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Unique Curriculum Developed by Navajos

A community college, run by Navajos in the Navajo way, located in the Navajo Nation, "is the wave of the future," according to Don Dederer writing in *Exxon USA*. Established in 1969, Navajo Community College is the first on-reservation school of higher education under Indian control. It has a Navajo president working with an all-Navajo Board of Regents whose members are appointed by the Navajo tribal leadership. The student body of 500 consists mostly of young Navajo adults who attend an architecturally unique campus, located in the geographical center of the Navajo reservation. NCC occupies 1,200 acres on the shores of Lake Tsale, sixty miles north of Window Rock, Arizona.

The curriculum is oriented to the realities of Indian life. For example, it seeks to help the Navajo student prepare for further work in off-reservation colleges and universities, it offers courses to prepare skilled specialists for reservation jobs (for example, accountants and nurses) now held by non-Indians, and it is directed toward the transmission and preservation of the Navajo culture. The program, credits from which are accepted by the three Arizona public universities, includes

usual courses in such areas as biology, psychology, mathematics, and business, but also unique courses in American Indian literature, Indian studies, Indian art, and American history from the Indian perspective.

One third of the faculty is Navajo. Although many hold academic credentials, "there is room also at NCC for Atah Chee Yellowhair who teaches basketry although she has never been to school and speaks not one word of English." "When three phases of construction are finished, NCC will be a \$20 million campus boasting a Student Union, a dining hall serving Navajo meals of fried bread and roast mutton, and 'the shrine and symbol of the Navajo nation,' the five story Navajo Cultural Center." High hopes for a brighter Navajo future rest upon the contributions of this unique institution.

Urban Education Reform

"My scenario of conflict, a restless, changing, mobile society in our cities and, withstanding the currents around them, relatively stable, slow-changing education systems. While a little conflict and tension can be useful, I believe the strains in urban areas and urban schools are well past creative friction and have almost reached the point of

blinding despair," said Edward J. Meade, Jr., in *Models for Reforming Education in the City*, a Ford Foundation reprint of a speech given to the Minneapolis Citizens Committee on Public Education. Actually there are two models which have evolved over the years, neither of which is satisfactory.

First is the "add-on" model. Beginning in the 1950's we have added courses and programs with varying kinds of logic and justification. Yet somehow the school stayed very much the same. Later a second model, the "spread-out" model, appeared. Educators began to concede reluctantly that perhaps the school alone could not do the whole job that was expected and the surrounding community could serve as a potential valuable educational resource. Yet "these two school reform models, created by default, have failed to resolve the conflict between the spirit of stability and the imperative of change. . . ."

Meade, a program officer in charge of public education for the Ford Foundation, believes that the stable role of the school involves helping children learn how to learn.

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Schools must give children structured experiences in learning keyed to the realities of today. We must also seek to provide a haven for youth as they sort out their values, interests, potentials, through critical self-assessment in a supportive climate.

The means utilized by the system to provide the stable functions ought to be ever-changing. For example, changes need to be made in school buildings and facilities, school rules and regulations ought to be adaptable and appropriate, processes of teaching and learning must be altered, content for learning and programs need thorough review and freshening, and the educators themselves must be flexible and open to new thinking. In a real sense, the entire support system—the people and patterns that make up schooling—needs to change.

What we need is a model capable of "rolling reform." Actually the thrust for reform by the citizen participant should be the criterion "Does it help children learn?" and the educator must push "to keep learning rather than teaching, learning rather than administering, the focal point of school reform."

Women School Board Members

A commission of the National School Boards Association reported recently on a survey of the role of women on school boards. The survey sampled 1,450 board members and received replies from 36.6 percent of those included in the original sample. An analysis of the responses by region was found to be similar to the actual distribution of school board members with some weighting toward districts

above 1,000 student enrollment. Findings were:

1. Women are grossly under-represented on school boards. It is estimated that 89 percent of all school board members are men and only 10 percent are women.

2. The talents and abilities of women school board members in the survey are comparable to, if not superior to, those of the male board members.

3. Men and women board members have similar educational backgrounds.

4. Women tended to bring as much or more pertinent experience to school board service. While approximately 70 percent of the men had served on the board of one or more organizations prior to school board service, about 85 percent of the women had served on other boards.

5. Men and women school board members share a great many personal characteristics. With respect to average number of children, home ownership, and years of service on the school board, the men and women were very comparable.

Survey Indicates Runaway Problem Exaggerated

A National Survey of Youth done by Martin Gold and David J. Reimer of the Institute for Social Research indicated that the problem of runaway teenagers is not as great as many parents and government officials had feared. The findings and conclusions were drawn from a nationwide, representative sample of some 1,400 boys and girls in 1972 about many aspects of their lives including delinquent behavior. Their findings showed:

1. Approximately 6 percent of the 11 to 18 age group (1.5 to 2.4 million adolescents) have run away from home between mid-1969 and mid-1972.

2. Of these between 1 and 1.6 million runaway youths, 70 percent merely ran away to the house of a friend or a relative. In fact, only 13 percent went on the road and left their home community.

3. In this three-year period, there were approximately half a million runaway youths in need of protection and supervision.

4. Since there were a large number of adolescents in the American population during this period, the actual proportion of runaways in the period did not increase during 1969 to 1972.

5. The runaways who come to the attention of the law enforcement agencies are different from the average runaway. Over two-thirds of the runaways picked up by the police are from out of town while only about one-third of the runaways in the survey actually left their home towns.

6. Less than 10 percent of the runaways engaged in delinquent behavior; however, most runaways are generally more delinquent than other adolescents in the nation.

7. It was found that runaways come about equally from all social classes and that older adolescents are more likely to run away from home than younger ones.

Neighborhood Center Concept Reduces School Costs

Near Rochester, New York, a "new town," Granada, is being built to provide a new urban environment for 85,000 people. Part of the earliest

construction is a neighborhood center—multi-use school/community facility which is spread along a central pedestrian mall. The center has a 756 pupil elementary school, a jointly used space including a gym and outdoor recreation space, swimming pool, music center, arts and crafts center, cafe-theatre, library, garden center, office spaces, and early childhood center. The developer, New Wayne Communities, Inc., and the school board claim that the combining of school and community facilities has saved the community about \$2 million.

Individualized Educator Renewal Programs

More than 50 school systems since 1968 have worked with the Charles F. Kettering Foundation in seeking the improvement of schools and their climates. A 1974 publication, *Organizing and Expanding the Individualized Continuing Education Program for Administrators in the Local School District*, by Elizabeth A. Dillon of the Lincoln, Nebraska, Public Schools, Edward Brainard of CFK Ltd., Robert T. DeVries of the Los Angeles City Schools, and Charles R. Hough of the Seattle Public Schools, presents an approach based on actual experiences of cooperating school systems. The publication should be useful to school personnel interested in developing district-wide renewal programs for educators.

The brief paper shows the reader how to develop an individualized renewal program in his or her own school, and it offers assistance in refining and expanding their efforts to persons in districts already having some form of improvement program under way. A series of steps in three phases

forms the basis of the plan, as follows:

Phase I: Initiating the Pilot Program

Step 1. Recognize the Need

Step 2. Identify Leadership Roles

Step 3. Assign Team Leader Responsibilities

Phase II: Maintaining the Program in the District

Step 1. Evaluate the Quality of Leadership

Step 2. Evaluate the Effectiveness of Phase I

Phase III: Expanding the Program in the Local District

Step 1. Establish District-wide Leadership

Step 2. Enlist Wider Participation

Step 3. Form New Groups

Step 4. Maintain Ongoing Staff Development for Leaders

Step 5. Provide for Communication Between Teams

Step 6. Review, Re-evaluate, Refine

Specific advice and helpful observations are offered by the authors at various stages as a result of their experiences in developing and improving such programs in actual practice.

Information concerning this publication and other CFK Ltd. publications may be secured by writing to: Nueva Learning Center, P.O. Box 1366, Burlingame, California 94010.

Floating Faculty

Last year Prince George's County, Maryland, schools had a staff development program using an elementary faculty of 19 teachers, four aides, a secretary, and a principal. The floating faculty worked with

the faculties of 20 elementary schools in the county and spent approximately two weeks working with the teachers in each of the elementary schools. The schools were selected on the basis of a needs assessment in terms of reading and student turnover. The program was designed to give practical help for implementing in-service ideas at the classroom level by pairing fellow teachers in a peer-to-peer sharing plan.

Each of the teachers in the receiving school was paired with a colleague of the "faculty without a school." During the first three days of the visit, the receiving school's faculty was freed by their partners to attend an in-service program. The remaining days of the visit were spent by the teaching partners in the classroom implementing the ideas presented during the in-service program. The idea of incorporating the basic aspects of the county's Comprehensive Reading Program with an instructional methodology was developed by the teachers of the floating faculty during the summer and in preschool workshops. The peer-to-peer sharing of ideas provided a joint effort in the practical application of in-service ideas within the actual classroom setting.

Blacks Score High on National Assessment Item

When asked to name black Americans who had contributed to U.S. culture and history, black 17-year-olds scored 16 percentage points above the national average on the item. Furthermore, at ages 9, 13, and 17, black Americans scored above the national average on the item. These facts came from the social studies results of National Assessment in which nearly 100,000 Ameri-

can young people participated. Data in the report indicated that more young people can name famous black Americans than famous people from any other minority groups. Sixty-four percent of the 17-year-olds and 73 percent of the adults could name at least three famous black Americans. In addition to the famous people exercises, the assessment covered knowledge in history, economics, geography, and political science; skills such as obtaining and interpreting information; and attitudes toward individual rights. The assessment found poor ability on the part of young Americans to interpret maps and tables.

City-Wilds Environmental Activities Kit

A set of materials for environmental education has recently been developed that considers the urban environment as well as the rural-natural one. The program centers around the investigation of an "interactional plot" which can be either urban or wild. This means that a student is concerned about the interrelationship of life in his or her own environment. More information about the kits is available from Alfred A. Arth and Ronald E. Beiswenger, College of Education, University of Wyoming, Laramie, Wyoming 82071.

Values Curriculum Being Developed

Aurora College, Aurora, Illinois, in cooperation with Aurora East and Aurora West Public School systems and the parochial schools in Aurora, is developing a values education curriculum for grades K-8. An extensive manual is being de-

veloped including theory, teaching approaches, suggested techniques, and suggested teaching materials evaluated in terms of specific criteria. All K-8 teachers in the schools will receive a copy of the 150-page manual.

Extensive in-service activities ranging from a two-hour introduction for all staff to an optional graduate-credit 15-hour workshop are being provided. The project draws most heavily on theories of Louis Rath, Sidney Simon, Merrill Harmin, Howard Kirschenbaum, Lawrence Kohlberg, and Milton Rokeach.

The three-year project, including selected instructional materials, manuals, and in-service education, is funded by the Juvenile Protective Association, an Aurora foundation.

Inquiries about the program should be sent to: Joe Durham, Director, Values Education Project, Aurora College, Aurora, Illinois 60507.

New Clearinghouse for Applied Performance Testing

A Clearinghouse for Applied Performance Testing (CAPT) has been established at the Northwest Regional Educational Laboratory under a grant from the U.S. Office of Education. The primary function of the Clearinghouse is to collect and disseminate information about materials and procedures for the measurement of performance of tasks significant to a student's life outside the school and/or to adult life. The tasks are those that are valued as output for public schools. The Clearinghouse will operate under the direction of the State Departments of Education in Hawaii, Oregon, Pennsylvania, and Washington, with Hawaii as

the administering state for the grant.

At this time, the Clearinghouse is searching for individuals, groups, or institutions that have been developing testing devices for the measurement of such tasks in actual or simulated performance settings. The Clearinghouse staff is currently identifying centers of activity and the extent and location of available materials and procedures. If you are doing anything, or know of work being done, at any stage of development in the area of applied performance testing, please send the information to the Clearinghouse.

If you are able to contribute information to the Clearinghouse and would want to be added to the Clearinghouse mailing list, please send a statement describing your work in this area and a request for future mailings to: James R. Sanders, Director, Clearinghouse for Applied Performance Testing, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204.

Ice Arena, New School Facility

A new olympic-sized hockey rink seating 460 persons belongs to the Minneapolis Public Schools. The facility will be open to school hockey teams, community organizations, and school educational classes. The arena, with lockers, concession stand, and skate rentals, will operate year-round, seven days a week. While 760 hours per year will be available to the schools, there will be recreational skating four times per week at a modest cost to persons of all ages. All Minneapolis high school hockey games and most practices will be held at the

arena. Non-profit community organizations will be able to use the arena at a low cost.

Preparation, Recruitment, and Employment of Mexican American Teachers

- School districts in Colorado do not indicate a high priority need for bilingual-bicultural or Mexican American Studies teachers.

- Competence in the Spanish language is valuable to the prospective Mexican American teacher but as an adjunct to some other teaching field.

- Newly trained Mexican American teachers view their teacher education programs as having little value to them in working with Mexican American students.

- A majority of new Mexican American teachers do not find Mexican American culture courses greatly helpful in preparing them to deal with Mexican American youth and their parents.

- Recruiting approaches directed toward Mexican American teachers by school districts continue to be traditional and "through regular channels."

These are a few of the findings of a study by Y. Arturo Cabrera and L. Stanley

Ratliff titled *Mexican American Education Graduates in Colorado: 1972-73*.

The research involved three phases: (a) identification and survey of 1972-73 Mexican American teacher education graduates from the 15 colleges and universities in the state of Colorado, (b) survey and site visits to the higher education institutions regarding the degree to which teacher preparation programs were providing for the understanding of cultural and language differences of Mexican Americans, and (c) study of practices in employment and placement in the 181 Colorado school districts. Information about the report is available from Bureau of Educational Field Services, School of Education, University of Colorado, Boulder, Colorado 80302.

Game Makes Modern History Real

Junior high school social studies students in Newton Public Schools (Massachusetts) are living the period 1920 to 1940 through a game designed by their teachers: Daniel Kunitz, James MacDonald, and Ty Vignone. A typical town is established in which students start the game by being married in 1920 and are assigned socioeconomic and ethnic roles

in the community. Based on their roles, they compile joint biographies, keep detailed budgets, spend and invest money, participate in political activity, vote in local and national elections, and make a variety of decisions which affect their lives on many levels. The game is a major part of their learning experience and reinforces the idea that the business of America is business.

The object of the game is to gain Image Points which are related to ways of succeeding. These include: hard work (doing different tasks well and on time); tests and exams; gaining political power; increasing one's financial position; increasing one's property holdings; and acts that benefit community welfare. An important part of the game is the idea that citizens control the passing of legislation but cannot control acts of fate or unpredictable opportunities. One part of the game is the reading of Chance or Fate Cards which help the students focus on some of the issues that exist in the town. The issues then become potential areas for political or social action. Students must take positions on these issues and organize a political campaign accordingly. They must commit themselves and work for a cause. □

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