, USING A SOCIAL SCIENCE MODE OF INTERVIEWING. THE RESULTS OF THE EVALUATION WERE USED IN PLANNING FUTURE MINI-COURSES, INDEPENDENT STUDY, AND VOCATIONAL PROGRAMS FOR THE COMMUNITY. (AUTHOR)

AN - EDO77620
CHAN - RC007046
TI - MAN IN THE NORTH TECHNICAL PAPER. EDUCATION IN THE CANADIAN NORTH. REPORT ONE: COMMUNITY-GUIDED EDUCATION.
AU - BROWN, DOUG; AND OTHERS
OS - ARCTIC INST. OF NORTH AMERICA, MONTREAL (QUEBEC).
PD - MAR 73
NO - 46P.
IS - R1E730CT
PR - DOCUMENT NOT AVAILABLE FROM EDRS.
AV - NOT AVAILABLE SEPARATELY: SEE RC 007 045
IT - ADULTS: AMERICAN INDIANS: *COMMUNITY EDUCATION
IT - *COMMUNITY INVOLVEMENT: CULTURAL EDUCATION
IT - CURRICULUM DEVELOPMENT: *ESKIMOS: EXPERIMENTAL PROGRAMS
IT - *MINORITY GROUPS: *TECHNICAL REPORTS
ST - CANADA: INUVIK
TEACHING METHODS. SUBJECTS TAUGHT BY THE COMMUNITY TEACHERS WERE BASED ON LOCAL NATURAL ENVIRONMENTS. ALTHOUGH THE PROJECT TIME WAS TOO SHORT FOR THOROUGH EVALUATION, THE COMMUNITIES RESPONDED FAVORABLY, INTERESTED IN HAVING THEIR CHILDREN INITIATED TO THEIR OWN CULTURE AND HISTORY THROUGH THE SCHOOL SYSTEM. (KM)

AN - ED077615
CHAN - RCO07037
TI - IN STEP WITH THE STATES. A COMPARISON OF STATE AND INDIAN SERVICE EDUCATIONAL OBJECTIVES AND METHODS.
AU - HOWARD, HOMER H.
OS - HASKELL INDIAN JUNIOR COLL., LAWRENCE, KANS.
PD - 49
NO - 110P.
IS - ER4730CT.
PR - EDRS PRICE MF-$0.65 HC-$6.58
SPO - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), WASHINGTON, D.C.
IT - *AMERICAN INDIANS; BILINGUAL EDUCATION; COMPARATIVE ANALYSIS
IT - COURSE OBJECTIVES; CURRICULUM DEVELOPMENT; ESKIMOS
IT - FEDERAL PROGRAMS; FLEXIBLE SCHEDULING; RURAL SCHOOLS
IT - STUDENT NEEDS; TEACHING PROCEDURES
ST - BIA; BUREAU OF INDIAN AFFAIRS
AB - THE PURPOSE OF THIS 1949 BOOK IS TO SUMMARIZE THE BELIEFS OF THE EDUCATION DIVISION OF THE UNITED STATES INDIAN SERVICE AND TO PRESENT SUMMARIZED STATEMENTS OF THE EDUCATIONAL OBJECTIVES AND TEACHING PRACTICES OF ALASKA AND THE 45 STATES WHERE THE INDIAN SERVICE OPERATES SCHOOLS. PART I ANSWERS SUCH QUESTIONS AS HOW PUBLIC SCHOOLS ARE CHANGING; ARE ALL PUBLIC SCHOOLS GOOD SCHOOLS; AND WHY INDIAN SCHOOLS CHANGE RAPIDLY. THE EDUCATIONAL APPROACH, THE PRIMARY OBJECTIVES OF INDIAN SCHOOLS, THE PROVISIONS FOR INDIVIDUAL DIFFERENCES, AND SURVEYS AS FOUNDATIONS FOR CURRICULUM DEVELOPMENT ARE ADDITIONAL TOPICS DISCUSSED IN PART I. PART II REVIEWS COURSES OF STUDY IN ARIZONA, COLORADO, FLORIDA, MINNESOTA, NEBRASKA, NEVADA, NEW MEXICO, NORTH CAROLINA, NORTH DAKOTA, OKLAHOMA, OREGON, SOUTH DAKOTA, TEXAS, UTAH, AND WASHINGTON. THE COURSE OF STUDY FOR ALASKA’S ELEMENTARY AND SECONDARY TERRITORIAL SCHOOLS IS EXAMINED IN PART III. (HBC)

AN - ED077614
CHAN - RCO07036
TI - EDUCATION FOR BETTER LIVING. A STUDY OF THE EFFECTIVENESS OF THE PINE RIDGE EDUCATIONAL PROGRAM.
AU - DALE, GEORGE A.
OS - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), PHOENIX, ARIZ.
PHOENIX INDIAN SCHOOL.
PD - 55
NO - 251P.
IS - R1E730CT
PR - EDRS PRICE MF-$0.65 HC-$9.87
IT - AMERICAN INDIANS; CAREER EDUCATION; COMMUNITY INVOLVEMENT
IT - CURRICULUM DEVELOPMENT; EDUCATION; PROGRAM EFFECTIVENESS
During 1938-39 a study of students and graduates of the Pine Ridge Federal School revealed that most of these students (98%) stayed on the Oglala Sioux Reservation. The school program was largely academic, contributing little to their employability. As a result, the program was remodeled to make it responsive to reservation economic and social needs. In 1950 an intensive evaluation of the school curriculum from 1936 to 1950 was made. Students who were exposed to the remodeled curriculum asked 2 basic questions: (1) Are the former students making a better living through the use of reservations' resources or through wage employment as a result of their school training than would otherwise have occurred? (2) What do these former students think about the effectiveness of the school program and how would they change it? The survey was concerned primarily with the usefulness of those parts of the school curriculum which were planned specifically to help American Indians make a better living. Respondents were all adults who had been out of school from 3-10 years. One response stated "This (study) is a chance for an Indian to really speak his mind about the schools." (FF)
Public schools were included with adaptations, i.e., English was classified as a foreign language. Physical education stressed continuing leisure activities rather than pure calisthenics. The curriculum attempted to combine Navajo culture, international humanistic values, and competence in individually chosen fields. (FF)

AN - EJ075418
CHAN - S0501713
TI - TOWARD INQUIRY IN ARCHAEOLOGY
AU - STRASSER, BEN B.
SO - CALIFORNIA COUNCIL FOR THE SOCIAL STUDIES REVIEW; 12: 3: 43-46
PD - 72-73
IT - AMERICAN INDIANS: *ARCHAEOLOGY: CURRICULUM DEVELOPMENT
IT - *EDUCATIONAL TELEVISION: *INQUIRY TRAINING
IT - *INSTRUCTIONAL MATERIALS: *SOCIAL STUDIES UNITS
IT - TEACHING TECHNIQUES
AB - THREE TELECASTS WERE DEVELOPED AS PART OF A UNIT OF STUDY ON ARCHAEOLOGY. FOCUSING ON THE INDIANS OF SOUTHERN CALIFORNIA. (JB)

AN - ED075144
CHAN - RC006925
TI - THE NORTHERN ESKIMOS OF ALASKA. A SOURCE BOOK.
AU - BLAND, LAUREL L., COMP.
SO - ALASKA STATE DEPT. OF EDUCATION. JUNEAU.
PD - JUN 72
NO - 86P.
IS - RIE73AUG
PR - EDRS PRICE MF-$0.65 HC-$3.29
AV - COORDINATOR PUBLIC RELATIONS & PUBLICATIONS, DEPT. OF EDUCATION. ALASKA CAPITOL BUILDING, POUCH G. JUNEAU. ALASKA 99801 (CURRENTLY AVAILABLE FREE)
IT - ANTHROPOLOGY: *CULTURAL BACKGROUND: CULTURAL DIFFERENCES
IT - *CURRICULUM DEVELOPMENT: ECOLOGY: *ESKIMOS: GROUP MEMBERSHIP
IT - HISTORY INSTRUCTION: MANUALS: *PHYSICAL ENVIRONMENT
IT - *RESOURCE UNITS
ST - *ALASKA
THE DEVELOPMENT OF NATIVE AMERICAN STUDIES (NAS) IS AN ATTEMPT AT SELF-AWARENESS AND AN EXERCISE IN SELF-DETERMINATION. ONE AREA OF CONCERN IN THE DEVELOPMENT OF A PROGRAM FOR NATIVE AMERICANS IS THEIR HIGH ATTENTION RATE IN COLLEGE. SPECIALLY DESIGNED PROGRAMS FOR THE NATIVE AMERICAN STUDENT COULD OFFER (1) NATIVE AMERICAN STUDENT ORIENTATION PROGRAMS. (2) MINI-WORKSHOPS ON NOTE-TAKING, THE USE OF THE LIBRARY, AND RESEARCH PAPER WRITING TECHNIQUES. (3) ACADEMIC, FINANCIAL, AND PERSONAL COUNSELING SERVICES. (4) TUTORIAL PROGRAMS. AND (5) SOCIAL "GET ACQUAINTED" ACTIVITIES.

ANOTHER PROBLEM RELATED TO THE DEVELOPMENT OF NAS PROGRAMS IS THE NECESSITY OF HAVING A MAJORITY OF FACULTY AND STAFF OF THE SAME ETHNIC ORIGIN AS THE STUDENTS. ONCE THE PROGRAM HAS BEGUN TO SOLVE THESE 2 PROBLEMS. A THIRD PROBLEM RESULTS: TOO FEW NATIVE AMERICAN COLLEGE GRADUATES RETURN TO THEIR HOME ENVIRONMENT OR RESERVATION. OR EVEN FIND THEIR WAY INTO INDIAN-ORIENTED ORGANIZATIONS--WHEREVER THEY MAY BE LOCATED. IT IS FURTHER CONTENTED THAT ALTHOUGH THE INDIAN STUDENT CAN BECOME INVOLVED IN SUCH A PROGRAM. THE COURSES INCLUDED IN THE CURRICULUM MUST BE ACADEMICALLY SOUND AND RESPONSIVE TO AND REFLECTIVE OF THE NEEDS OF ITS PARTICULAR STUDENTS AND COMMUNITY. IT IS CONCLUDED THAT THE FINISHED PRODUCT OF NAS CAN ONLY RESULT THROUGH THE INITIATIVE TAKEN BY NATIVE AMERICANS AND EDUCATORS TO INCORPORATE TIME-TRIED PERSPECTIVES INTO THE NEW ACADEMIC PERSPECTIVE OF NAS.
The monograph provides a brief framework for exploring individual differences of the American Indian student. The individualized program of teaching and learning is designed to account for individual differences in the broadest terms. Emphasis is placed on the idea that educators must address themselves to the knotty problem of changing the educational sequence for children into one of constant challenge with each day a successful day and without a daily frustration level which tends to destroy initiative and the desire to achieve. The authors believe a successful individualized program can be developed through the cooperative effort of all those who desire to improve Indian education. The individual child must be given the opportunity to develop the skills and concepts necessary to live in a multicultural society. Teachers must be sensitive to and cognizant of ways to provide opportunities for the Indian child to identify with and feel a pride in his heritage. Four areas of consideration in designing an individualized instructional program are discussed:

1. The situation—Education for the Indian child has failed because his cultural identity has been ignored.
2. The individual—the teacher must understand the setting out of which the child appears each day.
3. The involvement in curriculum development by parents, tribal leaders, educators, and curriculum designers;
4. The program—techniques for teaching.

Content analysis schedule for bilingual education programs: Ukiah Indian, Mexican-American bilingual-bicultural program.

Ehrlich, Alan

City Univ. of New York, N.Y. Hunter Coll. Bilingual education applied research unit.

14 Jan 72

35p.

RIE73AUG

EDRS price MF-$0.65 HC-$3.29

Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
INCLUDE AT LEAST ONE NATIONAL INDIAN UNIVERSITY WITH APPROPRIATE GRADUATE SCHOOLS, INSTITUTES, AND CENTERS AND TEACHER TRAINING AND VOCATIONAL PROGRAMS AT 9 NON-INDIAN UNIVERSITIES AND AT INDIAN COMMUNITY COLLEGES. A CHART OF SIMPLE CAUSES AND EFFECTS OF NON-INDIAN EDUCATIONAL AND INSTITUTIONAL SYSTEMS LISTS 8 OUTCOMES AT PROGRESSIVE LEVELS IN THE EDUCATIONAL SYSTEM. (FF)

AN - EJO71278
CHAN - RC501193
TI - PROPOSAL ON EDUCATION FOR THE CANADIAN INDIAN
SO - NORTHIAN: 9: 2; 28-34
PD - W 72
IT - *AMERICAN INDIANS: CULTURAL AWARENESS: *CURRICULUM DEVELOPMENT
IT - *EDUCATIONAL CHANGE: *NEEDS: PROGRAM DEVELOPMENT
IT - *SCHOOL IMPROVEMENT
ST - *CANADA
AB - A NEW SELF-AWARENESS FOR THE AMERICAN INDIAN AND A NEW APPROACH TO THE EDUCATIONAL SYSTEM ARE OUTLINED IN THIS PROPOSAL. BY THE ASSOCIATION OF IROQUOIS AND ALLIED INDIANS. (FF)

AN - ED073200
CHAN - UDO13257
TI - ETHNIC AND MINORITY STUDIES REVIEW, VOLUME 1, NUMBER 1
AU - LEDERER, NORMAN, ED.; COPPS, JANE, ED.
OS - WISCONSIN: IV., STEVENS POINT ETHNIC AND MINORITY STUDIES CENTER
SO - ETHNIC AND MINORITY STUDIES REVIEW: VI. N1 . FALL-WIN 1972-1973
PD - 72
NO - 68P
IS - R1E73JUN
PR - EDRS PRICE MF-SO.65 HC-S3.29
IT - AMERICAN HISTORY: AMERICAN INDIANS: CURRICULUM DEVELOPMENT
IT - *ETHNIC STUDIES: IMMIGRANTS: INDUSTRY: LITERATURE REVIEW
IT - MEXICAN AMERICANS: MINORITY GROUPS: NEGRO HISTORY
IT - RACIAL DISCRIMINATION: RACISM: SLAVERY: SOCIAL SCIENCES
IT - *UNITED STATES HISTORY

AN - ED072704
CHAN - FLO34038
TI - CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: CHEROKEE BILINGUAL EDUCATION PROGRAM.
AU - HESS, RICHARD T.
OS - CITY UNIV. OF NEW YORK, N.Y. HUNTER COLL. BILINGUAL EDUCATION APPLIED RESEARCH UNIT.
PD - 72
NO - 43P.
IS - RIE73JUN
PR - EDRS PRICE MF-$0.65 HC-$3.29
SPO - OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. DIV. OF BILINGUAL EDUCATION.
IT - *AMERICAN INDIAN LANGUAGES; AMERICAN INDIANS; *BICULTURALISM
IT - *BILINGUAL EDUCATION; COGNITIVE DEVELOPMENT; *CONTENT ANALYSIS
IT - *CURRICULUM DESIGN; EDUCATIONAL FINANCE; ELEMENTARY GRADES
IT - *ENGLISH; INSTRUCTIONAL MATERIALS; LEARNING THEORIES
IT - *PRESCHOOL CHILDREN; PROGRAM COSTS; PROGRAM EVALUATION
IT - *SELF ESTEEM; SOCIOLINGUISTICS; STUDENT GROUPING
IT - *TEACHER EDUCATION; TUTORING
ST - CHEROKEE BILINGUAL EDUCATION PROGRAM: OKLAHOMA; *PROJECT BEST
ST - TAHLEQUAH
AN - ED071810
CHAN- RCO06696
TI - MAHJETAHWIN ("THE BEGINNING"). A CROSS-CULTURAL PROGRAM.
AU - HALL, D. M.
OS - ROSENEATH CENTENNIAL SCHOOL (ONTARIO).
Pd - 72
NO - 19P.
IS - RIE73MAY
PR - EDRS PRICE MF-$0.65 HC-$3.29
IT - *AMERICAN INDIANS; *AREA STUDIES; *BIRACIAL SCHOOLS
IT - COMMUNICATION PROBLEMS; COMMUNITY INVOLVEMENT
IT - *CONFLICT RESOLUTION; *CROSS CULTURAL TRAINING

THE PAPER DESCRIBES A CURRICULUM DEVELOPMENT PROJECT AT THE
HOBLEMA RESERVES, ALBERTA, CANADA, WHOSE LOCUS IS CONCEIVED AS
SITUATED AT THE INTERFACE OF THE DOMINANT SOCIETY AND THE
MINORITY, NATIVE INDIAN SOCIETY. THE PROJECT'S 2 OBJECTIVES ARE
(1) TO PRODUCE AND DEVELOP INSTRUCTIONAL MATERIALS AND PLANS FOR
THE LOCAL RESERVES SCHOOL AND (2) TO ENGAGE THE TOTAL COMMUNITY
IN INVOLVED ACTIVITY IN THE PROJECT WORK. THE PROJECT LOOKS TO
"DEVOLUTION," DEFINED AS A PROCESS OF POWER REALLOCATION IN SUCH
A WAY THAT THE IDENTIFIABLE GROUP SITUATED OUTSIDE THE
HEADQUARTERS FEELS FREE TO ACT WITHOUT THE CONSTRAINTS OF SOME
HIERARCHY, RATHER THAN "DECONCENTRATION," DEFINED AS A PROCESS OF
ALLOCATING AUTHORITY FOR SPECIFIC FUNCTIONS WITHIN AN
HIERARCHICAL STRUCTURE TO AN IDENTIFIABLE GROUP SITUATED OUTSIDE
HEADQUARTERS, AS A VIAL OPERATIVE VALUE IN BRINGING ABOUT
"DECENTRALIZED" CONTROL OVER CURRICULAR CONTENT. AT ISSUE IS THE
CHARACTER OF THE RELATIONSHIP BETWEEN THE DEPARTMENT OF INDIAN
AFFAIRS AND NORTHERN DEVELOPMENT (CANADA) AND THE RESERVES
PEOPLE. THE PAPER HIGHLIGHTS OPERATIONAL PRINCIPLES ADOPTED, SOME
OF THE CONCRETE ACTIVITIES UNDERTAKEN, AND AMERICAN INDIAN
PERCEPTIONS OF PROJECT ACTIVITIES AS THEY MOVED THROUGH THE
SEVERAL PHASES OF DEVELOPMENTAL WORK OVER THE INITIAL 10 MONTHS.
IT CONCLUDES WITH THE NOTE THAT THE CURRICULUM DEVELOPMENT WORK
IS VIEWED AS A SIGNIFICANT STEP TOWARDS THE LARGER ISSUE OF LOCAL
AUTONOMY OVER EDUCATIONAL MATTERS. (AUTHOR/FF)
CURRICULUM DEVELOPMENT; HISTORY INSTRUCTION: SELF ESTEEM  
CANADA; ROSENEATH  
THE PROBLEMS, FRUSTRATIONS, SUCCESSES, AND FAILURES MET BY THE ROSENEATH CENTENNIAL PUBLIC SCHOOL IN ROSENEATH, CANADA, WHILE ATTEMPTING TO RESPOND TO THE UNIQUE NEEDS OF THE COMMUNITY IT SERVES, ARE DESCRIBED IN THIS PAPER. THE SCHOOL STAFF PLANNED AND IMPLEMENTED A PROGRAM IN CROSS-CULTURAL STUDIES IN ORDER TO REDUCE THE FRICITION BETWEEN THE MEMBERS OF THE NEARBY INDIAN RESERVE AND THE SURROUNDING NON-INDIAN COMMUNITY. THE PROGRAM WAS DESIGNED TO EXPOSE CHILDREN AND PARENTS TO THE VARIOUS INDIAN CULTURES IN ORDER THAT THE NON-INDIANS WOULD BE MORE UNDERSTANDING AND THAT THE INDIANS WOULD BETTER APPRECIATE THEIR OWN UNIQUE HERITAGE. SOME SPECIFIC OBJECTIVES OF THE PROGRAM WERE: (1) TO IMPROVE THE INDIAN CHILD'S SELF-CONCEPT, (2) TO CREATE AN APPRECIATION OF THE VARIOUS CULTURES INHERENT IN THE SCHOOL POPULATION, (3) TO DEVELOP A MORE ACCURATE AND UNBIASED APPROACH TO CANADIAN HISTORY, AND (4) TO CREATE A VEHICLE FOR GREATER INTERACTION BETWEEN THE SCHOOL AND THE COMMUNITY. IT WAS CONCLUDED THAT BECAUSE OF THE DISTRUST BETWEEN THE 2 GROUPS AND OCCASIONAL NEGATIVE INFLUENCES FROM INDIVIDUALS OUTSIDE BOTH COMMUNITIES, A GREAT DEAL OF WORK STILL NEEDS TO BE DONE THROUGH INNOVATIONS IN THE AREAS OF COMMUNITY INVOLVEMENT, BASIC PHILOSOPHY, SCHOOL CULTURE, AND CURRICULUM. (HBC)
Advances in Navajo Bilingual Education are described in this progress report, in which bilingual education is presented as an element in aiding the community to be involved in and to control the Navajo education system. Also, the reports of 3 meetings concerning Navajo education are included. The report of a Navajo bilingual-bicultural materials conference contains curriculum ideas for persons involved with Navajo language teaching. A proposal for a Navajo bilingual education program forms a major part of the report of a meeting of students and faculty held at the University of New Mexico (UNM) to discuss Navajo bilingual teacher education. The report of the third meeting, also held at UNM, discusses the training of Navajo bilingual teachers. Lists of participants in the meetings and a "supplement to the analytical bibliography of Navajo reading materials" are also presented. (PS)

General information on the studies currently underway by the Southwestern Cooperative Educational Laboratory (SECEL) is presented in this report. Module A is concerned with investigating the relationships between a variety of cultural-psychological factors and language development in Grade 1. Testing and home interviews play a major part in this investigation. The purpose of Module D is to investigate the effects of systematic variation of several parameters in the classroom. Module C is concerned with field tryouts of oral language materials for culturally diverse children. Module D is concerned with entry skill development in the area of speech elicitiation procedures. Copies of health, education, and welfare department forms and the instruments used are included for each project in progress. It is noted that some reorganization, shifting, and refocusing are taking place within the laboratory. The operational structure is moving to a task group structure rather than a task force structure. The new emphasis is on small task groups. A newly-formed body called the plans, review, and evaluation panel is responsible for the review, evaluation, and
DIRECTIVE FUNCTION. (PS)

AN - EDO69446
CHAN - RC006561
TI - MICHIGAN EDUCATION ASSOCIATION, DIVISION OF MINORITY AFFAIRS, ANNUAL REPORT, AUGUST 1972.
AU - COLEMAN, HERMAN W.
OS - MICHIGAN EDUCATION ASSOCIATION. EAST LANSING.
PD - AUG 72
NO - 16P.
IS - R1E73MAR
PR - EDRS PRICE MF-$0.65 HC-$3.29
IT - AMERICAN INDIANS; BILINGUAL EDUCATION; CULTURAL AWARENESS
IT - CURRICULUM DEVELOPMENT; ETHNIC STUDIES; EVALUATION
IT - INSTRUCTIONAL MATERIALS; MEXICAN AMERICANS; MINORITY GROUPS
IT - NEGROES
ST - MICHIGAN
AB - EVALUATIVE DATA RELATIVE TO THE EFFECTIVENESS OF THE DIVISION OF MINORITY AFFAIRS IN ARRIVING AT DEFINED GOALS AND OBJECTIVES ARE PRESENTED IN THIS ANNUAL REPORT. PROGRAM DESCRIPTIONS AND SPECIFIC OBJECTIVES ARE GIVEN FOR 9 PROJECTS. THE PROJECTS INCLUDE DEVELOPING A CURRICULUM CHANGE MODEL; PLANNING A MINORITY GROUP CONFERENCE; DEVELOPING A READING IN-SERVICE PROGRAM MODEL; ENLISTING THE INFLUENCE OF ACCREDITING AGENCIES IN CHANGING CURRICULUM PRACTICES; PROVIDING A CLEARINGHOUSE OF INFORMATION REGARDING FELLOWSHIPS AND SCHOLARSHIPS; CREATING AND MAINTAINING A CURRICULUM CENTER; SPONSORING A CURRICULUM DEVELOPMENT CONFERENCE, INCLUDING ETHNIC CURRICULUM DEVELOPMENT, INDIAN EDUCATION, AND CHICANO CURRICULUM DEVELOPMENT; PUBLISHING A MANIFESTO TO PROVIDE INFORMATION TO MEMBERS; DEVELOPING A LIAISON WITH OTHER AGENCIES AND INSTITUTIONS; AND PROVIDING GENERAL SERVICES. (PS)

AN - EDO69445
CHAN - RC006559
TI - A SELECTED ANNOTATED BIBLIOGRAPHY OF MATERIAL RELATING TO RACISM, BLACKS, CHICANOS, NATIVE AMERICANS, AND MULTI ETHNICITY. VOLUME I.
OS - MICHIGAN EDUCATION ASSOCIATION. EAST LANSING.
PD - 71
NO - 75P.
IS - R1E73MAR
PR - EDRS PRICE MF-$0.65 HC-$3.29
IT - AMERICANS; ANNOTATED BIBLIOGRAPHIES; AUDIOVISUAL AIDS
IT - CURRICULUM DEVELOPMENT; ETHNIC DISTRIBUTION
IT - MEXICAN AMERICANS; NEGROES; RACISM
AB - THE PRIMARY FOCUS OF THIS ANNOTATED BIBLIOGRAPHY IS ON MATERIAL WHICH THE MICHIGAN EDUCATION ASSOCIATION BELIEVES TO BE MOST REPRESENTATIVE OF THE REALITIES THAT RELATE TO THE INVOLVEMENT AND CONTRIBUTIONS OF BLACKS, CHICANOS, AND NATIVE AMERICANS AND THE CLIMATE OF THE TIMES DURING WHICH SUCH INVOLVEMENT AND CONTRIBUTIONS OCCURRED. ITS PURPOSE, THEN, IS TO PROVIDE
CLASSROOM TEACHERS AND EDUCATORS WITH A PRACTICAL INSTRUMENT BY
WHICH THEY CAN BECOME AWARE OF MEANINGFUL RESOURCES THAT WILL
HELP FOSTER IN TEACHERS AND STUDENTS AN AWARENESS OF AND
APPRECIATION FOR THE PLURAL ETHNICITY OF OUR SOCIETY, WHICH
HEREFORE HAS BEEN NONEXISTENT IN MOST SCHOOL ENVIRONMENTS IN
AMERICA. ADDITIONALLY, THE BIBLIOGRAPHY IS INTENDED TO SERVE AS
ONE FACTOR IN MOTIVATING AND FACILITATING SCHOOL DISTRICTS TO
MODIFY THEIR PRESENT CURRICULUM IN ORDER TO INCLUDE ETHNIC AND
CULTURAL DIVERSITY IN EACH CURRICULUM COMPONENT. DOCUMENTS DATE
FROM 1945 TO 1972, BUT THE MAJORITY OF THE PUBLICATIONS DATE FROM
THE MIDDLE AND LATE 60S. NOVELS, BIOGRAPHIES, PERIODICALS,
RECORDS, FILMS, AND FILMSTRIPS COMPRISE THE 294 ENTRIES IN THIS
MATERIAL. (HBC)

AN - ED06B231
CHAN - RCO06508
TI - SUMMARY REPORT OF TRAINING ACTIVITIES. NAVAJO SCHOOL BOARD
TRAINING PROJECT.
AU - STOUT, IRVING W.; PRATT, WAYNE T.
OS - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR). WINDOW ROCK, ARIZ.
PD - JUN 72
NO - 15P.
IS - R1E73FEB
PR - EDRS PRICE MF-$0.65 HC-$3.29
IT - *AMERICAN INDIANS; *BOARDS OF EDUCATION; COMMUNITY ATTITUDES
IT - CULTURAL AWARENESS; CURRICULUM DEVELOPMENT; *EDUCATIONAL NEEDS
IT - INSTRUCTIONAL STAFF; *PARENT PARTICIPATION
IT - SCHOOL COMMUNITY RELATIONSHIP; *TRAINING; VOCATIONAL EDUCATION
ST - *NAVAJOS
AB - A BRIEF SUMMARY OF CONCLUSIONS REACHED BY CONSULTANTS AND AN
INTERPRETIVE SUMMARY OF REPORTS MADE BY SMALL DISCUSSION GROUPS
DURING THE NAVAJO COMMUNITY SCHOOL BOARD TRAINING PROJECT ARE
PRESENTED IN THIS REPORT. MAJOR CONCLUSIONS ARE THAT NAVAJOS TOOK
THE TRAINING SESSIONS SERIOUSLY. THAT THE TRAINEES COULD NOT BE
RUSHED. THAT THE TRAINEES RECOGNIZED THE VALUES OF BOTH THE OLD
AND THE NEW IN SUCH MATTERS AS CURRICULUM, THAT THE GREATEST AREA
OF SENSITIVITY WAS IN THE FIELD OF RELATIONSHIPS, AND THAT THE
TRAINEES RECOGNIZED THEIR OWN LIMITATIONS AND FREELY EXPRESSED A
DESIRE FOR CONTINUED TRAINING. TOPICS DISCUSSED IN THE
INTERPRETIVE SUMMARY OF REPORTS INCLUDE CURRICULUM DEVELOPMENT,
PARENT-SCHOOL AND COMMUNITY-SCHOOL RELATIONSHIPS, TRAINING
PROBLEMS, AND STAFF SELECTION. (PS)

AN - ED06B230
CHAN - RCO06507
TI - NAVAJO COMMUNITY SCHOOL BOARDS SPEAK OUT: A SUMMARY OF NAVAJO
THOUGHT ABOUT EDUCATION. NAVAJO SCHOOL BOARD TRAINING PROJECT.
AU - STOUT, IRVING W.; PRATT, WAYNE T.
OS - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR). WINDOW ROCK, ARIZ.
PD - JUN 72
NO - 75P.
SCHOOL BOARD TRAINING IS CONDUCTED 8 TIMES DURING THE SCHOOL YEAR AT 5 RESERVATION LOCATIONS FOR APPROXIMATELY 300 ADULT NAVAJOS. A LIST OF STATEMENTS MADE DURING SMALL GROUP DISCUSSIONS ON THE MAJOR TOPIC ITEMS COVERED AT THESE MEETINGS IS PRESENTED IN THIS REPORT. MAJOR TOPICS INCLUDE CURRICULUM DEVELOPMENT, PARENT-SCHOOL AND COMMUNITY-SCHOOL RELATIONSHIPS, TRAINING PROBLEMS, AND STAFF SELECTION. A SUGGESTED LIST OF TRAINING ACTIVITIES FOR 1970-71 IS INCLUDED ALONG WITH COPIES OF SCHOOL BOARD MEETING MINUTES FROM 2 SCHOOL DISTRICTS. (PS)

TO ENABLE THE STUDENT TO BETTER HIS SELF-IMAGE, THIS PROJECT ENDEAVORS TO GIVE THE STUDENT OPPORTUNITY TO ACQUIRE FACTUAL KNOWLEDGE AS WELL AS NEW EXPERIENCE AND SKILLS. THROUGH AN INTEGRATED PROGRAM OF INSTRUCTIONAL MATERIALS. THE 9TH GRADE OGLALA SIOUX STUDENT STUDIES THE HISTORY AND CULTURE OF THE OGLALA PEOPLE ON THE PINE RIDGE INDIAN RESERVATION. THE BASIC MATERIALS WERE COLLECTED THROUGH INTERVIEWS WITH OGLALA SIOUX ELDERS AND AVAILABLE READING MATERIALS AND PHOTOGRAPHS. THE 6 INSTRUCTIONAL UNITS COVER TOPICS SUCH AS: KINSHIP STRUCTURE, LAND, ECONOMY, GAMES, LEGENDS, AND GOVERNMENT. EVALUATION WAS BASED ON PRE-TESTING AND POST-TESTING 9TH GRADERS WITH COMPARATIVE ANALYSIS WITH 9TH GRADE STUDENTS IN A CONTROL GROUP. THE APPENDED CURRICULA GUIDE LISTS (1) THE GENERAL PRINCIPLES AND OBJECTIVES OF AN INDIAN STUDIES CURRICULUM FOR PINE RIDGE INDIAN
RESERVATION AND (2) THE CONCEPTS, OBJECTIVES, ATTITUDES, AND RESOURCES FOR EACH UNIT OF THE NINTH GRADE OGLALA SIOUX CURRICULUM. THE TEXTS OF THE 6 UNITS ARE UNDER SEPARATE COVERS IN THIS REPORT. (AUTHOR/FF)

AN - EJOS9915
CHAN- RC500935
TI - A COMMUNICATION SYSTEM FOR THE AMERICAN INDIAN IN HIGHER EDUCATION
AU - EDINGTON, EVERETT D.
SO - AMERICAN INDIAN CULTURE CENTER JOURNAL; 3; 1; 22-5
PD - F/W 71-72
IS - CIJE72NOV
IT - *AMERICAN INDIANS; *COMMUNICATION PROBLEMS; COUNSELING SERVICES
IT - CURRICULUM DEVELOPMENT; FINANCIAL SUPPORT; *HIGHER EDUCATION
IT - *RECRUITMENT; SPECIAL PROGRAMS

AN - EDO66275
CHAN- RCO66393
TI - AN ASSESSMENT OF THE EDUCATIONAL NEEDS OF INDIAN STUDENTS IN THE STATE OF ARIZONA.
OS - CONSULTING SERVICES CORP., SEATTLE, WASH.
PD - DEC 69
NO - 83P.
IS - RIE72DEC
PR - EDRS PRICE MF-$0.65 HC-$3.29
SPO - ARIZONA STATE DEPT. OF PUBLIC INSTRUCTION, PHOENIX.
SPO - OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. PROJECTS TO ADVANCE CREATIVITY IN EDUCATION.
IT - ADMINISTRATOR EDUCATION; *AMERICAN INDIANS; COMMUNITY INVOLVEMENT
IT - CULTURAL DIFFERENCES; *CURRICULUM DESIGN; *EDUCATIONAL NEEDS
IT - FEDERAL PROGRAMS; SELF CONCEPT; *STUDENT PARTICIPATION
IT - *STUDENT TEACHER RELATIONSHIP
ST - *ARIZONA
AB - THE OBJECTIVE OF THE STUDY WAS TO OFFER GENERAL AND COMPREHENSIVE INFORMATION ON AMERICAN INDIAN EDUCATION AS IT PERTAINS TO TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT IN ARIZONA. THE PRIMARY VEHICLE USED FOR COLLECTING INFORMATION WAS THE FOCUS INTERVIEW--A TECHNIQUE USED TO GATHER IN-DEPTH INFORMATION ON OPINIONS AND PREFERENCES. THE INTERVIEW SESSIONS INCLUDED 8-12 PARTICIPANTS WHO WERE ENCOURAGED TO COMMENT ON ALL ASPECTS OF INDIAN EDUCATIONAL NEEDS. TAPE RECORDINGS OF THE INTERVIEWS WITH PARENTS, STUDENTS, AND TEACHERS WERE MADE BY 2 INTERVIEWERS, BOTH OF WHOM LATER FILLED OUT AN INTERVIEWER'S REPORT FORM. FINDINGS INDICATED THAT THERE ARE CULTURAL DIFFERENCES AMONG INDIANS AND NON-INDIANS; THAT THE STUDENTS SUFFER FROM FEELINGS OF INFERIORITY; THAT BECAUSE SCHOOL PERSONNEL FAIL TO RECOGNIZE CULTURAL DIFFERENCES AND ARE UNABLE TO ADAPT TO THE TEACHING OF INDIAN STUDENTS, THE STUDENTS ARE NOT QUALIFIED TO FACE THE OUTSIDE WORLD AND DROP OUT; AND THAT SCHOOL CHANGES TEND TO BE SUPERFICIAL. STANDARDIZED SCORES SHOWED INDIAN STUDENTS TO BE BELOW THE STANDARD NORMS. BASED ON WHAT WAS LEARNED FROM THE
FOCUS INTERVIEWS, 19 RECOMMENDATIONS WERE LISTED FOR THE 
ADMINISTRATION OF TITLE III AT THE STATE LEVEL AND FOR THE 
EDUCATIONAL NEEDS AND COMMENSURATE PROJECT ALTERNATIVES FROM THE 
FOCUS INTERVIEWS. SIX UNDERLYING NEEDS DISCOVERED IN THE FOCUS 
INTERVIEWS WERE IMPROVEMENT OF EDUCATOR-LEARNER RELATIONSHIPS, 
STUDENT SELF-IMAGE, STUDENT INVOLVEMENT, EDUCATIONAL 
ADMINISTRATION, CURRICULUM STRUCTURE, AND COMMUNITY INVOLVEMENT. 

AN - EDO66236
CHAN- RC006348
TI - TIOSPAYE. CURRICULUM MATERIALS RESOURCE UNIT 2.
OS - BLACK HILLS STATE COLL.. SPEARFISH, S. DAK.
OS - RED CLOUD INDIAN SCHOOL, INC., PINE RIDGE, S. DAK. OGLALA SIOUX 
CULTURE CENTER.
PD - JUL 72
NO - 44P.
IS - RIIE72DEC
PR - EDRS PRICE MF-$0.65 HC-$3.29
SPO - NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT 
(DHEW/0E). WASHINGTON. D.C.
BN - BR-1-H-004
IT - AMERICAN INDIANS; ANTHROPOLOGY; COMMUNITY, ROLE
IT - CULTURAL BACKGROUND; CURRICULUM DEVELOPMENT; DAY SCHOOLS 
IT - ETHNIC GROUPS; FAMILY, RELATIONSHIP; GRADE 9; GROUP LIVING 
IT - GROUP, MEMBERSHIP; HISTORY; INSTRUCTIONAL MATERIALS; LEGENDS
IT - MYTHOLOGY; RESERVATIONS (INDIAN.
ST - OGLALA SIOUX
AB - THE SECOND OF 6 UNITS. THE INSTRUCTIONAL MATERIAL PRESENTED IN 
THIS DOCUMENT WAS PREPARED FOR THE 9TH GRADERS OF THE OGLALA 
SIOUX. THE FUNCTION OF THE TIOSPAYE, THE NAME GIVEN TO INDICATE A 
PERSON'S RELATIVES, IS EXPLAINED. THE STORY OF THE ORIGIN OF THE 
SEVEN COUNCIL FIRES AND STORIES TELLING OF THE SEPARATION OF THE 
SIOUX PEOPLE INTO THE 7 GROUPS REPRESENTING THE 7 CAMPS AND 
DESCRIBING THE ORIGINAL HOMELAND AND THE DISCOVERY OF NEW HUNTING 
PLACES ARE INCLUDED. AS ARE ACCOUNTS OF THE FIRST CONTACT BETWEEN 
THE LAKOTA AND WHITE EXPLORERS. THE GROWTH OF THE OGLALA SIOUX 
INTO THE MOST POWERFUL OF THE 7 GROUPS AND THEIR CONFLICT WITH 
OTHER INDIAN TRIBES AND WITH U. S. GOVERNMENT AGENTS IS 
DISCUSSED. OTHER SECTIONS DESCRIBE THE EDUCATION OF THE 
TIOSPAYES. THE DIVISION OF THE RESERVATION LAND INTO 7 RATION 
DISTRICTS. THE ROLE OF THE HEADMAN AND HEAD CHIEF. THE LAWS AND 
CUSTOMS OF THE PEOPLE, THE PINE RIDGE INDIAN RESERVATION, AND THE 
GOVERNMENTAL GOALS OF ACCULTURATING THE SIOUX PEOPLE. MAPS AND 
ILLUSTRATIONS ARE FOUND THROUGHOUT THIS INSTRUCTIONAL MATERIAL. 
(FF)
AB - THIS PUBLICATION REPORTS THE PROCEEDINGS OF THE INVITATIONAL CONFERENCE ON ETHNIC MODIFICATION OF THE CURRICULUM--LATER REVISED BY THE PARTICIPANTS TO BE KNOWN AS THE INVITATIONAL CONVENTION ON CURRICULUM MODIFICATIONS FOR ETHNIC EMPHASES--CONVENED IN ST. LOUIS, MISSOURI ON NOVEMBER 20, 1969. THE PURPOSE OF THE INVITATIONAL CONFERENCE WAS TO CALL TOGETHER A SMALL GROUP OF PEOPLE TO EXPLOR THE QUESTION OF WHAT MODIFICATIONS OF THE CURRICULUM CAN BE MADE TO BETTER SERVE THE EDUCATIONAL NEEDS OF CHILDREN AND YOUTH FROM VARIOUS ETHNIC GROUPS. THOSE INVITED INCLUDED GENERALISTS FROM THE CURRICULUM FIELD AND THOSE WITH EXPERIENCE IN ETHNIC MODIFICATIONS. THE CONFERENCE INCLUDED FOUR SESSIONS. THE FIRST SESSION WAS AN ORIENTATION TO THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT AND ITS RELATION TO THE PURPOSES OF THE CONFERENCE, FOLLOWED BY A GENERAL DISCUSSION TO SHARPEN THE ISSUES AND PREPARE FOR THE LATER SEMINAR. THE SECOND AND THIRD SESSIONS INCLUDED TALKS GIVEN BY PARTICIPANTS ALREADY ACTIVELY INVOLVED IN EFFORTS TO MODIFY THE CURRICULUM TO GET AT DISTINCTIVE NEEDS OF VARIOUS ETHNIC GROUPS. THE FOURTH SESSION BEGAN WITH DISCUSSION OF THE DIFFERENCES IN RATIONALE IN THE APPROACHES TO CURRICULUM MODIFICATION. PARTICIPANTS WITH CURRICULUM RESPONSIBILITY WERE THEN INVITED TO PRESENT A SHORT ORAL STATEMENT ON THE KIND OF
QUESTIONS THAT SHOULD BE POSED TO PERSONS CALLED UPON TO EXERT LEADERSHIP IN THIS AREA. (AUTHOR/JM)

AN - EDO60993
CHAN- RC006034
TI - AN OVERVIEW OF THE NATIVE AMERICAN CURRICULUM SERIES.
AU - HARKINS, ARTHUR M.; AND OTHERS
OS - MINNESOTA UNIV.. MINNEAPOLIS. CENTER FOR URBAN AND REGIONAL AFFAIRS.
OS - MINNESOTA UNIV.. MINNEAPOLIS. TRAINING CENTER FOR COMMUNITY PROGRAMS.
PD - 1 JAN 72
NO - 47P.
IS - RIE72JUL
PR - EDRS PRICE MF-S0.65 HC-S3.29
IT - *AMERICAN INDIANS: CHANGING ATTITUDES; CULTURAL AWARENESS
IT - *CURRICULUM DEVELOPMENT: CURRICULUM GUIDES
IT - *ELEMENTARY SCHOOL CURRICULUM: ETHNIC STUDIES
IT - *HIGH SCHOOL CURRICULUM: HISTORY; INSTRUCTIONAL MATERIALS
IT - LEARNING ACTIVITIES; TRIBES
ST - MINNESOTA
AB - THE NATIVE AMERICAN (NATAM) CURRICULUM SERIES. DESIGNED TO SERVE NON-INDIAN TEACHERS CONDUCTING CLASSROOMS WITHOUT AMERICAN INDIAN STUDENTS PRESENT, IS DESCRIBED IN THIS OVERVIEW. PRESENTED IN OUTLINE FORM ARE SAMPLES OF THE UNITS PREPARED BY PUBLIC SCHOOL TEACHERS FROM THE COLUMBIA HEIGHTS, MINNESOTA, SCHOOL SYSTEM WHO WERE ENROLLED IN AN INDIAN EDUCATION COURSE OFFERED BY THE UNIVERSITY OF MINNESOTA. IN ADDITION TO THE BASIC CURRICULUM UNITS ON INDIAN CULTURE FOR ELEMENTARY GRADES, UNITS COVERING SPECIFIC AREAS (MATH CONTRIBUTIONS OF THE INDIANS, ARCHERY, ETC.) OR SPECIFIC TRIBES ARE OUTLINED FOR USE WITH ELEMENTARY AND HIGH SCHOOL STUDENTS. THE COMPLETE UNITS ARE IN THE ERIC SYSTEM AS ED 051 913 THROUGH ED 051 920 AND ED 057 926 THROUGH ED 057 930. (PS)

AN - EJ052802
CHAN- RC500844
TI - CURRICULUM: THE CLUTTERED ATTIC
AU - BUELL, WILLIAM W.
SO - NORTHIAN: 8; 3: 20-9
PD - DEC 71
IS - CIJE72JUN
IT - *CURRICULUM DEVELOPMENT: EDUCATIONAL OBJECTIVES
IT - ELEMENTARY GRADES; ESKIMOS; INSTRUCTIONAL DESIGN
IT - RELEVANCE (EDUCATION)
A REVIEW OF SOME ASSUMPTIONS MADE IN THE DEVELOPMENT AND IMPLEMENTATION OF A BILINGUAL-BICULTURAL CURRICULUM FOR NAVAJO STUDENTS IN THE EARLY PRIMARY GRADES IS PRESENTED. THE CURRICULUM SET OUT TO DEVELOP AND EXPAND THE STUDENTS' ABILITIES FOR LEARNING, TEACHING THEM HOW TO LEARN, SO THEY COULD COPE WITH CHANGE. IT SET OUT TO SENSITIZE THEM TO THE TWO CULTURES, SO THAT THEY COULD COPE WITH BOTH; IT ALSO SET OUT TO STRUCTURE WHAT THE TEACHERS TAUGHT AND TO GENERALIZE HOW THEY TAUGHT, SO THAT THE STUDENTS COULD COPE WITH THE SCHOOL SITUATION. THE BASIC HEURISTIC OF THE CURRICULUM IS TO FIND THE INHERENT AND MAKE THEM PERVERSIVE LIKE GROWING VEINS IN THE ORGANISM. IT IS WHAT THE CURRICULUM CONSIDERS INHERENT AND WHAT THE CURRICULUM HAS DONE WITH THE INHERENT THAT WILL CHARACTERIZE THE ASSUMPTIONS REVIEWED IN THIS PAPER. THESE ASSUMPTIONS INCLUDE: (1) RANDOMIZATION OF PUPIL PARTICIPATION ASSURES INDIVIDUAL ATTENTION FOR ALL MEMBERS OF THE CLASS; (2) TEACHING TECHNIQUE AFFECTS LEARNING ABILITY; AND (3) TEACHER-STUDENT RATIO AFFECT LEARNING PROGRESS.

(AUTHOR/CK)
Dissatisfaction over non-successful methods of educating Indian children has led to strong assertion of leadership and control by Indian educators. The need for legislation protecting the American Indians' right to self-controlled education is discussed. (JB)
JOHNSON-O'MALLEY), EDUCATIONAL NEEDS, CURRICULUM, TEACHER TRAINING, GUIDANCE AND COUNSELING, AND MEANS BY WHICH INDIANS CAN FORCE NEEDED CHANGES IN VARIOUS INSTITUTIONS. A RELATED DOCUMENT IS RC Q05 883. (PS)

AN - ED057982
CHAN - RCO05883
TI - INDIAN EDUCATION TRAINING INSTITUTE (GONZAGA UNIVERSITY, SPOKANE, WASHINGTON, FEBRUARY 1971 TO NOVEMBER 1971).
OS - GONZAGA UNIV., SPOKANE, WASH.
PD - 71
NO - 127P.
IS - RIE72APR
PR - EDRS PRICE MF-$0.65 HC-$6.58
SPO - OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
IT - *AMERICAN INDIANS; *CONFERENCES; *CULTURE CONTACT
IT - CURRICULUM DEVELOPMENT; *EDUCATIONAL PROBLEMS; EVALUATION
IT - HIGHER EDUCATION; *INSTITUTES (TRAINING PROGRAMS)
IT - PERSONNEL SELECTION; PROGRAM PLANNING; TEACHER EDUCATION; TRIBES
AB - THE 1971 INDIAN EDUCATION TRAINING INSTITUTE OUTLINED IN THIS DOCUMENT FOCUSED ON DEVELOPMENT OF KNOWLEDGES AND ATTITUDES NECESSARY FOR THOSE INVOLVED IN EDUCATING AMERICAN INDIANS. AS NOTED, FULL PARTICIPATION BY INDIAN PEOPLES WAS SOUGHT IN ALL PHASES OF THE INSTITUTE, AND INDIAN VIEWS WERE PRIMARY THROUGHOUT THE ADVISORY COMMITTEE MEETINGS AND THE PRE-CONFERENCE PLANNING SESSION OF THE 50 CONFERENCE PARTICIPANTS. 76% WERE INDIANS REPRESENTING COLLEGES, TRIBES, AND URBAN INDIAN GROUPS IN THE NORTHWEST; CHOSEN TO OBTAIN VIEWS FROM THE WIDEST POSSIBLE CROSS-SECTION OF INDIAN PEOPLE. THE PARTICIPANTS RANGED FROM COLLEGE STUDENTS TO THOSE HOLDING DOCTORAL DEGREES. IN THIS REPORT ON THE INSTITUTE, BASIC INFORMATION ON THE PROGRAM (INCLUDING GUIDELINES, EVALUATION, AND THE ROLE OF THE PACIFIC NORTHWEST INDIAN CENTER) IS GIVEN. THE 18 APPENDICES INCLUDE LISTS OF PROGRAM PARTICIPANTS, COMMITTEE MEMBERS, TRUSTEES, AND FINANCIAL DIRECTORS. AND EXAMPLES OF CORRESPONDENCE WITH VARIOUS INDIVIDUALS AND INSTITUTIONS. A RELATED DOCUMENT, RC 005 884, CONTAINS A VERBATIM RECORD OF PROCEEDINGS. (PS)

AN - ED057959
CHAN - RCO05830
TI - THE PROS AND CONS OF INDIVIDUALIZED PROGRAMMED INSTRUCTION FOR INDIAN STUDENTS. A POSITION PAPER....
AU - CORCORAN, BERT W.
PD - APR 70
NO - 11P.
IS - RIE72APR
PR - EDRS PRICE MF-$0.65 HC-$3.29
SPO - SOUTHWESTERN COOPERATIVE EDUCATIONAL LAB., ALBUQUERQUE, N. MEX.
IT - *AMERICAN INDIANS; BASIC SKILLS; BILINGUAL EDUCATION
IT - CLASSROOM ENVIRONMENT; CULTURAL FACTORS; *CURRICULUM DEVELOPMENT
IT - ELEMENTARY SCHOOL STUDENTS; GROUP RELATIONS
AB - BASED ON OBSERVATIONS AND EXPERIENCES IN A TITLE III (ELEMENTARY
AND SECONDARY EDUCATION ACT) PROJECT TO INDIVIDUALIZE INSTRUCTION
IN THE UNGRADED ROCKY BOY ELEMENTARY SCHOOL (GRADES 1-6. ROCKY
BOY INDIAN RESERVATION, BOX ELDER, MONTANA), THIS POSITION PAPER
CONSIDERS THE PROBLEM OF FINDING A SUITABLE OR WORKABLE
CURRICULUM AND CLASSROOM CLIMATE FOR TEACHING READING, WRITING,
AND ARITHMETIC IN A TRADITIONALLY DESIGNED SCHOOL. IN THE PAPER,
THE PROS OF INDIVIDUALIZED PROGRAMMED INSTRUCTION ARE DISCUSSED
CONSIDERING BOY VS. GIRL, DEVELOPMENT OF THE SELF-LEARNER IN
RELATION TO HIS CULTURE, PEER-TUTOR RELATIONSHIPS, ACHIEVEMENT,
CHARACTERISTICS OF THE SELF-LEARNER IN RELATION TO PROGRAMMED
INSTRUCTION, AND CONTINGENCY MANAGEMENT. CONS OF INDIVIDUALIZED
PROGRAMMED INSTRUCTION ARE DISCUSSED IN TERMS OF THE
NON-ENGLISH-SPEAKING CHILD, THE POOR TEACHER, AND BEHAVIORAL
OBJECTIVITY VS. GROUP INTERACTION. IT IS SUGGESTED THAT
INDIVIDUALIZED PROGRAMMED INSTRUCTION FOR INDIAN CHILDREN HAS
MERIT AND NEEDS FURTHER STUDY IN VIEW OF ITS PRESENT SHORT PERIOD
OF UTILIZATION. (MJB)

AN - ED057953
CHAN - RCOO5824
TI - EVALUATION OF RESEARCH ON BILINGUAL EDUCATION FOR AMERICAN
INDIANS. A POSITION PAPER.
AU - SPOLSKY, BERNARD
PD - APR 70
NO - 13P.
IS - RIE72APR
PR - EDRS PRICE MF-$0.65 HC-$3.29
SPO - SOUTHWESTERN COOPERATIVE EDUCATIONAL LAB., ALBUQUERQUE, N. MEX.
IT - *AMERICAN INDIANS; *BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT
IT - CURRICULUM DEVELOPMENT; *LANGUAGE ROLE; *PROGRAM DEVELOPMENT
IT - PROGRAM EVALUATION; *RESEARCH NEEDS; TEACHER QUALIFICATIONS
AB - SUCCESSFUL BILINGUAL PROGRAMS DEPEND ON SOME UNDERSTANDING OF THE
LANGUAGE SITUATION INVOLVED, THE POSSIBLE STRATEGIES OF BILINGUAL
EDUCATION, THE EFFECTS OF THESE STRATEGIES, THE ASSESSMENT OF
COMMUNITY DESIRES, THE BEST WAYS TO FIND AND TRAIN TEACHERS, THE
METHOD OF EVALUATING CURRICULUM, THE EFFECT OF LEARNING STYLES,
AND THE POSSIBILITIES OF BILINGUAL CURRICULUM DEVELOPMENT. THE
EVIDENCE ON EACH OF THESE ISSUES IS LIMITED FOR BILINGUAL
EDUCATION IN GENERAL BUT IS EVEN MORE LIMITED IN THE CASE OF
AMERICAN INDIAN EDUCATION. THE DEVELOPMENT OF VIABLE BILINGUAL
EDUCATION PROGRAMS FOR INDIANS REQUIRES A NUMBER OF STUDIES: (1)
A LANGUAGE CENSUS; (2) A MAJOR STUDY OR SERIES OF STUDIES OF THE
EFFECT OF VARIOUS PATTERNS OF BILINGUAL EDUCATION; (3) A STUDY OF
THE EFFECT OF COMMUNITY INVOLVEMENT IN BILINGUAL EDUCATION
PROGRAMS; (4) A STUDY OF THE EFFECTIVENESS OF VARIOUS PATTERNS OF
TEACHER AND ASSISTANT PREPARATION AND COOPERATION; (5) RESEARCH
PROJECTS CONCERNED WITH BELIEF SYSTEMS, LANGUAGE USE AND
FUNCTION, AND LANGUAGE ACQUISITION AND DIRECT STUDIES OF LEARNING
STYLES; AND (6) STUDIES OF THE PROBLEMS OF DEVELOPING CURRICULUM
IN INDIAN LANGUAGES. (JH)

AN - ED057930
CHAN- RCO04831
TI - MATHEMATICAL CONTRIBUTIONS OF THE MAYAS, AZTECS & INCAS: A NATIVE AMERICAN CURRICULUM UNIT FOR MIDDLE AND HIGH SCHOOL. NATAM XIX.
AU - STODOLA, JANET
OS - MINNESOTA UNIV., MINNEAPOLIS, TRAINING CENTER FOR COMMUNITY PROGRAMS.
P.D - MAY 71
NO - 19P.
IS - RIE72APR
PR - EDRS PRICE MF-$0.65 HC-$3.29
IT - AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS
IT - CURRICULUM DEVELOPMENT; *MATHEMATICS; MAYAN LANGUAGES
IT - *NUMBER SYSTEMS; *RESOURCE UNITS; *SECONDARY GRADES
IT - UTO AZTECAN LANGUAGES
ST - AZTECS: INCAS: MAYAS
AB - WRITTEN TO FULFILL THE REQUIREMENTS FOR A UNIVERSITY OF MINNESOTA COLLEGE OF EDUCATION OFF-CAMPUS INDIAN EDUCATION COURSE FOR PUBLIC SCHOOL TEACHERS. THIS NATIVE AMERICAN CURRICULUM UNIT FOR MIDDLE AND HIGH SCHOOL REFLECTS THE MATHEMATICAL ACHIEVEMENTS OF THE MAYA, AZTEC, AND INCA INDIANS. THE NUMBER SYSTEMS, NOTATION, AND CALENDAR TECHNIQUES OF THE 3 GROUPS ARE DISCUSSED. INCLUDED IS AN 8-ITEM BIBLIOGRAPHY. (MJB).

AN - ED057929
CHAN- RCO04820
TI - THE MAYA CALENDAR: A NATIVE AMERICAN CURRICULUM UNIT FOR MIDDLE AND HIGH SCHOOL. NATAM VIII.
AU - TORGUSON, EDGAR A.
OS - MINNESOTA UNIV., MINNEAPOLIS, TRAINING CENTER FOR COMMUNITY PROGRAMS.
P.D - MAY 71
NO - 20P.
IS - RIE72APR
PR - EDRS PRICE MF-$0.65 HC-$3.29
IT - AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS
IT - CURRICULUM DEVELOPMENT; *MATHEMATICS; MAYAN LANGUAGES
IT - *NUMBER SYSTEMS; *RESOURCE UNITS; *SECONDARY GRADES
ST - MAYAS
AB - WRITTEN TO FULFILL THE REQUIREMENTS FOR A UNIVERSITY OF MINNESOTA COLLEGE OF EDUCATION OFF-CAMPUS INDIAN EDUCATION COURSE FOR PUBLIC SCHOOL TEACHERS. THIS NATIVE AMERICAN CURRICULUM UNIT FOR MIDDLE AND HIGH SCHOOL REFLECTS THE CALENDAR ACHIEVEMENTS OF THE MAYA INDIANS. THE CALENDAR IS DISCUSSED IN TERMS OF ITS BASE NUMBER 20 (VIGESIMAL SYSTEM), NOTATION, AND HISTORICAL CONNOTATIONS. A MAYA CALENDAR AND JULIAN CALENDAR ARE ILLUSTRATED WITH LONG COUNT DATE, JULIAN DATE, AND YEAR-BEARER. A 13-ITEM BIBLIOGRAPHY IS INCLUDED. (MJB)
**AFRO-AMERICAN STUDIES**

*J. C. L. Clark*

**AN** EDO56964
**CHAN** S002222
**TI** ETHNIC STUDIES.
**AU** LAUBENFELS, JEAN, COMP.
**OS** OHIO EDUCATION ASSOCIATION. COLUMBUS. ASSOCIATION REFERRAL INFORMATION SERVICE.
**PD** 71
**NO** 30P.: ANNOTATED BIBLIOGRAPHY SERIES
**IS** RIE72MAR
**PR** EDRS PRICE MF-$0.65 HC-$3.29
**AV** ASSOCIATION REFERRAL INFORMATION SERVICE. OHIO EDUCATION ASSOCIATION. COLUMBUS. OHIO (SINGLE COPY. FREE)
**IT** AMERICAN CULTURE: AMERICAN INDIANS: ANNOTATED BIBLIOGRAPHIES
**IT** CHINESE AMERICANS: *CULTURAL PLURALISM; *CURRICULUM DEVELOPMENT
**IT** ELEMENTARY GRADES: *ETHNIC GROUPS: *ETHNIC STUDIES
**IT** FILIPINO AMERICANS: GROUP RELATIONS: HIGHER EDUCATION
**IT** JAPANESE AMERICANS: JEWS: MEXICAN AMERICANS: NEGROES
**IT** PUERTO RICANS: RESOURCE GUIDES: SECONDARY GRADES: SOCIAL STUDIES
**AB** SEVENTY-TWO PUBLICATIONS. RANGING FROM ERIC DOCUMENTS TO JOURNAL ARTICLES ARE ANNOTATED IN THIS SELECTIVE BIBLIOGRAPHY. ONE OF 18 IN A SERIES. IT IS DESIGNED FOR EDUCATORS WHO ARE DEVELOPING AND TEACHING CURRICULUM MATERIALS THAT DEAL WITH AMERICAN SUBCULTURES AND THEIR RELATIONSHIPS. INCLUDED IN THE SELECTIONS ARE PROGRAM DESCRIPTIONS AND RESOURCE MATERIALS. OTHERS IN THE SERIES ARE: SO002 223 AND SO002 224. (DJB)

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**AFRO-AMERICAN STUDIES**

*J. C. L. Clark*

**AN** EDO56565
**CHAN** FL002574
**TI** A PLAN FOR FLUENCY FIRST.
**AU** MULLEN, DANA
**OS** SASKATCHEWAN NEWSTART, INC., PRINCE ALBERT.
**PD** 71
**NO** 183P.
**IS** RIE72MAR
**PR** EDRS PRICE MF-$0.65 HC-$6.58
**SP** CANADIAN DEPT. OF REGIONAL ECONOMIC EXPANSION. OTTAWA (ONTARIO).
**IT** ADULT EDUCATION; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS
**IT** BIBLIOGRAPHIES: CREE: *CURRICULUM DESIGN
**IT** EDUCATIONALLY DISADVANTAGED: *ENGLISH (SECOND LANGUAGE)
**IT** ILLITERACY: INSTRUCTIONAL MATERIALS: *LANGUAGE FLUENCY
**IT** *LANGUAGE SKILLS; MATHEMATICS; READING SKILLS
**IT** SECOND LANGUAGE LEARNING; SELF CONCEPT; TEACHING METHODS
**IT** TEXTBOOKS
**ST** CANADA
**AB** THE PROGRAM DISCUSSED IN THIS REPORT IS DESIGNED FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO DISADVANTAGED ADULTS AMONG THE INDIAN AND METIS POPULATION IN THE NORTHERN PRAIRIE LANDS OF CANADA. IT IS ESPECIALLY INTENDED FOR ADULTS WHO ARE NOT LITERATE IN THEIR OWN LANGUAGE AND REALIZE THAT THE STUDENTS MUST SPEAK ENGLISH BEFORE THEY CAN LEARN TO READ IT. THE TEACHING APPROACH IS DIRECTLY RELATED TO THE INTERESTS OF THE TRAINEES, AND CONTENT, METHODS, AND VISUAL AIDS ARE CONSTRUCTED ACCORDING TO
THEIR EXPERIENCE. A SITUATIONAL APPROACH IS USED. OTHER SPECIAL FEATURES OF THE COURSE INCLUDE DETAILED USE OF INSTRUCTIONAL OBJECTIVES AND A PLANNED DAILY "TALKING HOUR" IN THE STUDENTS' OWN LANGUAGE. THE COURSE IS PLANNED AS AN INTEGRATED WHOLE. SO THAT THE LANGUAGE LESSONS PREPARE THE TRAINEES FOR READING AND MATHEMATICS. THE REPORT PROVIDES DETAILS ON PROGRAM ORGANIZATION AND ANNOTATED LISTS OF MATERIALS CONCERNING LANGUAGE AND LANGUAGE TEACHING AND INDIAN CULTURE AND HISTORY. A PROPOSED COURSE CONTENT IS PROVIDED ALONG WITH A DISCUSSION OF INSTRUCTIONAL ARRANGEMENTS AND OBJECTIVES. (VM)

AN - EJ047660
CHAN - UD500999
TI - TEACHING ENGLISH TO AMERICAN INDIANS
AU - HOPKINS, THOMAS R.
SO - ENGLISH RECORD: 21: 4: 24-31
PD - APR 71
IS - CIJE72
IT - *AMERICAN INDIANS; *BILINGUAL EDUCATION; BILINGUAL STUDENTS
IT - CURRICULUM DEVELOPMENT; *EDUCATIONAL HISTORY: EDUCATIONAL POLICY
IT - *ENGLISH (SECOND LANGUAGE): *FEDERAL GOVERNMENT
IT - LANGUAGE INSTRUCTION; SCHOOL COMMUNITY RELATIONSHIP
AB - REVIEWS BRIEFLY THE HISTORY OF FEDERALLY ADMINISTERED INDIAN EDUCATION AND ADVOCATES THAT BILINGUAL EDUCATION BECAME A BASIC ASSUMPTION IN THE PROCESS OF TEACHING ENGLISH TO AMERICAN INDIANS. (JM)

AN - ED054665
CHAN - FL002502
TI - WORKPAPERS IN ENGLISH AS A SECOND LANGUAGE. VOLUME II
AU - RAND, EARL. ED.
OS - CALIFORNIA UNIV., LOS ANGELES.
PD - APR 68
NO - 92P.
IS - RIE72JAN
PR - EDRS PRICE MF-$0.65 HC-$3.29
SPO - FORD FOUNDATION, NEW YORK, N.Y.
IT - AMERICAN INDIANS; *APPLIED LINGUISTICS; *BILINGUAL EDUCATION
IT - CURRICULUM DEVELOPMENT; *ENGLISH (SECOND LANGUAGE): GRAMMAR
IT - LANGUAGE TESTS: LANGUAGE USAGE: MORPHOLOGY (LANGUAGES)
IT - MULTILINGUALISM: PATTERN DRILLS (LANGUAGE)
IT - PRONUNCIATION INSTRUCTION; *SECOND LANGUAGE LEARNING: SENTENCES
IT - SHORT STORIES: STRUCTURAL ANALYSIS: STRUCTURAL LINGUISTICS
IT - *TEACHING METHODS; TEXTBOOK SELECTION
AB - THIS VOLUME PRESENTS THE 1968 COLLECTION OF WORKING PAPERS IN THE FIELD OF TEACHING ENGLISH AS A SECOND LANGUAGE (TESL). IT INCLUDES DISCUSSIONS OF SEVERAL PRACTICALITIES IN THE FIELD OF ENGLISH LANGUAGE TEACHING SUCH AS CHOOSING LITERATURE AND SHORT STORIES FOR NON-NATIVE SPEAKERS, CRITERIA FOR SELECTING TEXTBOOKS, EDUCATIONAL PROBLEMS INVOLVED IN TESL, LANGUAGE LEARNING AMONG THE NAVAHO, ENGLISH LANGUAGE TEACHING AT HOME AND
ABROAD. TESL IN A PLANNED MULTILINGUAL SITUATION, AND FREE RECALL OF ORALLY PRESENTED SENTENCES AS A TEST OF ENGLISH COMPETENCE. SEVERAL ARTICLES DISCUSS APPLIED LINGUISTIC THEORY ON SUCH DIVERSE TOPICS AS THE ROLE OF RULES IN SECOND LANGUAGE LEARNING, TEACHING PRONUNCIATION, AND A RATIONALE FOR TEACHING A SECOND LANGUAGE. (VM)

AN - ED052614
CHAN - PLO02481
TI - BIBLIOGRAPHY OF INDIAN EDUCATION AND CURRICULUM INNOVATION.
AU - SCOON, ANNABELLE R.
OS - ALBUQUERQUE INDIAN SCHOOL, N. MEX.
PD - JUN 71
NO - 62P.
IS - RIE71DEC
PR - EDRS PRICE MF-$0.65 HC-$3.29
SPO - OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
IT - ABSTRACTS; ACADEMIC ACHIEVEMENT: AMERICAN INDIAN CULTURE
IT - *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; BIBLIOGRAPHIES
IT - *BILINGUAL EDUCATION; *CURRICULUM DEVELOPMENT
IT - *EDUCATIONAL INNOVATION; INSTRUCTIONAL MATERIALS
IT - *REFERENCE MATERIALS; STUDENT INTERESTS; STUDENT NEEDS
AB - THIS BIBLIOGRAPHY OF ERIC DOCUMENTS (BOTH JOURNAL AND NON-JOURNAL MATERIALS) CONTAINS MORE THAN 200 ENTRIES WITH ABSTRACTS. THE WORK IS INTENDED FOR THOSE SEEKING TO GAIN INSIGHT INTO THE CULTURAL AND SOCIOLOGICAL BACKGROUND OF THE AMERICAN INDIAN STUDENT, HIS ACADEMIC STRENGTHS AND WEAKNESSES, AND CURRENT INNOVATIONS IN THE DEVELOPMENT OF CURRICULUM FOR THESE STUDENTS. THE REPORT IS DIVIDED INTO THREE AREAS: (1) INDIAN EDUCATION AND BILINGUALISM, (2) GENERAL ASPECTS OF AMERICAN INDIAN EDUCATION, AND (3) INNOVATIVE CURRICULUM CONCEPTS AND MATERIALS. ORDER NUMBERS FOR THE DOCUMENTS WHICH ARE AVAILABLE FROM THE ERIC DOCUMENT REPRODUCTION SERVICE ARE INCLUDED. (RL)

AN - ED053603
CHAN - FLO02458
TI - TEACHING ENGLISH TO AMERICAN INDIANS.
AU - HOPKINS, THOMAS R.
OS - NEW YORK STATE ENGLISH COUNCIL.
SO - ENGLISH RECORD; V21 N4 P24-31 APR.1971
PD - APR 71
NO - BP.; SPECIAL ANTHOLOGY ISSUE AND MONOGRAPH 14
IS - RIE71DEC
PR - EDRS PRICE MF-$0.65 HC-$3.29
IT - *AMERICAN INDIANS; *BILINGUAL EDUCATION; CROSS CULTURAL TRAINING
IT - *CURRICULUM DEVELOPMENT; *EDUCATIONAL POLICY
IT - ENGLISH (SECOND LANGUAGE); ESKIMOS; FRENCH; LANGUAGE INSTRUCTION
IT - MINORITY GROUPS; NAVAHO; SECOND LANGUAGE LEARNING
IT - TEST CONSTRUCTION
ST - *BUREAU OF INDIAN AFFAIRS
AB - ENGLISH LANGUAGE INSTRUCTION IN SCHOOLS FOR AMERICAN INDIANS HAS
PROGRESSED FROM THE ERA WHEN THERE WAS AN EFFORT TO ELIMINATE TRIBAL LANGUAGES AND REPLACE THEM WITH ENGLISH. FROM 1932 UNTIL RECENTLY TRIBAL LANGUAGES WERE ENCOURAGED. BUT THE EMPHASIS WAS ON ENGLISH. DURING THE PAST FOUR YEARS, BILINGUAL EDUCATION HAS EMERGED. THERE HAS BEEN SIGNIFICANT ACTIVITY IN CURRICULUM DEVELOPMENT, IN TESTING ENGLISH AS A SECOND LANGUAGE, AND IN RESEARCH. IN THE UNITED STATES AND CANADA, THE TREND SEEMS TO BE TOWARD USE OF THE NATIVE LANGUAGE AS WELL AS LEARNING A SECOND LANGUAGE. IT IS UNFORTUNATE THAT BILINGUAL EDUCATION HAS NOT BEEN A BASIC ELEMENT IN LANGUAGE LEARNING; IN ADDITION TO PROVIDING INSTRUCTION IN THE NATIVE LANGUAGE, IT DEVELOPS DIGNITY IN THE CHILD. THE ELIMINATION OF THE AMERICAN INDIAN LANGUAGES WOULD BE A GREAT LOSS. (VM)
AN - E050345
CHAN - AC010337
TI - CURRICULUM PROPOSAL FOR AN ADULT BASIC LITERACY PROGRAM FOR IMPLEMENTATION IN REMOTE COMMUNITIES IN NORTHERN SASKATCHEWAN.
AU - WAITE, NAITA
OS - SASKATCHEWAN NEWSTART, INC., PRINCE ALBERT.
PD - JAN 71
NO - 20P.
IS - RIE715E
PR - EDRS PRICE MF-$0.65 HC-$3.29
IT - *ADULT BASIC EDUCATION; *AMERICAN INDIANS
IT - *CURRICULUM DEVELOPMENT; *EDUCATIONAL OBJECTIVES
IT - *LITERACY EDUCATION; *RURAL POPULATION
ST - *CANADA; SASKATCHEWAN NEWSTART
AB - WITH THE DIMINISHING OF THE SUPPLY OF GAME, IT SEEMS LIKELY THAT THE REMOTE SETTLEMENTS AND REMOTER CABIN DWELLERS IN NORTHERN SASKATCHEWAN WILL HAVE TO ACCEPT AN INCREASING DEGREE OF COMMERCE WITH OUTSIDERS. IT IS DESIRABLE THAT THE NORTHERNER BE LITERATE IN ORDER TO MEET THE REQUIREMENTS OF EMPLOYMENT AND TO CONDUCT HIS OWN AFFAIRS. THIS REPORT DISCUSSES RELEVANT AREAS OF KNOWLEDGE AND SKILL, RESOURCES, PHILOSOPHY, PSYCHOLOGICAL BASES, LESSON PLANS AND MATERIALS. RATIONALE FOR THE SYMBOL-LEARNING
MATERIALS. THE PACE OF LEARNING, TRAINING OF COACHES, TWO TYPES OF TRAINING IN COMMUNICATIONS AND ARITHMETIC, TRAINING OF COACHES, DEVELOPING THE CURRICULUM, SEQUENCING THE CURRICULUM, EVALUATION, AND MAINTAINING THE GAINS. (DB)

AN - ED049856
CHAN - RC005170
TI - PROJECT NECESSITIES, PHASE III. VOLUME VI: SECONDARY PROGRAM FOR HIGH POTENTIAL INDIAN STUDENTS.
OS - ABT ASSOCIATES, INC. CAMBRIDGE, MASS.
PD - JUL 70
NO - 456P.
IS - RIE71AUG
PR - EDRS PRICE MF-$0.65 HC-$6.45
SPO - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), WASHINGTON, D.C.
IT - *AMERICAN INDIANS; COMMUNICATION SKILLS; CULTURAL BACKGROUND;
IT - *CURRICULUM DESIGN; ECONOMICS; EVALUATION; *GIFTED
IT - INDEPENDENT STUDY; NATIONAL PROGRAMS: OBJECTIVES
IT - PROGRAM ATTITUDES; *SECONDARY SCHOOL STUDENTS; SELF CONCEPT
IT - *SOCIAL STUDIES
AB - IT IS RECOMMENDED THAT THIS PROJECT NECESSITIES MATERIAL BE USED WITH HIGH-POTENTIAL INDIAN 10TH, 11TH, AND 12TH GRADERS; HOWEVER, THE JUNIOR YEAR MAY BE BEST. IT IS ALSO SUGGESTED THAT THE SOCIAL STUDIES DEPARTMENT OF A HIGH SCHOOL PLAN TO TEACH THE MATERIAL ON A ROTATING-TEAM BASIS. IF NO MORE THAN 1 PERIOD A DAY CAN BE UTILIZED, THEN THE CLASS SHOULD MEET DURING THE LAST PERIOD, WHEN ACTIVITIES CAN EXTEND BEYOND A SET SEGMENT OF TIME; ALSO, IF POSSIBLE, THE CLASS SHOULD BE HELD IN A ROOM THAT IS NOT PERCEIVED AS A REGULAR CLASSROOM. THE FOLLOWING UNITS ARE PRESENTED IN THIS TEACHER'S GUIDE: UNIT I. FACT AND OPINION. WHICH DEVELOPS COMMUNICATION SKILLS BY ASSISTING STUDENTS IN ANALYZING LANGUAGE; UNIT II. CONCEPT FORMATION. WHEREIN STUDENTS ARE INTRODUCED TO CRITICAL CONCEPTS IN SOCIAL SCIENCE: INTERACTION, CHANGE, CONFLICT, POWER, AND VALUING: UNIT III. NOBODY LOVES A DRUNKEN INDIAN. WHICH ENGAGES STUDENTS AND TEACHERS IN A NUMBER OF ACTIVITIES DESIGNED TO ILLUMINATE THE CONCEPTS WHICH THE BOOK IMPLICITLY CONTAINS AND WHICH THE STUDENTS HAVE LEARNED TO RECOGNIZE FROM PREVIOUS UNITS: UNIT IV. DRINK, DRANK, DRUNK, WHICH USES A BOARD GAME DEVELOPED BY THE PROJECT TO DEAL WITH THE EFFECTS OF DRINKING IN TERMS OF JOB, LIFE-STYLE, AND SELF-IMAGE: UNIT V. THE ALLOCATION OF RESOURCES. WHICH LOOKS AT THE RELATIONSHIP BETWEEN UNLIMITED WANT AND LIMITED RESOURCES; UNIT VI. INDEPENDENT PROJECTS. WHICH DESCRIBES WAYS OF INVOLVING STUDENTS IN DEVELOPING INDEPENDENT PROJECTS FOR CLASS PRESENTATION: AND UNIT VII, MAKING A SCHOOL, WHEREIN THE STUDENTS MAKE A UTOPIAN EDUCATIONAL SYSTEM. (LS)
PART III. VOLUME V. PART A OF PROJECT NECESSITIES CONSISTS OF 6 UNITS INTENDED FOR 2ND-GRADE AMERICAN INDIAN (INCLUDING ESKIMO) CHILDREN. ACTIVITIES INCLUDE MUSIC, PANTOMIME, AND DRAMA TO ALLOW THE STUDENT AND TEACHER TO DEVELOP THEIR OWN CLASSROOM VERSION OF THE STORY OF CREATION SO THAT THE STUDENT LEARNS THE DIFFERENCE BETWEEN FACT AND TRUTH. SUPPLEMENTARY MATERIALS ("LONG AGO WHEN THERE WAS DARKNESS AND ALL THINGS WERE YET TO BE MADE" AND "ANIMALS. CLIMATE AND TERRAIN") NEEDED TO TEACH THESE SOCIAL STUDIES UNITS ARE APPE.ED. PART B, USING THE LAND, IS INTENDED FOR 3RD-GRADE CHILDREN AND CONSISTS OF 3 UNITS. THE UNITS ARE DESIGNED TO PROVIDE THE INDIAN CHILD WITH A KNOWLEDGE OF ELEMENTARY ECONOMIC CONCEPTS WHICH ARE TIED DIRECTLY TO THE LAND AS THE PRIMARY ECONOMIC RESOURCE FOR METING MAN'S NEEDS. SUPPLEMENTARY MATERIAL NEEDED TO TEACH PART B IS "EGEGIK AND SHAGELUK" WHICH IS APPENDED. IN PARTS A AND B, EACH SET OF CLASSROOM ACTIVITIES WHICH PRECEDES THE INSTRUCTIONAL NARRATIVES IS MEANT TO PROVIDE A REFERENCE FOR SEVERAL DAYS OF TEACHING. EACH INCLUDES A SHORT OVERVIEW OF THE ACTIVITY ITSELF AND INDICATES THE MATERIALS AND EQUIPMENT NEEDED TO CARRY OUT THE ACTIVITY. (LS)
FAMILIARIZE PARTICIPANTS WITH TECHNIQUES PERTINENT TO DEVELOPMENT OF CURRICULUM FOR INDIAN STUDENTS AT BOTH THE ELEMENTARY AND SECONDARY SCHOOL LEVELS. THE PRACTICA WERE ORGANIZED AROUND 2 CENTRAL ACTIVITIES: TASK SESSIONS I AND II. TASK SESSION I WAS A SIMULATED EXERCISE IN WHICH ALL PARTICIPANTS, DIVIDED INTO 2 GROUPS ACCORDING TO THEIR INTEREST IN EITHER ELEMENTARY OR SECONDARY STUDENTS, WERE GIVEN SCENARIOS BASED ON REAL CLASSROOM DATA DESCRIBING STUDENT DIFFICULTIES IN DEALING WITH CONFLICT SITUATIONS. PARTICIPANTS WERE ASKED TO PREPARE A LESSON PLAN INTRODUCING A UNIT EXPLORING THESE CONCEPTS. SKILL AREAS, CONTENT, METHODS, MEDIA, AND MATERIALS WERE SUGGESTED, AND OPTIONAL LESSON PLAN FORMS WERE PROVIDED TO HELP PARTICIPANTS PERFORM THE EXERCISE. THEY WERE ENCOURAGED TO CALL ON PROJECT STAFF MEMBERS PRESENT AS RESOURCES DURING THE EXERCISE. PROCESS GUIDELINES SUGGESTED IN THE DIRECTIONS GIVEN TO THE PARTICIPANTS PARALLELED THE MAJOR STEPS IN THE CURRICULUM DEVELOPMENT PROCESS MODEL. THE TASK SESSION WAS FOLLOWED BY A CRITIQUE SESSION. DURING TASK SESSION II, PARTICIPANTS WERE ASKED TO DEVELOP A PIECE OF CURRICULUM THAT THEY INTENDED TO USE IN THEIR OWN CLASSROOMS. (LS)
AN - ED049851
CHAN - RC005165
TI - PROJECT NECESSITIES, PHASE III REPORT, VOLUME I.
OS - ABT ASSOCIATES, INC. CAMBRIDGE, MASS.
P0 - JUL 70
NO - 117P.
IS - RIE71AUG
PR - EDRS PRICE MF-$0.65 HC-$6.58
SPO - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), WASHINGTON, D.C.
IT - *AMERICAN INDIANS: CULTURAL BACKGROUND; CULTURAL FACTORS
IT - CURRICULUM DESIGN; EDUCATIONAL RESOURCES; *FEDERAL PROGRAMS
IT - *NATIONAL PROGRAMS: PARENT ROLE; *PARENT SCHOOL RELATIONSHIP
IT - *PERSONNEL NEEDS: RELEVANCE (EDUCATION)
AB - PHASE III, VOLUME I IS A PROGRESS REPORT OF PROJECT NECESSITIES TO THE BUREAU OF INDIAN AFFAIRS. THE REPORT LISTS CURRICULUM MATERIALS PREPARED AS OF JUNE 1970. NO PROVISIONS WERE MADE FOR DISTRIBUTION OF MATERIALS AT THE END OF PHASE III. PHASE IV, WHICH WAS ORIGINALLY ENVISIONED AS HAVING MATERIALS DISTRIBUTION AND COROLLARY TRAINING PROGRAMS IN THE FALL OF 1970, WAS NOT FUNDED. THE DOCUMENT ALSO CONTAINS SEVERAL MODELS TO BE USED TO STIMULATE PARENTAL INVOLVEMENT IN DEFINING LOCAL EDUCATIONAL OBJECTIVES, ESTABLISHING RECOMMENDATIONS FOR SCHOOL PERSONNEL, DEFINING SCHOOL PERSONNEL ROLES IN THE EDUCATIONAL PROCESS, DEFINING CURRICULUM DEVELOPMENT LIMITATIONS, AND DESCRIBING AND PROPOSING IDEAL SCHOOL SYSTEMS FOR AMERICAN INDIAN CHILDREN. AN APPENDIX CONTAINS INFORMATION ON THE PRIVATE NON-PROFIT CORPORATION FORMED TO COMPLETE PROJECT NECESSITIES; HOWEVER, THE CORPORATION WAS UNSUCCESSFUL IN OBTAINING FUNDS. (LS)

AN - ED049849
CHAN - RC005162
TI - PROJECT NECESSITIES, PHASE II. VOLUME III: COMMUNICATION SKILLS--FACT AND OPINION.
OS - ABT ASSOCIATES, INC. CAMBRIDGE, MASS.
P0 - DEC 69
NO - 200P.
IS - RIE71AUG
PR - EDRS PRICE MF-$0.65 HC-$6.58
SPO - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), WASHINGTON, D.C.
IT - *AMERICAN INDIANS: *COMMUNICATION SKILLS; CULTURAL FACTORS
IT - CURRICULUM DESIGN; EDUCATIONAL RESOURCES: EVALUATION
IT - JUNIOR HIGH SCHOOL STUDENTS: NATIONAL PROGRAMS: OBJECTIVES
IT - RELEVANCE (EDUCATION): *SECONDARY SCHOOL STUDENTS
IT - *SOCIAL STUDIES; STUDENT OPINION
AB - UNDERLYING THE CREATION OF THIS PROJECT NECESSITIES UNIT ENTITLED "COMMUNICATION SKILLS: FACT AND OPINION" (FOR SECONDARY STUDENTS) ARE THE FOLLOWING ASSUMPTIONS: (1) THAT THE WAY A PERSON PRESENTS AN ARGUMENT IS AS INSTRUCTIVE AND SOMETIMES AS PERSUASIVE AS THE CONTENT OF THE ARGUMENT. (2) THAT UNDERSTANDING THE PROCESS OF PERSUASION AND THE USE OF FACT AND OPINION ARE IMPORTANT IN UNDERSTANDING HUMAN BEHAVIOR, (3) THAT CONCEPTS AND GENERALIZATIONS ARE USEFUL IN THE CLASSROOM TO THE DEGREE THAT
THEY GENERATE OPEN QUESTIONS FROM STUDENTS. (4) THAT THE MEANS OF CONVEYING SOCIAL STUDIES CONTENT AND PRINCIPLES IS THROUGH FACT AND OPINION. (5) THAT CLASSROOM QUESTIONS SHOULD BECOME MORE OF A TOOL FOR THE STUDENT THAN FOR THE TEACHER. (6) THAT A CONCEPT IS NO MORE USEFUL THAN A FACT UNLESS THE POSSESSOR CAN MAKE USE OF THE CONCEPT AS A MEANS OF SOLVING REAL PROBLEMS OR FURTHER UNDERSTANDING A REAL SITUATION. AND (7) THAT WHAT WE COME TO KNOW AND TO BELIEVE SHOULD MAKE US BETTER ABLE TO FULFILL OUR LIFE'S OBJECTIVES AND TO MANIPULATE OUR ENVIRONMENT SUCCESSFULLY. IN THE DOCUMENT, THE NARRATIVES OF THE 14 CLASSROOM ACTIVITIES FOR THIS UNIT FOCUS ON TEACHING WHAT FACT AND OPINION ARE, HOW STUDENTS CAN BEGIN TO USE THE ANALYTIC SKILLS THEY LEARN IN PRACTICAL WAYS, AND HOW TO DISTINGUISH FACT FROM OPINION. ALONG WITH THE NARRATIVES, EVALUATIONS AND RECOMMENDATIONS MADE BY THE 5 SCHOOLS WHICH FIELD-TESTED THIS UNIT ARE INCLUDED. (LS)
THE 5 VOLUMES IN PHASE II COMPREHEND THE RESULTS OF THE INITIAL EFFORT TO CREATE AN EFFECTIVE SOCIAL SCIENCE CURRICULUM FOR INDIAN AND ESKIMO STUDENTS. GRADES K-12. VOLUME I OF PHASE II DISCUSSES THE LIAISON NETWORK. THE PRIMARY PURPOSE OF WHICH WAS TO CREATE INTEREST, UNDERSTANDING, AND ACCEPTANCE OF THE PROJECT NECESSITIES CURRICULUM AMONG INDIAN AND NON-INDIAN PEOPLE SO THAT FIELD-TESTING COULD TAKE PLACE AT EXISTING EDUCATIONAL INSTITUTIONS SERVING INDIAN AND ESKIMO PEOPLE. THE LIAISON NETWORK PLAN PROVIDED FOR CONTACTING TRIBAL PEOPLE FIRST AND OBTAINING THEIR APPROVAL OF THE PLAN BEFORE ANY MAJOR ACTION WAS TAKEN. ONCE TRIBAL APPROVAL WAS GAINED, VISITS WERE MADE BY THE LIAISON STAFF TO VARIOUS SCHOOLS AND INDIAN NATIONS IN EFFORTS TO GAIN ACCEPTANCE OF PROJECT NECESSITIES MATERIALS FOR FIELD-TESTING. ALSO, IN ORDER TO UNDERSTAND BETTER THE CURRICULUM NEEDS OF INDIAN PEOPLE, LIAISON NETWORK PERSONNEL ATTENDED VARIOUS INDIAN EDUCATION CONFERENCES. IN THE DOCUMENT ARE PROGRESS REPORTS ON FIELD-TESTING, RECOMMENDATIONS AND RESOLUTIONS FROM INDIAN EDUCATION CONFERENCES. AND THE CURRENT STATUS AND PROJECTIONS FOR THE PROJECT NECESSITIES LIAISON NETWORK. APPENDIX 1 CONTAINS MATERIALS WHICH MAY BE INCORPORATED INTO THE PROJECT NECESSITIES CURRICULUM AT SOME LATER TIME; APPENDIX 2 CONTAINS QUESTIONNAIRES DEVELOPED TO ELICIT RESPONSE TO PILOT UNITS BEING FIELD-TESTED; AND APPENDIX 3 CONTAINS WEEKLY PROGRESS REPORTS BY PROJECT STAFF. (LS)
IT - PROGRAM ATTITUDES; *RELEVANCE (EDUCATION): STUDENT NEEDS
IT - STUDENT OPINION
AB - THE PROJECT NECESSITIES DRAFT DEVELOPMENT PLAN, IN THE FORM OF A CURRICULUM DEVELOPMENT BANK SET UP TO REFORM SOCIAL STUDIES EDUCATION AND COMMUNICATION IN BUREAU OF INDIAN AFFAIRS SCHOOLS. ATTEMPTS TO ESTABLISH MEANINGFUL GUIDELINES IN ORDER TO GAIN THE BENEFITS OF CENTRALISM AND REGIONALISM IN THE CREATION OF MULTIPLE SCOPE AND SEQUENCE PLANS AT THE LOCAL LEVEL BY TRIBAL EDUCATION COMMITTEES, INDIAN PARENTS, SCHOOL ADMINISTRATORS AND TEACHERS, AND, TO SOME MEASURE, EVEN STUDENTS. THIS PLAN CENTERS AROUND 5 MASTER CONCEPTS: INTERACTION (ISOLATION), CHANGE (STABILITY), CONFLICT (COOPERATION), POWER (WEAKNESS), AND VALUING (IGNORING). THE PLAN BROADLY SKETCHES THE PROCESS FOR DEVELOPING UNITS OF THE PROJECT NECESSITIES CURRICULUM. DIMENSIONS FOR EACH UNIT ARE THE MASTER CONCEPT; ENVIRONMENTAL CONCEPTS WHICH "SET THE STAGE": KEY CONCEPTS; APPROPRIATE SUBCONCEPTS SUGGESTED BY, OR CRITICAL TO THE USE OF, THE MASTER AND KEY CONCEPTS; CATALYTIC QUESTIONS WHICH FRAME THE CONCEPTS USED IN ANY PARTICULAR ACTIVITY OR UNIT; CONTENT AND COMPARATIVE CONTENT; METHODS; MEDIA AND MATERIALS; AND SKILLS RELATED TO THE CHILD'S DEVELOPMENTAL STAGE. A TEACHER TRAINING PROGRAM HAS BEEN USED TO ACQUAINT TEACHERS WITH THE OBJECTIVES OF PROJECT. NECESSITIES AND HAS PROVIDED A PERIOD DURING WHICH TEACHERS COULD CRITICIZE, QUESTION, AND DISCUSS THE OBJECTIVES. THE DOCUMENT CONTAINS THE DRAFT DEVELOPMENT PLAN AND RELATED WORKING PAPERS. ALONG WITH A SECTION ON TEACHER TRAINING. INCLUDED IN THE APPENDIX ARE A LIST OF STEERING COMMITTEE PERSONNEL, THE STEERING COMMITTEE MINUTES, AND COMMITTEE POSITION PAPERS. (LS)

AN - E04BD13
CHAN - UD011362
TI - WASHINGTON EDUCATION ASSOCIATION'S POLICY ON DE FACTO SEGREGATION IN WASHINGTON STATE.
OS - WASHINGTON EDUCATION ASSOCIATION, SEATTLE.
PD - 70
NO - 42P.
IS - R1E71JUN
PR - EDRS PRICE MF-$0.65 HC-$3.29
IT - AMERICAN INDIANS: *CURRICULUM DEVELOPMENT: *DE FACTO SEGREGATION
IT - *HOUSING PATTERNS: MEXICAN AMERICANS: *MINORITY GROUPS
IT - NEGRO STUDENTS
ST - *WASHINGTON EDUCATION ASSOCIATION
AB: An experimental bilingual program with a bicultural emphasis was initiated in 3 Utah schools: (1) to prevent retardation in academic areas by providing instruction in all subject matter areas in the native language of the child, (2) to build a positive self-image by providing lessons on the heritage of the Navajo people and by developing a bicultural approach in which teachers furnish models of successful cultural synthesis. (3) To develop closer communication and mutual understanding between parents and teachers, and (4) to develop a curriculum reflecting the needs of a people with a rich cultural heritage who are forced to make accommodations to the economics of another culture. Staff training was conducted under contract with Brigham Young University using pre-school and bi-monthly workshops. Students participating in the program ranged in age from 5 to 7 years and were in kindergarten or first grade. Curriculum content was that required by the district and state, with the exceptions of instruction in history and culture of Indians (with an emphasis on the Navajo) and the instruction of English as a second language. Program evaluation yielded the conclusions that: (1) the bilingual program was accepted with enthusiasm by parents, (2) children in bilingual classrooms were maintaining self-images as positive as Navajo children who had been more highly integrated into the Anglo culture, and (3) academic achievement of Navajo children in bilingual classrooms was equal to or greater than that of Navajo children living in or near Anglo communities. (JH)
THE HIGHLIGHTS OF THE NAVAJO AREA EDUCATION PROGRAM AND ACTIVITIES ARE DESCRIBED IN THIS PROGRESS REPORT FOR THE 1969-70 SCHOOL YEAR. BRIEF DESCRIPTIONS OF PROGRAMS, ACTIVITIES, AND EVENTS ARE CLASSIFIED BY 4 GOALS SET BY THE TRIBAL EDUCATION COMMITTEE IN 1966: (1) TO ATTACK THE UNIQUE PROBLEMS OF INDIAN STUDENTS BY THE PROVISION OF UNIQUE PROGRAMS SUITED TO THE NEEDS OF THESE STUDENTS, SUCH AS THE ENGLISH-AS-A-SECOND-LANGUAGE PROGRAM; (2) TO SEEK MAXIMUM FEASIBLE INVOLVEMENT OF PARENTS AND TRIBAL LEADERS IN THE EDUCATION PROGRAM; (3) TO DEVELOP A PUBLIC INFORMATION PROGRAM WHICH REFLECTS PROGRESS MADE ON A CONTINUING BASIS: AND (4) TO ENDEAVOR TO ASSIST IN ANY WAY POSSIBLE SO THAT FULL UTILIZATION CAN BE MADE OF RESOURCES, INCLUDING THE ECONOMIC OPPORTUNITY ACT, PUBLIC LAW 89-10, AND OTHER PROGRAMS WHICH CAN BENEFIT THE INDIAN PEOPLE. SIGNIFICANT ACCOMPLISHMENTS DISCUSSED IN THE REPORT INCLUDE COMPLETION OF SOCIAL STUDIES AND LANGUAGE ARTS GUIDELINES FOR NAVAJO STUDENTS, ESTABLISHMENT OF BILINGUAL-BICULTURAL KINDERGARTENS, INITIATION OF A MODEL DORMITORY PROGRAM EMPHASIZING GUIDANCE SERVICES, AND INSERVICE TRAINING WORKSHOPS HELD DURING THE YEAR. PROGRAMS LISTED AS SUPPORTED BY GOVERNMENT AND PRIVATE FUNDS INCLUDE TEACHER CORPS, STUDENT TEACHERS, COMMUNITY SCHOOL DEVELOPMENT, AND WORK-STUDY. INCREASED INVOLVEMENT OF THE NAVAJO PEOPLE IN THE EDUCATION OF THEIR CHILDREN IS CITED AS THE MAJOR FACTOR IN THE CONTINUING SUCCESS OF THE NAVAJO AREA EDUCATION PROGRAM. (JH)
AN - EDD046591
CHAN- RCO05002
TI - IN-SERVICE EDUCATION SERIES AND CONSULTANT SERVICES. FINAL REPORT.
AU - OMEKE, HOWARD J.; COMP.
OS - ARIZONA STATE UNIV., TEMPE. BUREAU OF EDUCATIONAL RESEARCH AND SERVICES.
PD - 67
NO - 47P.
IS - RIE71MAY
PR - EDRS PRICE MF-$0.65 HC-$3.29
AV - BUREAU OF EDUCATIONAL RESEARCH AND SERVICES, COLLEGE OF EDUCATION, ARIZONA STATE UNIVERSITY, TEMPE, ARIZONA (NO CHARGE)
SPO - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), SACATON, ARIZ. PIMA INDIAN AGENCY.
IT - AMERICAN INDIANS: ART; AUDIOVISUAL INSTRUCTION; BILINGUALISM
IT - CURRICULUM DEVELOPMENT; ELEMENTARY SCHOOL SCIENCE; EVALUATION
IT - FEDERAL PROGRAMS; INSERVICE TEACHER EDUCATION; LANGUAGE ARTS
IT - MODERN MATHEMATICS; OBJECTIVES: SECONDARY EDUCATION
IT - SOCIAL STUDIES
ST - PIMA MARICOPA RESERVATION

AN - E0044727
CHAN - CG005973
TI - PROBLEMS OF INDIAN CHILDREN.
AU - LINTON, MARIGOLD
OS - SAN DIEGO, STATE COLL., CALIF.
PD - SEP 70
NO - 7P.; PAPER PRESENTED AT THE AMERICAN PSYCHOLOGICAL ASSOCIATION CONVENTION IN MIAMI BEACH, FLORIDA, SEPTEMBER 3-8, 1970
IS - RIE71APR
PR - EDRS PRICE MF-$0.65 HC-$3.29
IT - ACADEMIC ACHIEVEMENT; AMERICAN INDIAN CULTURE; AMERICAN INDIANS
IT - CHILDREN; CURRICULUM; CURRICULUM DEVELOPMENT; LEARNING
IT - LEARNING DISABILITIES; SCHOOL ROLE; SCHOOLS; TEACHER EDUCATION
IT - TEACHER RESPONSIBILITY; TEACHER ROLE; TEACHING SKILLS
AB - PREVIOUS APPROACHES TO THE LEARNING PROBLEMS OF AMERICAN INDIAN CHILDREN ARE VIEWED AS INADEQUATE. AN ALTERNATIVE IS SUGGESTED
WHICH EMPHASIZES THE PROBLEM SOLUTION STRATEGIES WHICH THESE CHILDREN BRING TO THE SCHOOL SITUATION. SOLUTIONS WERE ANALYZED IN TERMS OF: (1) THEIR PROBABILITY; (2) THEIR EFFICIENCY AT PERMITTING A PRESENT PROBLEM TO BE SOLVED; AND (3) THEIR USEFULNESS AS BUILDING BLOCKS FOR FUTURE SOLUTIONS. IT IS SUGGESTED THAT INDIAN CHILDREN, LIKE ALL CHILDREN, HAVE A RANGE OF PROBLEM SOLVING SKILLS, BUT THAT THEY DO NOT MEET THESE THREE CRITERIA FOR THE LEARNING WHICH IS EXPECTED OF THEM WHEN THEY ENTER SCHOOL. WHAT HAPPENS TO THESE CHILDREN, CONFRONTED WITH SUCH A SITUATION, IS DESCRIBED. THE PAPER CONCLUDES THAT TEACHERS OF CHILDREN WHOSE SOLUTION STRATEGIES ARE INADEQUATE FOR LEARNING AS IT IS CURRENTLY STRUCTURED MUST FOCUS MORE ON "HOW" THEY LEARN AND LESS ON "WHAT" THEY LEARN. A BALANCE MUST BE ESTABLISHED BETWEEN CHANGING THEIR SOLUTION STRATEGIES AND CHANGING THE SCHOOLS TO PERMIT SUCCESS FOR CHILDREN WITH CURRENTLY DIVERGENT STRATEGIES. (TL)
AN - EJ035505
CHAN- AA509013
TI - SMOOTH PATH AT ROUGH ROCK
AU - TUNLEY, ROUL
SO - AMERICAN EDUCATION; 7; 2; 15-8
PD - MAR 71
IS - CIJE71
IT - *AMERICAN INDIANS; *CURRICULUM DESIGN; *DEMONSTRATION PROGRAMS
IT - *FEDERAL AID; *SCHOOL COMMUNITY RELATIONSHIP
ST - ARIZONA; NAVAJO; ROUGH ROCK
AB - THE PROGRESS MADE BY THE ROUGH ROCK DEMONSTRATION SCHOOL FOR
NAVAJO INDIANS AND THE ESTABLISHMENT OF A COMMUNITY COLLEGE ARE
DISCUSSED. (DB)

AN - ED037494
CHAN- UD099628
TI - DIVISION OF FEDERAL ASSISTANCE CONFERENCE. TITLE I ESEA. TITLE II
ESEA.
DS - OHIO STATE DEPT. OF EDUCATION. COLUMBUS.
PD - 69
NO - 35P.
IS - R70JUL
PR - EDRS PRICE MF-$0.65 HC-$3.29
IT - AMERICAN INDIANS; *AUDIOVISUAL INSTRUCTION
IT - *COMPENSATORY EDUCATION; COUNSELING; CURRICULUM DEVELOPMENT
IT - *DISADVANTAGED GROUPS; *FAMILY (SOCI OCAL UNIT)
IT - FEDERAL PROGRAMS; MEXIC AN AMERICANS: MIGRANTS; NEGRO CULTURE
IT - RECRUITMENT; *RURAL POPULATION; SPANISH CULTURE; *URBAN SCHOOLS
ST - APPALACHIA; ELEMENTARY SECONDARY EDUCATION ACT TITLE I PROGRAM
ST - ESEA TITLE II
AB - SPEECHES GIVEN AT THIS CONFERENCE COVER THE FOLLOWING AREAS:
TRENDS IN IMPLEMENTATION AND FUNDING STATUS OF TITLE I AND TITLE
II PROGRAMS OF THE ELEMENTARY AND SECONDARY EDUCATION ACT;
PROBLEMS OF DESIGNING PROGRAMS FOR THE URBAN DISADVANTAGED
(RECRUITMENT, CURRICULUM DEVELOPMENT, STAFF SELECTION, AND
SUPPORTIVE COUNSELING); THE CULTURES OF RURAL DISADVANTAGED
AMERICAN INDIANS, NEGROES, SPANISH AMERICANS, APPALACHIANS. AND
THE AMISH; AND MANPOWER AND FINANCIAL NEEDS OF MEDIA PROGRAMS.
(KG)

AN - ED035709
CHAN- UD099642
TI - THE RELATIONSHIP OF TEACHERS' ASSIGNED MARKS TO TESTED
ACHIEVEMENT AMONG EDUCATIONALLY AND CULTURALLY DISADVANTAGED
CHILDREN IN THE ELEMENTARY GRADES. FINAL REPORT.
AU - FISH, ENRICA
DS - HAMLINE UNIV., ST. PAUL, MINN.
PD - 5 SEP 69
NO - 108P.
IS - RIE70MAY
This study investigated the relationship between (1) achievement marks assigned by teachers to elementary grade, lower socio-economic status boys and girls, and (2) pupils' racial background, sex, intelligence quotient, and tested achievement. A pupil and a teacher sample were chosen from five Minneapolis inner-city schools. The pupil sample contained 62 American Indian, 46 Negro, and 143 white children. The teacher sample contained nine male and nine female white teachers. The children were classified by sex, race, grade, tested achievement, and teacher assessment of achievement. A comprehensive statistical analysis was performed, including a three-way analysis of variance, and an analysis of covariance. Findings include the following. Girls obtain higher achievement scores than boys. When achievement scores are adjusted for IQ, the same sex differences occur. Differences in IQ scores do not exist between sexes. Differences in IQ scores exist between Indian, Negro, and white children, with the latter obtaining higher scores. Differences do not exist between boys and girls in achievement-group scores. These findings have important implications for curriculum design and the deficit theory. (JM)
(WHICH INCLUDE A HEAD START CLASS AND A KINDERGARTEN CLASS).

ABOUT THE BRISTOL BAY AREA. AND IS DIRECTED TOWARD THE DEVELOPMENT OF A ONE SEMESTER SECONDARY LEVEL COURSE IN NATIVE HISTORY AND CULTURE. A MAJOR PORTION OF THE PAPER CONSISTS OF MATERIAL ABOUT THE HISTORY, GEOGRAPHY, ANTHROPOLOGY, ARCHAEOLOGY, LANGUAGE (ESKIMO AND ALEUT), AND FOLKLORE OF THE AREA. THE CONCLUDING CHAPTERS CONTAIN A SUGGESTED COURSE OUTLINE, SAMPLE LESSON PLANS, AND A LIST OF NATIVE RESOURCE PERSONS. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (TL)

AN - EJ024802
CHAN - AA506992
TI - TO KEEP THE THINGS WE LOVE
AU - MOOREFIELD, STORY
SO - AMER EDUC V 6: 7; 6-8
PD - AUG-SEP '70
IS - CIJE70
IT - *AMERICAN INDIANS: *BILINGUAL EDUCATION: *CURRICULUM DEVELOPMENT.
IT - *DISADVANTAGED YOUTH: *EDUCATIONAL PROGRAMS
ST - FOLLOW THROUGH PROGRAM
AB - FOLLOW THROUGH PROGRAM PROJECTS FOR AMERICAN INDIAN CHILDREN ARE DISCUSSED. (DB)

AN - ED029739
CHAN - RC003448
TI - SATURDAY SCHOOL. PRELIMINARY PROGRESS REPORT.
AU - MCCORMICK, FLORENCE; PARRISH, VALINDA
OS - SOUTH CENTRAL REGIONAL EDUCATION LAB. CORP., LITTLE ROCK, ARK.
PD - JAN 69
NO - 43P.
IS - RIE690CT
PR - EDRS PRICE MF-$0.65 HC-$3.29
IT - AMERICAN INDIANS: BEHAVIORAL OBJECTIVES: CAUCASIAN STUDENTS
IT - COMPENSATORY EDUCATION PROGRAMS: CURRICULUM DEVELOPMENT
IT - *DISADVANTAGED YOUTH: EVALUATION TECHNIQUES
IT - FAMILY SCHOOL RELATIONSHIP: LOW INCOME GROUPS: NEGRO STUDENTS
IT - *PARENT EDUCATION: *PRESCHOOL CHILDREN: *RURAL AREAS
ST - *SATURDAY SCHOOL
AB - THE SATURDAY SCHOOL MODEL FOR HOME SCHOOL COORDINATION WAS BASED ON A 5-YEAR DEVELOPMENT PROGRAM FOR RURAL DISADVANTAGED DELTA NEGROES, OZARKAN CAUCASIANS, AND NON-RESERVATION INDIANS. BROAD OBJECTIVES OF THE PROGRAM WERE: (1) TO DEVELOP PARENT EDUCATION CURRICULUM TO SUPPLEMENT THE LEARNING EXPERIENCES OF THE CHILDREN; AND (2) TO DEVELOP A PRESCHOOL CURRICULUM OF SCHOOL-INITIATED ACTIVITIES WHICH COULD BE COMPLETED OR REPEATED AT HOME. THE BEHAVIORAL OBJECTIVES FOR CHILDREN WERE FORMULATED DESCRIPTIVELY IN TERMS OF EXPECTED OUTCOMES IN THE AREAS OF LANGUAGE, LITERATURE, NUMBERS, SELF-CONCEPT, PERCEPTION. AND SOCIAL SKILLS. THIRTY-SIX EDUCATIONALLY DISADVANTAGED, CAUCASIAN PRESCHOOL CHILDREN, 35 MOTHERS, ONE FATHER, AND ONE PARENT SUBSTITUTE ENROLLED IN THE PRAIRIE GROVE, ARKANSAS, PROGRAM, WHICH
CONSISTED OF ATTENDING SCHOOL 2 HOURS ON SATURDAY MORNINGS.
PRELIMINARY TEST DATA INDICATED THE PROGRAM MAY HAVE PRODUCED
FAVORABLE CHANGES IN THE PARTICIPATING CHILDREN. MEAN IQ SCORES
WERE SIGNIFICANTLY IN FAVOR OF THE EXPERIMENTAL GROUP AS COMPARED
TO THE CONTROL GROUP. THE SATURDAY SCHOOL MODEL APPEARED TO BE
ACCEPTABLE TO LOW-INCOME FAMILIES AS EVIDENCED BY THEIR
PARTICIPATION AND ADAPTABLE TO OTHER GROUPS AS EVIDENCED BY THE
SUBSEQUENT USE OF THE MODEL FOR 3- AND 4-YEAR-OLD NEGRO CHILDREN
AND THEIR PARENTS. (CM)

AN - ED027246
CHAN - SP002187
TI - NEW CURRICULAR MATERIALS AND THE TEACHING OF THE DISADVANTAGED.
PROJECT REPORT ONE. NDEA NATIONAL INSTITUTE CONFERENCE (JUNE
19-21, 1967).
AU - FRANK, VIRGINIA
OS - AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION.
WASHINGTON, D.C.: BALL STATE UNIV., MUNCIE, IND.
PD - JUL 68
NO - 61P.
IS - RIE69JUL
PR - EDRS PRICE MF-$0.65 HC-$3.29
AV - NDEA. C/O AACTE. ROOM B04, 1201 SIXTEENTH ST., N.W., WASHINGTON,
D.C. 20036 ($2.00).
SP0 - OFFICE OF EDUCATION (DHEW). WASHINGTON, D.C.
IT - AMERICAN INDIANS: *CONFERENCE REPORTS: CURRICULUM DEVELOPMENT
IT - CURRICULUM PROBLEMS: *DISADVANTAGED YOUTH: EFFECTIVE TEACHING
IT - EXPERIMENTAL CURRICULUM: INSTRUCTIONAL INNOVATION
IT - INSTRUCTIONAL MATERIALS: INTERDISCIPLINARY APPROACH
IT - MEXICAN AMERICANS: MIGRANT CHILDREN; *MINORITY GROUP CHILDREN
IT - NEGRO YOUTH: RURAL YOUTH
AB - THIS PUBLICATION REPORTS THE CONTENT AND PROCEEDINGS OF A
CONFERENCE AT WHICH CURRICULUM PLANNERS AND DESIGNERS AND
ACADEMIC SPECIALISTS AND GENERALISTS MET WITH REPRESENTATIVES OF
EIGHT DISADVANTAGED AMERICAN MINORITY GROUPS TO EXAMINE THE
RELATIONSHIPS BETWEEN CURRICULUM CHANGE AND BETTER EDUCATION FOR
DISADVANTAGED CHILDREN. THE BODY OF THE REPORT CONTAINS (1)
STATEMENTS OF THE PURPOSE AND QUESTIONS OF THE CONFERENCE. (2)
SUMMARY OF IDEAS FROM ALL THE GROUP DISCUSSIONS PINPOINTING AREAS
OF CONSENSUS AND OF CONTROVERSY. (3) SUGGESTIONS FOR THE FUTURE
INCLUDING RECOMMENDATIONS AND LISTS OF KEY PROBLEMS AND
PRIORITIES; AND (4) ADDRESSES BY A. HARRY PASSOW, KEITH R.
KELSON, AND R. LOUIS BRIGHT. APPENDIX 1 CONSISTS OF EIGHT
BACKGROUND PAPERS PREPARED BY POPULATION REPRESENTATIVES.
REGARDING SOME CONSIDERATIONS IN DEALING WITH THE SOUTHERN URBAN
NEGRO CHILD, THE AMERICAN INDIAN CHILD, THE SOUTHERN RURAL NEGRO
CHILD, THE MEXICAN-AMERICAN CHILD, THE CENTRAL URBAN NEGRO CHILD,
THE MIGRANT CHILD, THE NORTHERN URBAN NEGRO CHILD, AND THE
APPALACHIAN CHILD. APPENDIX 2 CONTAINS SHORT DESCRIPTIONS OF
NINETEEN CURRICULUM PROJECTS WHICH WERE REPRESENTED AT THE
CONFERENCE. APPENDIX 3 LISTS THE NAMES AND POSITIONS OF THE 76
CONFERENCE PARTICIPANTS. (JS)
One hundred and five books, articles and pamphlets published between 1956 and 1968 comprise this comprehensively annotated bibliography prepared for teachers and students interested in the education of children of Indian and Eskimo ancestry. The major portion of the bibliography deals with Indian education. To further an understanding of cultural differences, materials concerning anthropology, economic and community development, teaching English as a second language, and cultural change have also been included. The appendix contains a listing of other bibliographies, journals, and research centers dealing with Indian and Eskimo education. (DK)

A current experiment in curriculum development for Indian children in the Canadian province of Saskatchewan examines educational objectives in terms of the characteristics of 20th-century society. Dissimilarities of Indian communities and the cultural background of Indian children in relation to the traits of non-Indian society point out the problem of bridging the gap between them. The main understandings and working principles of the experiment are: (1) Anthropological description of the total educational process and definition of the
OBJECTIVES: (2) Insertion of Indian cultural traits into everyday curriculum and special attention to specific gaps in the home background; (3) Reinterpretation, extension, and expansion of the Indian child's experience; (4) Functional learning of skills, such as the English language; and (5) Selection of content to foster community educational growth. (SW)

A research project carried out by the Southwestern Cooperative Educational Laboratory attempted to define and describe characteristic learning styles and related environmental factors of children of 2 minority groups in the Southwest. Students of Spanish American and Indian descent were subjected to specific tests, and comparative analyses were performed on the results. General trends were discovered favoring the performance of one group over other groups on a variety of psychomeric instruments. While rural Spanish American children were more adept at using auditory channels of communication, American Indian groups showed unexpected strength in handling information through visual channels. A high degree of predictive ability was associated with the results on the psychometric instruments and the specific minority groups. The implications for curriculum development and teaching styles for these groups were manifold and it was felt that great need existed for further developments and investigations in this area. Related documents are RC 003 109 and RC 003 110. (DK)
AN - EJO09543
CHAN - TE900039
TI - BILINGUAL EDUCATION FOR NAVAJO STUDENTS
AU - WILSON, ROBERT D.
SO - NAT ASS STUD PERSONNEL ADMIN; 6; 4; 65-69
PD - 69 APR
IS - CIJE69
IT - *AMERICAN INDIANS; *BILINGUAL EDUCATION; CULTURAL BACKGROUND
IT - *CURRICULUM DEVELOPMENT; *ENGLISH (SECOND LANGUAGE)
IT - SPIRAL CURRICULUM
ST - COORDINATE BILINGUALISM
AB - PAPER PRESENTED AT 3RD ANNUAL TESOL CONVENTION, CHICAGO, ILLINOIS, MARCH 5-8, 1969.

AN - EJO06923
CHAN - RC500027
TI - THE INDIAN AND THE PH.D., A RUN-DOWN ON A KIND OF EDUCATION
AU - ZEEH, THECLA
SO - NORTHIAN: 6; 2; 18-21
PD - 69 SPR
IS - CIJE69
IT - ADULT EDUCATION PROGRAMS; *AMERICAN INDIANS; CHILDREN
IT - CURRICULUM DEVELOPMENT; *EDUCATIONAL CHANGE; *ESKIMOS
IT - *PROGRAM DEVELOPMENT
ST - *CANADA

AN - EDO13123
CHAN - RC000151
TI - EDUCATION OF THE AMERICAN INDIAN IN TODAY'S WORLD. AN INTERDISCIPLINARY APPROACH FOR TEACHERS AND ADMINISTRATORS.
AU - GREENBERG, GILDA M.; GREENBERG, NORMAN C.
PD - 64
IS - CUMREPT
PR - DOCUMENT NOT AVAILABLE FROM EDRS.
IT - ACCULTURATION; *AMERICAN INDIANS; *BIBLIOGRAPHIES
IT - BILINGUAL STUDENTS; COMMUNICATION (THOUGHT TRANSFER)
IT - *CULTURAL DIFFERENCES; CULTURAL ENRICHMENT; CURRICULUM
IT - CURRICULUM DEVELOPMENT; *EDUCATION; *EDUCATIONAL DISADVANTAGEMENT
IT - EDUCATIONAL EQUALITY; ENGLISH (SECOND LANGUAGE); ETHNIC GROUPS
IT - FIELD TRIPS; LINGUISTICS; MINORITY GROUPS
IT - PARENT SCHOOL RELATIONSHIP; RACIAL CHARACTERISTICS
IT - RACIAL DIFFERENCES; SEMANTICS; SOCIAL VALUES; SPEECH SKILLS
ST - FIVE CIVILIZED TRIBES
AB - A CONCISE, INTERDISCIPLINARY OVERVIEW OF AMERICAN INDIAN EDUCATION IS PRESENTED. INCLUDING AN HISTORICAL BACKGROUND, A PRESENTATION OF THEIR CULTURAL PRACTICES AND VALUE SYSTEMS, A BRIEF EXPLANATION OF SOUTHWESTERN INDIAN SPEECH SOUNDS, A DESCRIPTION OF THE EDUCATION OF INDIANS, AN EXAMPLE OF INDIAN EDUCATION AMONG THE NAVAJO'S, AND A SELECTED LIST OF RESOURCE MATERIALS ON INDIANS AND INDIAN EDUCATION. THE AUTHORS STATE THAT
A knowledge of Indian environment, values, and customs is needed to provide effective Indian education and that an education program for Indian adults is an absolute necessity. This document is available from William C. Brown Book Company, 135 South Locust Street, Dubuque, Iowa, 52003. (RB)

An - ED012188
Chan - RC000150
Ti - Developing Curriculum for Indian Children.
Au - PottS, Alfred M., 2D: Sizemore, Mamie
Os - Adams State Coll., Alamosa, Colo.
Pd - 64
No - 141P
Is - Dn6667
Pr - Edrs Price MF-$0.65 HC-$6.58
It - achievement; *American Indians: Arithmetic; Behavior Patterns
It - Bilingualism: Biracial Schools: Cultural Background
It - Cultural Differences; Culture; *Curriculum Development
It - Education: Elementary Education; Elementary Schools.
It - English (second language): Evaluation Methods: Handwriting
It - History; instruction; intelligence tests; language
It - *Mexican Americans: Reading; sciences: Social Studies: Speech
It - Teaching Guides
St - Alamosa; Arizona; Colorado; New Mexico; Utah
Ab - This workshop report was prepared as a guide for teachers of Indian children in the four corners area of Arizona, Colorado, New Mexico, and Utah. A brief description is given of the history and development, up to their present status, of Ute Mountain Utes, Southern Utes, Jicarilla Apaches, Pueblo Indians of New Mexico, and Navajos. The stated purposes are to provide teachers with insights into problems of educating these children and to provide knowledge of their different cultural backgrounds, learning and behavior problems, and values. Problems inherent in their cultural translation are discussed to indicate areas of needed understanding, foremost among which is developing the ability to communicate effectively in English. Several methods for teaching English are described. Both for beginners and for upper-grade students, short sections discuss methods of teaching social studies, arithmetic, and science. Problems of intelligence and achievement testing are discussed. The publication emphasizes that these children should be tested only when a definite purpose is to be served and then with great care, since most standardized tests do not indicate accurately the capabilities of Indian children. Many bibliographies, references, and teaching aids are given. This document is also available from the Center for Cultural Studies, Adams State College, Alamosa, Colorado B1101. (DD)