

ED 152 475

95

RC 010 472

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

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

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

**PUB DATE** Apr 77

**CONTRACT** 400-78-0023

**NOTE** 119p.; Small type through most of the document

**EDRS PRICE** MF-\$0.83 HC-\$6.01 Plus Postage.

**DESCRIPTORS** Adult Basic Education; \*American Indians; Bibliographies; Bilingual Education; Cross Cultural Training; \*Curriculum Design; \*Curriculum Development; Educational Assessment; Elementary Education; \*Evaluation; Federal Programs; Program Descriptions; Reading Programs; Secondary Education; \*Second Language Learning; Teacher Education; \*Teaching Methods

**IDENTIFIERS** \*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)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

ED152475

Curriculum Design for Native Americans:..

A Selected Topics Bibliography of  
ERIC Documents

20 EDRS  
Most of the documents  
is 11x 8 1/2

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIGIN-  
ATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT  
OFFICIAL NATIONAL INSTITUTE OF  
EDUCATION POSITION OR POLICY

April 1977

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

cc010472

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)  
CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS (CRESS)

New Mexico State University  
Las Cruces, New Mexico 88003

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view or opinions of the National Institute of Education.

The booklet may be duplicated in whole or in part, whenever such duplication is in the interest of bettering education.

April 1977

ii

3

## 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.

## CONTENTS

About the Bibliography.....	v
Sources and Scope.....	v
ERIC Descriptive Terms.....	v
Organization of the Bibliography.....	v, vi
Citation.....	vii
Key and Sample Abstract.....	viii
RIE 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

CITATIONS



## 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 - FLO02574
- TI - A PLAN FOR FLUENCY FIRST.
- AU - MULLEN, DANA
- OS - SASKATCHEWAN NEWSTART, INC., PRINCE ALBERT.
- PD - 71
- NO - 183P.
- IS - RIE72MAR
- PR - EDRS PRICE MR-\$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.

AN - ED120059  
 CHAN- CF00B335  
 TI - STATEWIDE IMPLEMENTATION OF K-14 PROJECT OF CAREER EDUCATION,  
 OCCUPATIONAL COUNSELING, AND BRIDGING THE GAP BETWEEN SCHOOL AND  
 WORK. FINAL REPORT.  
 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-\$3.50 PLUS POSTAGE.  
 SPO - OFFICE OF EDUCATION (DHEW). WASHINGTON, D.C.  
 CG - OEG-8-74-0027  
 BN - 502AB50004  
 DT - R  
 IT - AMERICAN INDIANS; CAREER AWARENESS; CAREER EDUCATION; COUNSELORS  
 IT - CURRICULUM DEVELOPMENT; EDUCATIONAL DEVELOPMENT  
 IT - ELEMENTARY SECONDARY EDUCATION; INSERVICE EDUCATION  
 IT - INSERVICE TEACHER EDUCATION; JOB PLACEMENT; LEARNING ACTIVITIES  
 IT - NEEDS ASSESSMENT; OCCUPATIONAL GUIDANCE  
 IT - POST SECONDARY EDUCATION; PROGRAM ADMINISTRATION  
 IT - PROGRAM DEVELOPMENT; PROGRAM EVALUATION; RELEVANCE (EDUCATION)  
 IT - SKILL DEVELOPMENT; STATE PROGRAMS; STATEWIDE PLANNING  
 IT - STUDENT ATTITUDES; VOCATIONAL COUNSELING  
 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)

AN - ED129506  
 CHAN- RC09460  
 TI - EVALUATION OF LEADERSHIP CONFERENCE IN ELEMENTARY SCIENCE  
 EDUCATION. UNIVERSITY OF NEW MEXICO (ALBUQUERQUE, NEW MEXICO,  
 SUMMER 1975). RESEARCH AND EVALUATION REPORT SERIES NO. 44.  
 AU - LEITKA, EUGENE; SWARD, PAUL  
 OS - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR). ALBUQUERQUE, N. MEX.  
 PD - MAR 76  
 NO - 21P.; FOR RELATED DOCUMENT, SEE ED 125 824  
 IS - R1E77FEB  
 PR - EDRS PRICE MF-\$0.83 HC-\$1.67 PLUS POSTAGE.  
 DT - R

IT - ADMINISTRATIVE PERSONNEL; \*AMERICAN INDIANS; CONSULTANTS  
IT - CRITERIA: \*CURRICULUM DEVELOPMENT; EDUCATIONAL OBJECTIVES  
IT - \*ELEMENTARY EDUCATION; FOLLOWUP STUDIES; FORMATIVE EVALUATION  
IT - LEADERSHIP TRAINING; MODELS; PARTICIPANT SATISFACTION  
IT - \*PROGRAM EVALUATION; QUESTIONNAIRES; \*SCIENCE INSTRUCTION  
IT - TEACHERS; \*WORKSHOPS  
ST - BIA; \*BUREAU OF INDIAN AFFAIRS  
AB - 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). (JC)

AN - E0129476

CHAN - RC094023

TI - REPORT OF THE NATIONAL INDIAN EDUCATION CONFERENCE (1ST,  
MINNEAPOLIS, MINNESOTA, NOVEMBER 20-21, 1969).

OS - UPPER MIDWEST REGIONAL EDUCATIONAL LAB., INC., MINNEAPOLIS, MINN.

PO - 17 DEC 69

NO - 57P.

IS - RIE77FEB

PR - EORS PRICE MF-50.83 HC-\$3.50 PLUS POSTAGE.

OT - S

IT - AGENCY ROLE; \*AMERICAN INDIANS; BOOKS; \*COMMITTEES

IT - COMMUNITY CONTROL; \*CONFERENCE REPORTS; CORRECTIONAL EDUCATION

IT - CULTURAL BACKGROUND; CURRICULUM DEVELOPMENT; DROPOUTS

IT - \*EDUCATIONAL OBJECTIVES; HIGHER EDUCATION

IT - INSTRUCTIONAL MATERIALS; LEADERSHIP; PARENT PARTICIPATION

IT - \*PROGRAM EVALUATION; TEACHERS; VALUES; VOCATIONAL EDUCATION

IT - \*WORKSHOPS

ST - BIA; BUREAU OF INDIAN AFFAIRS; \*NATIONAL INDIAN EDUCATION CONFERENCE

AB - INCLUDED 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: (1) COMMUNITY CONTROL/PARENT PARTICIPATION; (2)  
SPECIAL PROGRAMS; (3) SCHOOL ADMINISTRATION; A LEADERSHIP CALLING

FOR INDIAN EDUCATORS; (4) COLLEGE STUDENTS: INDIAN STUDENTS  
 TODAY, INDIAN LEADERS TOMORROW; (5) BOOK EVALUATION; (6) PUBLIC  
 SCHOOLS FOR INDIAN YOUTH: PASSPORT TO PROSPERITY OR DESTINY FOR A  
 DROP-OUT; (7) SPEAK-OUT: FORUM FOR EXPRESSION OF IDEAS BY INDIAN  
 PEOPLE; (8) BUREAU OF INDIAN AFFAIRS (BIA): BIA SCHOOLS,  
 PROBLEMS, AND SOLUTIONS; (9) VOCATIONAL EDUCATION: THE CHOICE IS  
 THERE; (10) INDIAN TEACHERS FOR INDIAN CHILDREN; (11) INDIAN  
 EDUCATION IN CORRECTIONAL INSTITUTIONS; (12) CURRICULUM: DOES  
 AMERICAN INDIAN HERITAGE HOLD ITS PROPER PLACE WITHIN THE  
 SCHOOLS?; (13) A NEW APPROACH TO INDIAN EDUCATION: PROJECT RED  
 LAKE SEVEN; (14) UNIVERSITY AND INDIAN EDUCATION; (15) INDIAN  
 VALUES: WHERE IN INDIAN EDUCATION. (JC)

AN - EO128130  
 CHAN - RCO9393  
 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 - R1E77JAN  
 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; \*MICCOSUKEE  
 AB - AN ON-SITE EVALUATION OF THE MICCOSUKEE DAY SCHOOL (RENAMED  
 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 AVOIDED 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. (NQ)

AN - ED127099  
 CHAN- RC009397  
 TI - WYOMING INDIAN HIGH SCHOOL WIHS , ETHETE, WYOMING, EVALUATION  
 REPORT, MAY 1973. RESEARCH AND EVALUATION REPORT SERIES NO. 04-B.  
 AU - STREIFF, PAUL; AND OTHERS  
 OS - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), ALBUQUERQUE, N. MEX.  
 PD - MAY 75  
 NO - 46P.; FOR RELATED DOCUMENT, SEE RC 009.396  
 IS - R1E76DEC  
 PR - EDRS PRICE MF-\$0.83 HC-\$2.06 PLUS POSTAGE.  
 CG - BIA-K51C14200583  
 DT - R  
 IT - ADMINISTRATIVE ORGANIZATION; \*AMERICAN INDIANS  
 IT - ANCILLARY SERVICES; COMMUNITY INVOLVEMENT; CULTURAL AWARENESS  
 IT - CURRICULUM DEVELOPMENT; EDUCATIONAL FACILITIES  
 IT - \*EDUCATIONAL OBJECTIVES; GUIDANCE SERVICES; NEEDS ASSESSMENT  
 IT - \*PROGRAM DEVELOPMENT; \*PROGRAM EVALUATION  
 IT - \*SCHOOL DISTRICT AUTONOMY; SCHOOL PERSONNEL; \*SECONDARY EDUCATION  
 IT - STUDENTS  
 ST - WYOMING (ETHETE); \*WYOMING INDIAN HIGH SCHOOL  
 AB - 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)

AN - ED127098  
 CHAN- RC009396  
 TI - WYOMING INDIAN HIGH SCHOOL (WIHS), ETHETE, WYOMING. EVALUATION  
 REPORT. CONTRACT NO: K51C14200583, AUGUST 1972. RESEARCH AND  
 EVALUATION REPORT SERIES NO. 04-A.  
 AU - SAGE, ALLISON  
 OS - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), ALBUQUERQUE, N. MEX.  
 PD - MAY 75

NO - 51P.; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. FOR RELATED DOCUMENT, SEE RC 009 397

IS - RIE76DEC

PR - EDRS PRICE MF-\$0.83 PLUS POSTAGE. HC NOT AVAILABLE FROM EDRS.

CG - BIA-K51C14200583

DT - R

IT - ADMINISTRATION; \*AMERICAN INDIANS; AVERAGE DAILY ATTENDANCE

IT - BOARD OF EDUCATION ROLE; CURRICULUM DEVELOPMENT

IT - \*EDUCATIONAL OBJECTIVES; \*FORMATIVE EVALUATION

IT - GUIDANCE COUNSELING; PERSONNEL; POLICY FORMATION

IT - \*PROGRAM EVALUATION; \*SCHOOL DISTRICT AUTONOMY

IT - \*SECONDARY EDUCATION; STUDENT CHARACTERISTICS; STUDENT RECORDS

IT - TASK ANALYSIS; TEACHER QUALIFICATIONS

ST - WYOMING (ETHETE); \*WYOMING INDIAN HIGH SCHOOL

AB - 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 FOLLOWS: 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. (JC)

AN - ED127075

CHAN- RCO09354

TI - REPORT OF THE INUPIAT CONFERENCE ON BILINGUAL EDUCATION (COLLEGE, ALASKA, NOVEMBER 19-22, 1972).

AU - REEBACK, ROBERT, COMP.

OS - ALASKA STATE-OPERATED SCHOOLS, ANCHORAGE.

OS - NORTHWEST REGIONAL EDUCATIONAL LAB., PORTLAND, OREG.

PD - 5 FEB 73

ND - 68P.

IS - RIE76DEC

PR - EDRS PRICE MF-\$0.83 HC-\$3.50 PLUS POSTAGE.

DT - P

IT - \*ALASKA NATIVES; BICULTURALISM; \*BILINGUAL EDUCATION

IT - COMPOSITION (LITERARY); \*CONFERENCE REPORTS

IT • \*CURRICULUM DEVELOPMENT; \*EDUCATIONAL OBJECTIVES; ESKIMOS  
 IT • PROGRAM DESCRIPTIONS; PROGRAM DESIGN; READING; SPEECHES  
 IT • SYNTHESIS; TEACHING METHODS  
 ST • ALASKA (COLLEGE); \*CONFERENCE TRANSCRIPTS; \*INUPIAT  
 AB • 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; 10 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 - R1E76DEC  
 PR - EDRS PRICE MF-S0.83 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; \*NAVAJO  
 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

FROM THE FORD FOUNDATION AND CONTRACTS WITH THE BUREAU OF INDIAN AFFAIRS AND THE U.S. OFFICE OF EDUCATION. THE STUDY INVOLVED LANGUAGE STUDIES. A DICTIONARY PROJECT. SOCIOLINGUISTIC STUDIES. A SURVEY OF READING MATERIALS. PREPARATION OF NAVAJO READING MATERIALS. EVALUATION AND COORDINATION. TEACHER TRAINING PROJECTS AT SANOSTEE-TOADLENA AND RAMAH. PREPARATION OF A NAVAJO BILINGUAL CURRICULUM. DEVELOPMENT OF A MODEL FOR ANALYSIS AND EVALUATION OF BILINGUAL EDUCATION. AND A SURVEY OF AMERICAN INDIAN BILINGUAL EDUCATION. A SERIES OF BOOKS WERE PRODUCED BY THE STUDY TO HELP MEET THE NEEDS FOR MATERIAL FOR NAVAJOS LEARNING TO READ THEIR OWN LANGUAGE. THE STUDY ALSO PUBLISHED SEVERAL BOOKS IN COOPERATION WITH ROCK POINT COMMUNITY SCHOOL. ASSISTED THE SANOSTEE PROJECT TO PREPARE VARIOUS BOOKS AND A MONTHLY READER. AND PREPARED PROGRESS REPORTS. THIS REPORT PRESENTS BRIEF DESCRIPTIONS OF THE STUDY'S COMPONENTS AND A BIBLIOGRAPHY LISTING 39 BOOKS PRODUCED BY THE STUDY, 26 PUBLICATIONS OF THE SANOSTEE PROJECT, 13 ROCK POINT PUBLICATIONS, 25 PROGRESS REPORTS, AND 16 PUBLICATIONS PUBLISHED ELSEWHERE. (AUTHOR/NQ)

AN - ED127060  
 CHAN - RCO9333  
 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 - R1E76DEC  
 PR - EDRS PRICE MF-S0.83 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.



## PARENTS, AND ADMINISTRATORS. (JC)

- AN - ED126723  
 CHAN- FLO07839  
 TI - OVERVIEW OF CURRENT STRATEGIES OF THE MULTICULTURAL/BILINGUAL DIVISION AT THE NATIONAL INSTITUTE OF EDUCATION.  
 AU - O'MALLEY, J. MICHAEL; CARLOS, MANUEL  
 PD - APR 75  
 NO - 15P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (SAN FRANCISCO, CALIFORNIA, APRIL 21, 1976)  
 IS - RIE76DEC  
 PR - EDRS PRICE MF-S0.83 HC-\$1.67 PLUS POSTAGE.  
 DT - S  
 IT - AMERICAN INDIANS; BICULTURALISM; \*BILINGUAL EDUCATION  
 IT - BILINGUALISM; BILINGUAL STUDENTS; CULTURAL FACTORS  
 IT - \*CULTURAL PLURALISM; CURRICULUM DEVELOPMENT  
 IT - \*EDUCATIONAL PLANNING; \*EDUCATIONAL POLICY  
 IT - ENGLISH (SECOND LANGUAGE); ETHNIC GROUPS; \*FEDERAL PROGRAMS  
 IT - \*LANGUAGE PLANNING; MINORITY GROUPS; NATIONAL PROGRAMS  
 IT - NON ENGLISH SPEAKING; SOCIOCULTURAL PATTERNS; SPANISH SPEAKING  
 ST - \*NATIONAL INSTITUTE OF EDUCATION; NIE  
 AB - 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)

- AN - ED125824  
 CHAN- RCO9308  
 TI - LEADERSHIP CONFERENCE IN ELEMENTARY SCIENCE EDUCATION (UNIVERSITY OF NEW MEXICO, SUMMER 1975). CURRICULUM REPORT SERIES NO. 19.00.  
 OS - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIDR). ALBUQUERQUE, N. MEX.  
 PD - 75  
 NO - 27P.  
 IS - RIE76NOV

PR - EDRS PRICE MF-\$0.83 HC-\$2.06 PLUS POSTAGE.  
 DT - S  
 IT - ACTIVITIES: \*AMERICAN INDIANS; \*COMPARATIVE ANALYSIS; CRITERIA  
 IT - CURRICULUM DEVELOPMENT; EDUCATIONAL OBJECTIVES  
 IT - EDUCATIONAL PHILOSOPHY; \*ELEMENTARY EDUCATION  
 IT - \*INSTITUTES (TRAINING PROGRAMS); \*LEADERSHIP TRAINING  
 ST - PROGRAM DESCRIPTIONS; \*SCIENCE PROGRAMS; TEACHER WORKSHOPS  
 ST - BIA; \*BUREAU OF INDIAN AFFAIRS  
 AB - 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.). (JC)

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. (JC)

AN - ED123003  
 CHAN - RC009199  
 TI - AMERICAN INDIAN TASK FORCE REPORT.  
 AU - MACKEY, JOHN E., ED.  
 OS - COUNCIL ON SOCIAL WORK EDUCATION. NEW YORK, N.Y.  
 PD - 73  
 NO - 10P.  
 IS - R1E76SEP  
 PR - DOCUMENT NOT AVAILABLE FROM EDRS  
 AV - COUNCIL ON SOCIAL WORK EDUCATION; 345 EAST 46TH ST., NEW YORK, NEW YORK 10017 (\$1.00)  
 DT - R  
 IT - ACADEMIC ACHIEVEMENT; \*AMERICAN INDIANS; CURRICULUM DEVELOPMENT  
 IT - FACULTY; FIELD EXPERIENCE PROGRAMS; FINANCIAL SUPPORT  
 IT - GRADUATE STUDY; \*HIGHER EDUCATION; INTERAGENCY COORDINATION  
 IT - \*OBJECTIVES; PROGRAM DEVELOPMENT; \*RECRUITMENT; \*SOCIAL WORK  
 IT - STUDENT ADJUSTMENT  
 ST - \*AMERICAN INDIAN TASK FORCE  
 AB - ASSUMING THAT THE CLIENT IS CENTRAL TO ANY SERVICE PROGRAM, THE AMERICAN INDIAN TASK FORCE EXAMINED A NATIONAL SAMPLE OF "GRASS ROOTS" SOCIAL SERVICE ORGANIZATIONS AND/OR INDIVIDUALS AND SCHOOLS OF SOCIAL WORK TO DETERMINE THE CAPABILITY OF PROVIDING RELEVANT SOCIAL WORK EDUCATION TO AMERICAN INDIANS. ACCORDINGLY, THE HIGHEST PRIORITIES RECOMMENDED FOR THE TASK FORCE'S 1972 PROGRAM YEAR WERE: (1) RECRUITMENT OF AMERICAN INDIAN STUDENTS FOR GRADUATE AND UNDERGRADUATE SCHOOLS OF SOCIAL WORK, (2) COORDINATION OF FINANCIAL ASSISTANCE PROGRAMS FOR THE BENEFIT OF THE AMERICAN INDIAN, (3) DEVELOPMENT AND RECRUITMENT OF AMERICAN INDIAN FACULTY, (4) EXPANSION OF THE GRADUATE CURRICULUM TO INCLUDE AMERICAN INDIAN HISTORY, (5) PRE- AND INSERVICE EDUCATION, (6) FIELD PLACEMENTS, AND (7) CLOSER RELATIONS BETWEEN SCHOOLS OF SOCIAL WORK AND INDIAN PEOPLE. RECOMMENDED SECONDARY PRIORITIES WERE ACADEMIC PREPARATION AT ALL LEVELS (PREPARATORY, REMEDIAL, AND TUTORIAL) AND FACILITATION OF SOCIAL ADJUSTMENT IN HIGHER ACADEMIC INSTITUTIONS. TERTIARY PRIORITIES WERE DEVELOPMENT OF TRAINING PROGRAMS FOR AMERICAN INDIAN PARAPROFESSIONALS AND ADVOCATION RELATIVE TO THE AMERICAN

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)

AN - EJ134955  
CHAN- RC502050  
TI - THE RED SCHOOL HOUSE: AN ALTERNATIVE EDUCATION.  
SO - AMERICAN INDIAN JOURNAL: 2: 2: 10-12  
PD - FEB 76  
IS - CIJE76  
IT - \*AMERICAN INDIANS; \*CULTURAL AWARENESS; \*EDUCATIONAL ALTERNATIVES  
IT - \*PROGRAM DESCRIPTIONS; CURRICULUM DEVELOPMENT  
IT - COMMUNITY INVOLVEMENT; FUTURES (OF SOCIETY); MODELS  
ST - \*RED SCHOOL HOUSE: OJIBWAYS; MINNESOTA (AT PAUL)  
AB - 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)

AN - ED117290  
CHAN- UDO1571B  
TI - A SELECTED ANNOTATED BIBLIOGRAPHY OF MATERIAL RELATING TO RACISM,  
BLACKS, CHICANOS, NATIVE AMERICANS AND MULTI-ETHNICITY. VOL. 4.  
OS - MICHIGAN EDUCATION ASSOCIATION, EAST LANSING. DIV. OF MINORITY  
AFFAIRS.  
PD - 75  
NO - 87P.; FOR VOLUMES 1,2 AND 3. SEE ED 069 445 AND UD 015 623 AND UD  
015 624 RESPECTIVELY  
IS - RIE76MAY  
PR - EDRS PRICE MF-\$0.76 HC-\$4.43 PLUS POSTAGE  
AV - DIVISION OF MINORITY AFFAIRS, MICHIGAN EDUCATION ASSOCIATION,  
P.O. BOX 673, EAST LANSING, MICHIGAN 48823 (PRICE NOT QUOTED)  
DT - L  
IT - AMERICAN HISTORY; AMERICAN INDIAN CULTURE; \*AMERICAN INDIANS  
IT - \*ANNOTATED BIBLIOGRAPHIES; CURRICULUM DEVELOPMENT  
IT - ELEMENTARY EDUCATION; FILMS; INSTRUCTIONAL MATERIALS  
IT - \*LATIN AMERICAN CULTURE; \*NEGRO CULTURE; NEGRO HISTORY  
IT - PHONOGRAPH RECORDS; \*RACISM; SECONDARY EDUCATION  
IT - UNITED STATES HISTORY  
ST - THIRD WORLD  
AB - 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.

.....

FOCUSING RESPECTIVELY ON THE FOLLOWING TOPICS: RACISM MATERIALS, BLACK PRINTED MATERIAL; BLACK AUDIO-VISUAL MATERIALS; LATINO PRINTED MATERIAL, LATINO PERIODICALS, LATINO FILMS, NATIVE AMERICAN PRINTED MATERIAL, NATIVE AMERICAN FILMS, AND NATIVE AMERICAN RECORDS. INFORMATION PROVIDED ON EACH ITEM COVERED IN THE FIRST EIGHT SECTIONS INCLUDES WHERE TO OBTAIN THE ITEM, THE SUGGESTED USAGE OF THE ITEM, AND A BRIEF DESCRIPTION OF THE ITEM. THE LAST SECTION LISTS THREE FILMS WHICH ISSUE CATALOGUES OF NATIVE AMERICAN MUSIC: EVEREST RECORDS, INDIAN RECORDS, AND CANYON RECORDS. (AUTHOR/JM)

AN - ED113072  
 CHAN- RCO08777  
 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 - 36P.; FOR RELATED DOCUMENTS, SEE RC OOB 769-776, 778-803  
 IS - R1E76FEB  
 PR - DOCUMENT NOT AVAILABLE FROM EDRS.  
 AV - NOT AVAILABLE SEPARATELY. SEE RC OOB 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-D-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

PRIORITIES; (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.  
 PD - 74  
 NO - 260P.; FOR RELATED DOCUMENTS. SEE RC 008 769-771, 773-803  
 IS - R1E76FEB  
 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 A 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)

AN - ED110263  
 CHAN- RCO08712  
 TI - NATIVE AMERICAN EDUCATION. A STATEMENT OF POLICY AND PROPOSED ACTION BY THE REGENTS OF THE UNIVERSITY OF THE STATE OF NEW YORK. POSITION PAPER NO. 22.  
 OS - NEW YORK STATE EDUCATION DEPT., ALBANY.  
 PD - JUL 75  
 NO - 9P.  
 IS - R1E75DEC  
 PR - EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE  
 DT - 0  
 IT - ADVISORY COMMITTEES: \*AMERICAN INDIANS; BILINGUAL EDUCATION  
 IT - COMMUNITY INVOLVEMENT; COUNSELING SERVICES; \*CULTURAL AWARENESS  
 IT - CURRICULUM DEVELOPMENT; \*EDUCATIONAL POLICY  
 IT - \*ELEMENTARY SECONDARY EDUCATION; GRANTS; \*HIGHER EDUCATION  
 IT - TEACHER EDUCATION  
 ST - \*NEW YORK  
 AB - IN RECOGNITION OF THE UNIQUENESS OF THE NATIVE AMERICAN CULTURES, UNIVERSITY OF THE STATE OF NEW YORK REGENTS 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 NONINSTRUCTIONAL 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; (9) THE STATE EDUCATION DEPARTMENT CONTINUE USE OF THE BUREAU OF INDIAN AFFAIRS' AND U.S. OFFICE OF EDUCATION'S SUPPLEMENTARY EDUCATION FUNDS. (JC)

AN - ED110251  
 CHAN- RCO08699  
 TI - GUIDELINES FOR TEACHING CONCEPTS OF FAIRNESS, JUSTICE AND DEMOCRACY IN BIA AND TRIBAL-CONTRACT SCHOOLS. A CURRICULUM BULLETIN.  
 OS - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), ALBUQUERQUE, N. MEX.  
 PD - AUG 75  
 NO - 30P.  
 IS - R1E75DEC  
 PR - EDRS PRICE MF-\$0.76 HC-\$1.95 PLUS POSTAGE  
 DT - G  
 IT - \*AMERICAN GOVERNMENT (COURSE); \*AMERICAN INDIANS; CASE STUDIES

IT • CIVICS; \*CONCEPT TEACHING; \*COURT LITIGATION  
 IT • CURRICULUM DEVELOPMENT; DUE PROCESS  
 IT • \*ELEMENTARY SECONDARY EDUCATION; \*GUIDELINES  
 IT • POST SECONDARY EDUCATION; STUDENT RESPONSIBILITY; STUDENT RIGHTS  
 ST • BIA; \*BUREAU OF INDIAN AFFAIRS  
 AB • 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/NQ)

AN • ED108843  
 CHAN- RCO08680  
 TI • NATIVE INDIAN STUDIES AND CURRICULUM DEVELOPMENT PROGRAMMES: 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)



AMERICAN CURRICULUM DEVELOPMENT PROJECTS (PRINCIPALLY ELEMENTARY/SECONDARY LEVELS). ALSO PRESENTED IS A BOOK LIST RELATIVE TO THE AMERICAN INDIAN (6 BOOKS IN THE PROCESS OF BEING PUBLISHED AND 3 BOOKS ALREADY PUBLISHED). SOME 14 CULTURAL PROJECTS ARE ALSO PRESENTED. EACH OF THESE ENTRIES INCLUDES TRIBAL AFFILIATION AND THE NAMES AND ADDRESSES OF PROJECT DIRECTORS, HISTORIANS, AND TECHNICAL ASSISTANTS. (JC)

AN - ED108816  
 CHAN- RC008621  
 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 STUDIES 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)

AN • ED108805  
 CHAN- RCO08610  
 TI • COMPARATIVE ATHAPASCAN CULTURE. GRADES 5-12.  
 AU - STRICKS, JIM  
 PD • MAY 75  
 NO • BP.; FOR RELATED DOCUMENTS. SEE RC 008 607-612  
 IS - RI275NOV  
 PR - DOCUMENT NOT AVAILABLE FROM EDRS  
 AV - NOT AVAILABLE SEPARATELY. SEE RC 008 607  
 DT - C  
 IT - \*AMERICAN INDIANS; CLASS ACTIVITIES; \*CROSS CULTURAL STUDIES  
 IT - \*CULTURAL EDUCATION; CURRICULUM DEVELOPMENT  
 IT - EDUCATIONAL ALTERNATIVES; \*ELEMENTARY SECONDARY EDUCATION  
 IT - LEARNING ACTIVITIES; RESOURCE MATERIALS; \*SOCIAL STUDIES UNITS  
 IT - UNIT PLAN  
 ST - ALASKA; \*ATHAPASCANS  
 AB - 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 ATHAPASCAN SPEAKERS. ACTIVITIES ARE COORDINATED WITH A SIMILAR CLASS IN NAVAJOLAND TO ALLOW USEFUL COMPARISONS TO BE MADE BETWEEN THE 2 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 ATHAPASCANS ARE CITED. (NO)

AN - ED108804  
 CHAN- RCO08609  
 TI - ALASKA NATIVES COURSE OF STUDY.  
 AU - REISLAND, JACK  
 PD - MAY 75  
 NO - BP.; RELATED DOCUMENTS, SEE RC 008 607-608-612  
 IS - RI275NOV  
 PR - DOCUMENT NOT AVAILABLE FROM EDRS  
 AV - NOT AVAILABLE SEPARATELY. SEE RC 008 607  
 DT - C  
 IT - \*AMERICAN INDIANS; COURSE OBJECTIVES; \*CULTURAL EDUCATION  
 IT - \*CURRICULUM DEVELOPMENT; RESOURCE MATERIALS; \*SECONDARY EDUCATION  
 IT - SOCIAL STUDIES  
 ST - \*ALASKA  
 AB - FOR A LONG TIME IT WAS FELT THAT THE TANANA NATIVE HIGH SCHOOL STUDENT NEEDED A COURSE OF STUDY IN "CROSS-CULTURAL" EDUCATION EMPHASIZING THE ATHABASCAN CULTURE. THEREFORE, A COURSE OF STUDY WAS DEVELOPED TO AID TEACHERS OF ATHABASCAN HIGH SCHOOL STUDENTS. THE COURSE WAS PRIMARILY TO: (1) DEVELOP AN AWARENESS AND

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 • EO108B03  
 CHAN • RCO08608  
 TI • WRITING SOCIAL STUDIES CURRICULA ON NATIVE CULTURES.  
 AU • PARTNOW, PATRICIA H.  
 PD • MAY 75  
 NO • SP.: FOR RELATED DOCUMENTS, SEE RC OOB 607-612  
 IS • R1E75NOV  
 PR • DOCUMENT NOT AVAILABLE FROM EDRS  
 AV • NOT AVAILABLE SEPARATELY, SEE RC OOB 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)

AN - ED108802  
 CHAN- RCO08607  
 TI - IT WORKS FOR US! A RESOURCE LIST OF TEACHING IDEAS AND MATERIALS ON ATHABASCAN CULTURE.  
 AU - HINCKLEY, KAY, COMP.; HOLZMUELLER, DIANA, COMP.  
 OS - ALASKA UNIV., FAIRBANKS. CENTER FOR NORTHERN EDUCATIONAL RESEARCH.  
 PD - MAY 75  
 NO - 62P.; FOR RELATED DOCUMENTS, SEE RC 008 608-612  
 IS - RIE75NOV  
 PR - EDRS PRICE MF-\$0.76 HC-\$3.32 PLUS POSTAGE  
 SPO-- OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.  
 CG - OEC-X-74-0048  
 DT - C  
 IT - \*AMERICAN INDIANS; \*CULTURAL EDUCATION; \*CURRICULUM DEVELOPMENT  
 IT - \*ELEMENTARY SECONDARY EDUCATION; LANGUAGE ARTS  
 IT - RESOURCE MATERIALS; RURAL SCHOOLS; SCIENCE CURRICULUM  
 IT - SOCIAL STUDIES; \*TEACHER DEVELOPED MATERIALS; WORKSHOPS  
 ST - ALASKA; \*ATHABASCANS  
 AB - 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)

AN - ED108795  
 CHAN- RCO08600  
 TI - THE RETRIEVER, VOLUME 2, NOS. 1 & 2, 1967. ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS (CRESS) NEWSLETTER..  
 OS - NEW MEXICO STATE UNIV., UNIVERSITY PARK. ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS.  
 PD - 67  
 NO - 10P.  
 IS - RIE75NOV  
 PR - EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE

.....

SPO - NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT  
(DHEW/OE), WASHINGTON, D.C.

CG - OEC-1-6-062469-1574

BN - BR-6-2469

DT - J

IT - AMERICAN INDIANS; BIBLIOGRAPHIES; CURRICULUM DEVELOPMENT

IT - \*EDUCATIONAL INNOVATION; \*INFORMATION NETWORKS

IT - INSTRUCTIONAL INNOVATION; \*NEWSLETTERS; \*PROGRAM DESCRIPTIONS

IT - REFERENCE MATERIALS; \*RURAL EDUCATION; SMALL SCHOOLS

AB - VOLUME 2, NUMBERS 1 AND 2 OF THE ERIC/CRESS (EDUCATIONAL RESEARCH INFORMATION CENTER/CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS) NEWSLETTER FOCUS ON THE STATUS OF CRESS AND INNOVATIONS IN THE SMALL RURAL SCHOOL. ISSUE NUMBER 1 DISCUSSES THE STATUS OF THE CLEARINGHOUSE AT THE END OF 3 MONTHS INTO THE SECOND YEAR OF OPERATION. A 14-ITEM BIBLIOGRAPHY OF DOCUMENTS SUBMITTED INTO THE ERIC SYSTEM BY CRESS IS INCLUDED. THESE DOCUMENTS PERTAIN TO AMERICAN INDIAN EDUCATION, BILINGUALISM, CURRICULUM IMPROVEMENT AND INNOVATION, AND TEACHING ENGLISH TO NON-ENGLISH SPEAKERS. THE ARTICLE "INNOVATION IN THE SMALL RURAL SCHOOL" IS GIVEN IN ISSUE NUMBER 2. THIS ARTICLE BRIEFLY IDENTIFIES WHAT SOME SMALL RURAL SCHOOLS ARE ATTEMPTING. NINETEEN DOCUMENTS SUBMITTED BY CRESS INTO THE ERIC SYSTEM ARE CITED. THESE DOCUMENTS FOCUS ON SUCH INNOVATIONS IN THE SMALL RURAL SCHOOL AS SHARED SERVICES, FLEXIBLE SCHEDULING, AND INDIVIDUALIZED INSTRUCTION. (NQ)

AN - ED107439

CHAN - RCO08568

TI - THE INDIAN EDUCATION ACT OF 1972. REPORT OF PROGRESS FOR THE FIRST YEAR OF THE PROGRAM.

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

PD - 31 MAR 74

NO - 49P.; FOR RELATED DOCUMENT. SEE RC 008 567

IS - RIE75OCT

PR - DOCUMENT NOT AVAILABLE FROM EDRS.

AV - NOT AVAILABLE SEPARATELY. SEE RC 008 567

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

DT - Y

IT - ACADEMIC ACHIEVEMENT; ADMINISTRATIVE POLICY; ADMISSION CRITERIA

IT - \*AMERICAN INDIANS; \*COST EFFECTIVENESS; CURRICULUM DEVELOPMENT

IT - EDUCATIONAL METHODS; \*EDUCATIONAL NEEDS; \*EDUCATIONAL OBJECTIVES

IT - ELEMENTARY SECONDARY EDUCATION; GRANTS; HEALTH PROGRAMS

IT - PARENT PARTICIPATION; \*PROGRAM EVALUATION; SELF CONCEPT

IT - STUDENT DISTRIBUTION; TABLES (DATA)

ST - \*INDIAN EDUCATION ACT OF 1972

AB - 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 (105

CASES: (6) PERSONAL OR SOCIAL NEEDS OF INDIAN PUPILS; (7) NEEDS FOR ACADEMIC ACHIEVEMENT; (8) PUPIL HEALTH NEEDS; (9) ECONOMIC NEEDS OF INDIAN FAMILIES; (10) AREAS OF NEEDED CURRICULUM IMPROVEMENT; (11) AREA OF NEEDED METHODOLOGICAL IMPROVEMENT; (12) AREAS OF NEEDED STAFF IMPROVEMENT; (13) AREAS OF NEEDED IMPROVEMENT IN SPECIAL SERVICES; (14) MAJOR SCHOOL NEEDS; (15) COUNSELING AND SOCIAL DEVELOPMENT OBJECTIVES; (16) CURRICULUM OBJECTIVES; (17) CURRICULUM DEVELOPMENT OBJECTIVES; (18) PROPOSED HEALTH PROGRAM OBJECTIVES AND DEVELOPMENT; (19) STAFFING OBJECTIVES FOR FUNDED IEA PROGRAMS; (20) MODES OF PLANNED INSTRUCTION; (21) PROGRAM AND BUDGET PRIORITIES FOR PUPIL AND SCHOOL NEEDS; (22) PROGRAM AND BUDGET PRIORITIES FOR IEA PROJECT OBJECTIVES; AND (23) EVALUATION CRITERIA. (JC)

AN - ED104628  
 CHAN - RC00B478  
 TI - BILINGUAL EDUCATION FOR INDIANS AND INUIT: THE CANADIAN EXPERIENCE.  
 AU - GOODERHAM, G. KENT  
 PD - 20 NOV 74  
 NO - 14P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION (MEXICO CITY, MEXICO, NOVEMBER 1974)  
 IS - R1E75AUG  
 PR - EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE  
 DT - K  
 IT - AGENCY ROLE; \*AMERICAN INDIANS; \*BILINGUAL EDUCATION  
 IT - \*CURRICULUM DEVELOPMENT; \*EDUCATIONAL PROGRAMS  
 IT - ELEMENTARY SECONDARY EDUCATION; GOVERNMENT ROLE  
 IT - \*INDIVIDUAL POWER; LANGUAGE INSTRUCTION; PARENT PARTICIPATION  
 IT - TEACHER EDUCATION  
 ST - \*CANADA; INUIT  
 AB - 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.

(AUTHOR/NQ)

AN • ED104626  
 CHAN- RCO08474  
 TI • ESKIMO IDENTIFICATION WITH TRADITIONAL ARTS AND IMPLICATIONS FOR CURRICULUM DEVELOPMENT: INTERVIEWS WITH NUNIVAK ISLANDERS.  
 AU • GIBSON, JAN  
 PD • 3 APR 75  
 NO • 25P.: PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (WASHINGTON, D.C., MARCH 30-APRIL 3, 1975)  
 IS • RIE75AUG  
 PR • EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE  
 DT • R  
 IT • \*AGE: AMERICAN INDIANS; CULTURAL BACKGROUND; CULTURAL ENVIRONMENT  
 IT • \*CURRICULUM DEVELOPMENT; \*ESKIMOS; \*HANDICRAFTS  
 IT • \*IDENTIFICATION (PSYCHOLOGICAL); LITERATURE REVIEWS; VALUES  
 ST • \*ALASKA; NUNIVAK ISLANDERS  
 AB • 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 YU'PIK 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 CRAFT ITEMS 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. (NQ)

AN • EJ113377  
 CHAN- S0503636  
 TI • THE INDIAN IN THE MAINSTREAM: INDIAN HISTORIOGRAPHY FOR TEACHERS OF AMERICAN HISTORY SURVEYS  
 AU • EDMUNDS, R. DAVID  
 SO • HISTORY TEACHER; 8: 2: 242-64  
 PD • FEB 75  
 IS • CIJE75  
 IT • \*HISTORIOGRAPHY; \*UNITED STATES HISTORY; \*AMERICAN INDIANS  
 IT • \*HISTORY INSTRUCTION; \*ANNOTATED BIBLIOGRAPHIES  
 IT • AMERICAN INDIAN CULTURE; ETHNIC STUDIES; CURRICULUM DEVELOPMENT

IT - SECONDARY EDUCATION; SOCIAL STUDIES  
 AB - THIS SELECTIVE, ANNOTATED BIBLIOGRAPHY OF BOOKS AND ARTICLES  
 COVERS INDIAN-WHITE RELATIONS THROUGHOUT AMERICAN HISTORY.

AN - ED103181

CHAN - RCO98411

TI - DESIGNING A BILINGUAL CURRICULUM.

AU - PFEIFFER, ANITA BRADLEY

PD - 21 NOV 74

NO - 13P.; PAPER PRESENTED AT THE INTERAMERICAN CONFERENCE ON  
 BILINGUAL EDUCATION, SECTION 11B: TEACHING IN THE MOTHER TONGUE  
 (MEXICO CITY, NOVEMBER 21, 1974)

IS - R1E75JUL

PR - EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE

DT - S

IT - \*AMERICAN INDIANS; \*BILINGUAL EDUCATION; CULTURAL FACTORS

IT - \*CURRICULUM DESIGN; \*CURRICULUM DEVELOPMENT

IT - DEMONSTRATION PROGRAMS; \*PROGRAM DESCRIPTIONS

IT - STUDENT CENTERED CURRICULUM

ST - ARIZONA; \*NAVAJOS; ROUGH ROCK DEMONSTRATION SCHOOL

AB - 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.  
 CURRICULUM DESIGNERS SHOULD HAVE SOME DATA WHICH REFLECT THE  
 BILINGUAL PROGRAM'S INTENSITY; WHETHER THIS INTENSITY WOULD  
 REQUIRE THEM TO REFLECT A GOAL OF UNILITERATENESS OR PROMOTE  
 BILITERATENESS; AND WHETHER THE PROGRAM AND, THEREFORE, THE  
 CURRICULUM WOULD PROMOTE FULL BILINGUALISM. WHEN DESIGNING THE  
 CURRICULUM, THE NAVAJO CALENDAR, IMPORTANCE OF THE HOME, CULTURAL  
 BEHAVIOR DIFFERENCES, AND TEACHER QUALIFICATIONS MUST BE TAKEN  
 INTO ACCOUNT. THIS PAPER FOCUSES ON THE EDUCATIONAL PROCESS  
 DEVELOPED WITHIN THE ROUGH ROCK DEMONSTRATION SCHOOL, A COMMUNITY  
 BASED EDUCATIONAL PROGRAM ON THE NAVAJO RESERVATION IN  
 NORTHEASTERN ARIZONA. (NO)



AN • ED103137  
 CHAN• RCO08346  
 TI • CONTEMPORARY ISSUES OF THE AMERICAN INDIAN.  
 AU • DELORIA, VINE, JR., COMP.; AND OTHERS  
 OS • NATIONAL INDIAN EDUCATION ASSOCIATION, MINNEAPOLIS, MINN.  
 PD • 74  
 NO • 50P.  
 IS • R1E75JUL  
 PR • EDRS PRICE MF-\$0.76 HC-\$1.95 PLUS POSTAGE  
 SPO • OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. OFFICE OF INDIAN  
 EDUCATION.  
 DT • G  
 IT • AMERICAN HISTORY; \*AMERICAN INDIANS; BIBLIOGRAPHIES  
 IT • COURSE CONTENT; \*CULTURAL EDUCATION; CULTURE CONFLICT  
 IT • CURRICULUM DEVELOPMENT; \*CURRICULUM GUIDES; ECONOMIC FACTORS  
 IT • \*HIGHER EDUCATION; LEGISLATION; MODELS; RESOURCE GUIDES  
 IT • \*SOCIAL PROBLEMS; TREATIES; VALUES  
 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)

AN • ED102795  
 CHAN• ECO71559  
 TI • SPECIAL EDUCATION GUIDELINES.  
 OS • BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR). ALBUQUERQUE, N. MEX.  
 PD • NOV 74  
 NO • 31P.  
 IS • R1E75JUL  
 PR • EDRS PRICE MF-\$0.76 HC-\$1.95 PLUS POSTAGE  
 SPO • BUREAU OF EDUCATION FOR THE HANDICAPPED (DHEW/OE), WASHINGTON,  
 D.C.  
 DT • G  
 IT • AGENCY ROLE; \*AMERICAN INDIANS; CLASSIFICATION; CURRICULUM DESIGN

IT - EDUCATIONAL ACCOUNTABILITY; EDUCATIONAL DIAGNOSIS  
 IT - EDUCATIONAL OBJECTIVES; EDUCATIONAL PHILOSOPHY  
 IT - EXCEPTIONAL CHILD EDUCATION; GIFTED; GUIDELINES  
 IT - \*HANDICAPPED CHILDREN; IDENTIFICATION; INSTRUCTIONAL MATERIALS  
 IT - PROFESSIONAL PERSONNEL; PUBLIC RELATIONS; \*SPECIAL EDUCATION  
 ST - BUREAU OF INDIAN AFFAIRS  
 AB - 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, MULTIHANDICAPS, 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)

AN - ED101193  
 CHAN- CE02964  
 TI - NAVAJO ADULT BASIC EDUCATION; FINAL REPORT. 1972-1973.  
 OS - NAVAHO COMMUNITY COLL., MANY FARMS, ARIZ.  
 PD - 73  
 NO - 36P.; FOR RELATED DOCUMENT, SEE CE 002 963  
 IS - RIE75JUN  
 PR - EDRS PRICE MF-\$0.76 HC-\$1.95 PLUS POSTAGE  
 SPO - OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.  
 CG - OEG-0-9-122055-4561(324); OEG-0-70-5156(324)  
 BN - 9-9-5-0-0055; 122148  
 DT - R  
 IT - ACADEMIC ACHIEVEMENT; \*ADULT BASIC EDUCATION; AMERICAN INDIANS  
 IT - ART; BEHAVIORAL OBJECTIVES; CIVICS; CULTURAL AWARENESS  
 IT - CURRICULUM DEVELOPMENT; DAILY LIVING SKILLS; DISADVANTAGED GROUPS  
 IT - ENGLISH (SECOND LANGUAGE); ENROLLMENT INFLUENCES; HANDICRAFTS  
 IT - INSERVICE TEACHER EDUCATION; \*NAVAHO; \*PROGRAM DESCRIPTIONS  
 IT - \*PROGRAM EVALUATION; \*RELEVANCE (EDUCATION); SELF ESTEEM  
 IT - VOTER REGISTRATION  
 AB - THE ULTIMATE GOAL OF THE NAVAJO ADULT BASIC EDUCATION (NABE) PROGRAM IS TO MAKE THE PARTICIPANTS RESPONSIBLE PARENTS SO THEY MAY PARTAKE IN COMMUNITY AFFAIRS AND RE-EVALUATE THEIR OWN FAMILY AFFAIRS, THE FINAL REPORT SURVEYS THE PROGRAM'S SPECIFIC

OBJECTIVES AND EVALUATES THE YEAR'S PROGRESS TOWARD ACHIEVING THEM. MAJOR ACCOMPLISHMENTS OF THE YEAR, SUCH AS EDUCATIONAL FIELD TRIPS, THE DEVELOPMENT OF A CURRICULUM RELEVANT TO THE NAVAJO LIFE EXPERIENCE, EMPLOYMENT OF STUDENTS THROUGH ARTS AND CRAFTS CLASSES, CIVIC EDUCATION AND VOTER REGISTRATION, AND THE DEVELOPMENT OF A LANGUAGE PROGRAM FOR NAVAJOS WHO DO NOT SPEAK ENGLISH, ARE CITED. MOST OF THE NABE INSTRUCTORS ARE UNTRAINED, AND UNCERTIFIED; WEEKLY INSERVICE TRAINING IN METHODOLOGY, TECHNIQUES, AND HUMAN RELATIONS IS THEREFORE VITAL TO THE PROGRAM. THE EVALUATION PORTION OF THE DOCUMENT IS COMPRISED OF A PROGRESS REPORT OF EIGHT PAGES LISTING SPECIFIC BEHAVIORAL OBJECTIVES IN THE CURRICULAR AREAS OF READING AND LANGUAGE, MATHEMATICS, SOCIAL CHANGES, AND ATTITUDE, WITH THE TOTAL NUMBER OF STUDENTS PARTICIPATING, AND THE NUMBER ABLE AND THE NUMBER NOT ABLE TO DEMONSTRATE THE LEARNING. SEX, EMPLOYMENT, INCOME, AND AGE DATA, REPRESENTED GRAPHICALLY, COMPLETE THE REPORT. (AJ)

- AN - ED101192
- CHAN- CE002963
- TI - NAVAJO ADULT BASIC EDUCATION: FINAL REPORT 1971-1972.
- OS - NAVAHO COMMUNITY COLL., MANY FARMS, ARIZ.
- PD : 72
- NQ - 128P.; FOR RELATED DOCUMENT. SEE CE 002 964
- IS - RIE75JUN
- PR - EDRS PRICE MF-\$0.76 HC-\$6.97 PLUS POSTAGE
- SPO - OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
- CG - OEG-0-9-12055-4561(324); OEG-0-70-5156(324)
- BN - 9-9-5-0-0055; 122148
- DT - R
- IT - \*ADULT BASIC EDUCATION; ADULT EDUCATION PROGRAMS
- IT - AMERICAN INDIANS; \*CULTURAL AWARENESS; CURRENT EVENTS
- IT - CURRICULUM DEVELOPMENT; DAILY LIVING SKILLS
- IT - ENGLISH (SECOND LANGUAGE); ENROLLMENT INFLUENCES
- IT - INSERVICE TEACHER EDUCATION; INSTRUCTION; LEARNING ACTIVITIES
- IT - \*NAVAHO; \*POLITICAL ATTITUDES; \*PROGRAM DESCRIPTIONS
- IT - PROGRAM EVALUATION; RELEVANCE (EDUCATION); SELF ESTEEM
- IT - TEACHER DEVELOPED MATERIALS; TEACHING METHODS
- AB - THE THRUST OF THE NAVAJO ADULT BASIC EDUCATION (NABE) PROGRAM IS AIMED AT THREE MAJOR OBJECTIVES. FIRST, IT SEEKS TO ESTABLISH, THROUGH THE STUDY OF HISTORY AND CURRENT EVENTS, A FEELING OF PRIDE IN NAVAJO CULTURAL HERITAGE, PROMOTING SELF-ESTEEM AND BUILDING SELF-CONFIDENCE. NEXT, IT PREPARES THE NAVAJO TO FUNCTION BETTER IN THOSE AREAS OF THE DOMINANT CULTURE THAT MOST AFFECT HIS LIFE. AND, FINALLY, IT TEACHES THE TRADITIONAL THREE R'S AS AN OUTGROWTH OF THE PARTICIPANTS' ENVIRONMENT AND PERSONAL EXPERIENCE. THE PROGRAM HAS BEEN REFINED TO THE POINT THAT IT CAN TEACH AND HELP EVERY ADULT ON THE RESERVATION, OF WHATEVER EDUCATIONAL BACKGROUND, WHO IS NOT A VICTIM OF BRAIN DAMAGE OR OF PERSONALITY DISORGANIZATION. ORGANIZATIONAL, ENROLLMENT, AND INSERVICE TRAINING INFORMATION IS CONTAINED IN THE REPORT, INTRODUCED BY A 15-PAGE RECOUNTING OF THE HISTORY OF HISPANO-ANGLO-NAVAJO RELATIONS, A CURRICULUM OVERVIEW, AN INSTRUCTOR-BY-INSTRUCTOR SUMMARY OF "SPECIAL INTEREST" SUBJECTS



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- CEO2934  
 TI • EL CHICANO: A CALL FOR COHESION.  
 PD • '71  
 NO • 144P.; MAY BE MARGINALLY LEGIBLE  
 IS • R1E75JUN  
 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-EXISTANT. AMONG THE APPENDIXES 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- RCO08254  
 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 • 23P.

IS - R1E75MAY  
 PR - EDRS PRICE MF-\$0.75 HC-\$1.50 PLUS POSTAGE  
 SPO - OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. TEACHER CORPS.  
 DT - K  
 IT - AMERICAN INDIANS; \*CROSS CULTURAL TRAINING  
 IT - \*CURRICULUM DEVELOPMENT; EDUCATIONAL PROGRAMS; ESKIMOS  
 IT - HIGHER EDUCATION; \*PERFORMANCE BASED TEACHER EDUCATION  
 IT - \*PROGRAM DESCRIPTIONS; \*RURAL EDUCATION; TEACHER EDUCATION  
 ST - \*ALASKA RURAL TEACHER TRAINING CO; ARTTC  
 ST - CROSS CULTURAL EDUCATION DEVELOPMENT, X CED ARTTC  
 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. (NQ)

AN - EJ108179  
 CHAN - S0503409  
 J1 - 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 - C1E75  
 IT - \*AMERICAN INDIANS; \*FICTION; \*SOCIOLOGICAL NOVELS  
 IT - \*SOCIAL 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 SOCIOLOGICAL CONCEPTS; CRITERIA FOR ANALYZING AND RATING THE CULTURAL AND SOCIOLOGICAL WORTH OF THE NOVELS ARE PROVIDED. (DE)

AN - EDO99447  
 CHAN - UDO14670  
 TI - PRGVIDING K-12 MULTI-CULTURAL CURRICULAR EXPERIENCES. REVISED EDITION.  
 AU - MACK, LOUISE; FLOWERS, HAZEL  
 OS - OHIO STATE DEPT. OF EDUCATION, COLUMBUS. OFFICE OF EQUAL EDUCATIONAL OPPORTUNITY.  
 PD - JAN 74  
 NO - 75P.  
 IS - RIE75APR  
 PR - EDRS PRICE MF-\$0.75 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE  
 AV - OFFICE OF EQUAL EDUCATIONAL OPPORTUNITY, 65 S. FRONT STREET, SUITE 1015, COLUMBUS, OHIO 43215  
 SPO - OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.  
 DT - C  
 IT - AFRICAN AMERICAN STUDIES; AMERICAN INDIANS; \*BICULTURALISM  
 IT - CULTURAL INTERRELATIONSHIPS; CURRICULUM DEVELOPMENT  
 IT - \*CURRICULUM GUIDES; \*ELEMENTARY SCHOOL CURRICULUM  
 IT - \*HIGH SCHOOL CURRICULUM; \*KINDERGARTEN; MEXICAN AMERICANS  
 IT - MULTICULTURAL TEXTBOOKS; NEGRO HISTORY; PUERTO RICANS  
 ST - OHIO  
 AB - 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 CONSTITUTE 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- RC501650  
 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 - ED099151  
 CHAN- RCO08215  
 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)

AN - ED098003  
 CHAN - RC008202  
 TI - AN INDIAN PHILOSOPHY OF EDUCATION.  
 AU - BRYDE, JOHN F., ED.  
 OS - SOUTH DAKOTA UNIV., VERMILLION. INST. OF INDIAN STUDIES.  
 PD - 74  
 NO - 53P.  
 IS - R1E75MAR  
 PR - EDRS PRICE MF-\$0.75 HC-\$3.15 PLUS POSTAGE  
 DT - 0  
 IT - \*ADMINISTRATOR EDUCATION; AMERICAN INDIAN CULTURE  
 IT - \*AMERICAN INDIANS; CHANGE AGENTS; CULTURAL BACKGROUND  
 IT - CURRICULUM DEVELOPMENT; DOCTORAL PROGRAMS  
 IT - \*EDUCATIONAL INNOVATION; \*EDUCATIONAL PHILOSOPHY  
 IT - LEADERSHIP TRAINING; RELIGIOUS FACTORS; SELF ACTUALIZATION  
 IT - \*SELF DIRECTED GROUPS; VALUES  
 AB - 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)

AN - ED097171  
 CHAN - RC008179  
 TI - INDIAN EDUCATION; STATE OF IDAHO JOHNSON-O'MALLEY PROGRAM. ANNUAL REPORT, 1971-1972.  
 AU - SNOW, MAX  
 OS - IDAHO STATE DEPT. OF EDUCATION, BOISE.  
 PD - 72  
 NO - 2SP.; FOR RELATED DOCUMENTS, SEE ED 051 929 AND RC 008 178-181  
 IS - R1E75FEB  
 PR - EDRS PRICE MF-\$0.75 HC-\$1.85 PLUS POSTAGE  
 SPO - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), WASHINGTON, D.C.  
 DT - Y



IT \*AMERICAN INDIANS; ANNUAL REPORTS; ATTENDANCE; COUNSELING  
 IT CURRICULUM DEVELOPMENT; EDUCATIONAL ACCOUNTABILITY  
 IT \*EDUCATIONAL INNOVATION; ENRICHMENT PROGRAMS; ENROLLMENT  
 IT \*FEDERAL PROGRAMS; INSERVICE TEACHER EDUCATION; KINDERGARTEN  
 IT LUNCH PROGRAMS; SCHOOL COMMUNITY RELATIONSHIP; \*STATE FEDERAL AID  
 IT SUMMER PROGRAMS; \*TABLES (DATA)  
 ST IDAHO; \*JOHNSON O MALLEY ACT; JOM  
 AB 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  
 CHANNLED 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 COMPRISE  
 THE MAJORITY OF THE DOCUMENT. (AH)

AN - ED097170  
 CHAN- RC00817B  
 TI - INDIAN EDUCATION; STATE OF IDAHO JOHNSON-O'MALLEY PROGRAM, ANNUAL  
 REPORT, 1970-1971.  
 AU - SNOW, MAX  
 OS - IDAHO STATE DEPT. OF EDUCATION, BOISE.  
 PD - 71  
 NO - 35P.; FOR RELATED DOCUMENTS, SEE ED 051 929 AND RC 008 179-181  
 IS - R1E75FEB  
 PR - EDRS PRICE MF-\$0.75 HC-\$1.85 PLUS POSTAGE  
 SPO - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), WASHINGTON, D.C.  
 DT - Y  
 IT \*AMERICAN INDIANS; ANNUAL REPORTS; ATTENDANCE  
 IT COUNSELING SERVICES; CULTURAL AWARENESS; CURRICULUM DEVELOPMENT  
 IT \*EDUCATION; EDUCATIONAL ACCOUNTABILITY; ENROLLMENT; EXPENDITURES  
 IT \*FEDERAL PROGRAMS; KINDERGARTEN; LUNCH PROGRAMS  
 IT STATE DEPARTMENTS OF EDUCATION; \*STATE FEDERAL AID  
 IT \*TABLES (DATA); TEACHERS; TRANSPORTATION; WORKSHOPS  
 ST IDAHO; \*JOHNSON O MALLEY ACT; JOM  
 AB THE 1970-71 REPORT TO THE BUREAU OF INDIAN AFFAIRS (BIA) CONTAINS  
 INFORMATION RELATIVE TO THE CONTRACT OF THE STATE OF IDAHO WITH

THE UNITED STATES GOVERNMENT FOR JOHNSON-O'MALLEY (JOM) FUNDS TO EDUCATE AMERICAN INDIANS IN ALASKA. 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 COMPRISED 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)

AN - E0097163  
 CHAN - RC008171  
 TI - AN INTRODUCTION TO THE ALASKA DEPARTMENT OF EDUCATION AND INFORMATION ON PEOPLE, GOVERNMENT, HISTORY, GEOGRAPHY.  
 AU - GRIESER, CHRIS. ED.  
 OS - ALASKA STATE DEPT. OF EDUCATION, JUNEAU, OFFICE OF PUBLIC INFORMATION AND PUBLICATIONS.  
 PO - MAR 73  
 NO - 32P.; FOR RELATED DOCUMENT, SEE ED 034 624  
 IS - RIE75FEB  
 PR - EORS PRICE MF-\$0.75 HC-\$1.85 PLUS POSTAGE  
 OT - B  
 IT - ADULT EDUCATION; \*AMERICAN INDIANS; BILINGUAL EDUCATION  
 IT - BOARDING SCHOOLS; CORRESPONDENCE STUDY; CURRICULUM DEVELOPMENT  
 IT - ECONOMIC FACTORS; \*EDUCATIONAL NEEDS; \*EDUCATIONAL PROGRAMS  
 IT - ESKIMOS; HIGHER EDUCATION; HISTORY  
 IT - PHYSICAL DIVISIONS (GEOGRAPHIC); \*RURAL SCHOOLS  
 IT - \*SCHOOL DISTRICTS; SMALL SCHOOLS; STATE GOVERNMENT  
 IT - VOCATIONAL EDUCATION  
 ST - \*ALASKA; ALEUTS  
 AB - THE LARGE NUMBER OF REQUESTS FOR GENERAL INFORMATION ON ALASKA HAS RESULTED IN THE COMPILATION OF THIS BOOKLET. ALASKA'S SCHOOL SYSTEM IS MADE UP OF DISTRICT SCHOOLS AND STATE-OPERATED SCHOOLS. THE 29 SCHOOL DISTRICTS (CONTROLLED BY THE LOCAL SCHOOL BOARDS) VARY IN SIZE FROM 40 PUPILS WITH 4 TEACHERS TO 34,000 PUPILS WITH 1,500 TEACHERS. BOARDING HIGH SCHOOLS, BOARDING HOME PROGRAMS, CORRESPONDENCE STUDY, ADULT EDUCATION, BUREAU OF INDIAN AFFAIRS' ROLE IN EDUCATION, INSTITUTIONS OF HIGHER LEARNING, AND TEACHERS ARE DISCUSSED. PROGRAMS TO MEET THE NEEDS OF THE ALASKAN STUDENT HAVE BEEN DEVELOPED BY ALASKAN EDUCATORS THROUGH CURRICULUM MATERIALS BASED ON SETTINGS AND EVENTS FAMILIAR TO THESE

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 CONSIST OF STUDENT PROFILES, BAR GRAPHS TO HIGHLIGHT OR SUPPLEMENT INFORMATION CONTAINED IN THE PROFILES, AND COMMENTS FROM TEACHERS AND PRINCIPALS. (NQ)

AN - EJ103440  
 CHAN- AA518992  
 TI - 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)

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; 18-23  
 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)

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• RCS01554  
 TI • FEATURE PROGRAM: PROJECT N.I.C.E.  
 SO • EDUCATION JOURNAL OF THE INSTITUTE FOR THE DEVELOPMENT OF INDIAN  
 LAW: 1: 7: 22-24  
 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 EDUCA; NICE  
 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- S007707  
 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 - RIE74DEC  
 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)  
 SPO - 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  
 AB - NINETY-SIX PERCENT OF THE STUDENTS WHO ENTER FIRST GRADE IN THE  
 SAN JUAN SCHOOL DISTRICT, BLANDING, UTAH, CANNOT SPEAK OR  
 UNDERSTAND ENGLISH. THEY ARE NAVAHO AND ATTEND SCHOOL ON THE  
 NAVAHO RESERVATION. A UNIQUE BILINGUAL NAVAHO CURRICULUM PROJECT  
 HAS BEEN DEVELOPED TO PROVIDE LEARNING MATERIALS IN THE NAVAHO  
 LANGUAGE TO ENABLE THE CHILD TO LEARN WHEN HE FIRST ENTERS  
 SCHOOL, REGARDLESS OF THE LANGUAGE HE SPEAKS. USING FILM-STRIPS,  
 CASSETTE RECORDINGS, SLIDES, 16 MM FILMS, BOOK ILLUSTRATIONS, AND  
 THE PRINTED WORD, THE PROJECT TRANSLATES THE LEARNING MATERIALS  
 FOUND IN THE CLASSROOM INTO THE NAVAHO LANGUAGE. MAJOR OBJECTIVES  
 OF THE SAN JUAN EDUCATIONAL PROGRAM ARE TO PROVIDE INSTRUCTION IN  
 THE LANGUAGE THE CHILD UNDERSTANDS BEST SO THAT HE DOES NOT  
 BECOME RETARDED IN THE ACADEMIC AREAS WHILE LEARNING THE COMMON

INSTRUCTIONAL LANGUAGE: BUILD A POSITIVE SELF IMAGE OF ALL CHILDREN; AND DEVELOP CLOSER COMMUNICATION AND UNDERSTANDING BETWEEN PARENTS AND TEACHERS. EVALUATION SHOWS THAT THE NAVAHO CHILDREN IN THE PROGRAM HAVE IMPROVED IN THEIR READING AND IN THEIR ATTITUDES TOWARD SCHOOL. (AUTHOR/DE)

AN - ED094924  
 CHAN - RCO08082  
 TI - A CULTURAL TRANSITION.  
 AU - SULLIVAN, TROY  
 PD - MAY 74  
 NO - 13P.; FOR RELATED DOCUMENTS, SEE RCO08075-081; RCO08083-087  
 IS - RIE74DEC  
 PR - DOCUMENT NOT AVAILABLE FROM EDRS.  
 AV - NOT AVAILABLE SEPARATELY. SEE RCO08075  
 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 A PLAN 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)

AN - ED094922  
 CHAN- RCO08080  
 TI - PROFESSIONAL RESOURCE PERSONS AND THE NEW INTERCULTURALISTS.  
 AU - URION, CARL  
 PD - MAY 74  
 NO - 10P.; FOR RELATED DOCUMENTS, SEE RCO08075-079; RCO080B1-0B7  
 IS - RIE74DEC  
 PR - DOCUMENT NOT AVAILABLE FROM EDRS.  
 AV - NOT AVAILABLE SEPARATELY, SEE RCO08075  
 IT - ADMINISTRATOR ROLE; \*AMERICAN INDIANS; \*COMMUNITY CONSULTANTS  
 IT - \*COMMUNITY CONTROL; \*CROSS CULTURAL STUDIES  
 IT - CURRICULUM DEVELOPMENT; HUMAN RESOURCES; LOCAL ISSUES  
 IT - PROFESSIONAL SERVICES; \*PROGRAM DEVELOPMENT; SPEECHES  
 IT - TECHNICAL ASSISTANCE  
 ST - CANADA; NORTHERN CROSS CULTURAL EDUCATION SYMPOSIUM  
 AB - DISCUSSING THE PROFESSIONAL EXPERT INVOLVED IN LOCAL PROJECTS.  
 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 IS 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)

AN - ED094921  
 CHAN- RCO08079  
 TI - THE STUDENT IN A BILINGUAL CLASSROOM.  
 AU - MACDIARMID, JIM  
 PD - MAY 74  
 NO - BP.; FOR RELATED DOCUMENTS, SEE RCO08075-078; RCO080B0-0B7  
 IS - RIE74DEC  
 PR - DOCUMENT NOT AVAILABLE FROM EDRS.  
 AV - NOT AVAILABLE SEPARATELY, SEE RCO08075  
 IT - \*AMERICAN INDIANS; \*BILINGUAL EDUCATION; \*CROSS CULTURAL STUDIES  
 IT - CURRICULUM DEVELOPMENT; ENGLISH (SECOND LANGUAGE); \*ESKIMOS  
 IT - INTERCOMMUNICATION; \*NATIVE SPEAKERS; NEEDS; PRIMARY GRADES

IT - RELEVANCE (EDUCATION); SPEECHES; TEACHER EDUCATION  
 IT - TEACHER WORKSHOPS  
 ST - NORTHERN CROSS CULTURAL EDUCATION SYMPOSIUM; YUPIK  
 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 THESE 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 - EDO93567  
 CHAN - RCO98030  
 TI - PROCEEDINGS OF A CONFERENCE ON EARLY CHILDHOOD EDUCATION FOR AMERICAN INDIANS (UNIVERSITY OF NEW MEXICO, ALBUQUERQUE, N. MEXICO, MARCH 5-7, 1968).  
 OS - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), WASHINGTON, D.C.  
 PD - 22 MAY 68  
 NO - 108P.  
 IS - R1E74NOV  
 PR - EDRS PRICE MF-\$0.75 HC-\$5.40 PLUS POSTAGE  
 IT - \*AMERICAN INDIANS; ANTHROPOLOGY; COMMUNITY ROLE  
 IT - \*COMPREHENSIVE PROGRAMS; \*CONFERENCE REPORTS  
 IT - CURRICULUM DEVELOPMENT; \*EARLY CHILDHOOD EDUCATION  
 IT - FEDERAL PROGRAMS; FUTURES (OF SOCIETY); HEALTH SERVICES  
 IT - PARENT ROLE; PROGRAM DEVELOPMENT; SOCIAL SERVICES; \*SPEECHES  
 ST - \*EARLY CHILDHOOD EDUCATION WEEK; NEW MEXICO  
 AB - THE CONFERENCE ON EARLY CHILDHOOD EDUCATION WAS HELD DURING EARLY CHILDHOOD EDUCATION WEEK (MARCH 1968) IN ALBUQUERQUE, NEW MEXICO. CONFERENCE PARTICIPANTS INCLUDED BUREAU OF INDIAN AFFAIRS' (BIA) SCHOOL PERSONNEL RESPONSIBLE FOR THE ESTABLISHMENT AND COORDINATION OF PROPOSED BIA KINDERGARTENS, REPRESENTATIVES OF NATIONAL, PUBLIC, AND VOLUNTARY ORGANIZATIONS AND AGENCIES, COLLEGES AND UNIVERSITIES, STATE DEPARTMENTS OF EDUCATION, AND OTHER SCHOOL AND COMMUNITY REPRESENTATIVES WHO ARE CONCERNED AND



INVOLVED IN INDIAN EDUCATION. THE CONFERENCE PROVIDED AN OPPORTUNITY FOR PARTICIPANTS TO CONSIDER, EXPLORE, AND EXCHANGE IDEAS ABOUT THE OBJECTIVES AND FACTORS INVOLVED IN PLANNING, ESTABLISHING, AND IMPLEMENTING COMPREHENSIVE EARLY CHILDHOOD EDUCATION PROGRAMS AND TO GIVE PARTICIPANTS THE OPPORTUNITY FOR CONTINUED DIALOGUES TO HELP ASSURE THE DEVELOPMENT OF THESE PROGRAMS. THE CONFERENCE REPORT PRESENTS SPEECHES, DISCUSSIONS, AND QUESTION AND ANSWER PERIODS CONSIDERING EARLY CHILDHOOD EDUCATION FROM THE PERSPECTIVE OF: THE CONFERENCE OBJECTIVES; ANTHROPOLOGY; THE STRUCTURE OF THE LEARNING PROCESS; A STAFF DEVELOPMENT PROGRAM USING A COLLEGE, TEACHERS, AIDES, ADMINISTRATORS, AND PROGRAM ASSISTANTS; HEALTH AND NUTRITION; SOCIAL SERVICES; PARENT AND COMMUNITY ROLES; CURRICULUM DEVELOPMENT; AND THE NEXT STEPS FOR BIA IMPLEMENTATION. SYMPOSIUM CHAIRMEN AND DISCUSSION COORDINATORS ARE LISTED IN THE FRONT OF THE PUBLICATION; SPEAKERS ARE LISTED BY SECTION. (KM)

AN - ED093562  
 CHAN- RC008022  
 TI - LITERATURE THAT TRANSCENDS CULTURAL DIFFERENCES.  
 AU - DUNNILEY, GRACE; AND OTHERS  
 PD - MAY 74  
 NO - 8P.; FOR RELATED DOCUMENTS. SEE RCO08019-021  
 IS - RIE74NOV  
 PR - DOCUMENT NOT AVAILABLE FROM EDRS.  
 AV - NOT AVAILABLE SEPARATELY. SEE RCO08019  
 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)

AN - ED093508  
 CHAN - RCO07957  
 TI - TO LIVE ON THIS EARTH; AMERICAN INDIAN EDUCATION.  
 AU - FUCHS, ESTELLE; HAVIGHURST, ROBERT J.  
 PD - 73  
 NO - 390P.  
 IS - R1E74NOV  
 PR - DOCUMENT NOT AVAILABLE FROM EDRS.  
 AV - ANCHOR PRESS/DOUBLEDAY, GARDEN CITY, N.Y. 11530 (\$3.95)  
 IT - ACADEMIC ACHIEVEMENT; \*AMERICAN INDIANS; BOARDING SCHOOLS  
 IT - COMMUNITY LEADERS; CURRICULUM DEVELOPMENT; \*EDUCATION  
 IT - EDUCATIONAL INNOVATION; \*EDUCATIONAL RESEARCH; MENTAL DEVELOPMENT  
 IT - MENTAL HEALTH; \*\*NONRESERVATION AMERICAN INDIANS; \*OPINIONS  
 IT - RESERVATIONS (INDIAN); RURAL AREAS  
 AB - 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)

AN - EJ098679  
 CHAN - S0502936  
 TI - BICULTURAL LEGAL EDUCATION FOR NATIVE AMERICANS  
 AU - CONN, STEPHEN  
 SO - LAW IN AMERICAN SOCIETY; 3: 2; 18-22  
 PD - MAY 74  
 IT - \*LAW INSTRUCTION; \*MINORITY GROUPS; \*CURRICULUM DEVELOPMENT  
 IT - AMERICAN INDIANS; ESKIMOS; INSTRUCTIONAL MATERIALS  
 IT - AMERICAN CULTURE; BICULTURALISM  
 AB - THE CHALLENGE OF LEGAL EDUCATION FOR MINORITY GROUPS IS RECOUNTED FROM THE POINT OF VIEW OF THE CURRICULUM DEVELOPER. (KM)

AN - EJ09B379  
 CHAN- RC501481  
 TI - THE TEACHING OF INDIAN AND NON-INDIAN COMMUNICATION: A CURRICULAR  
 INNOVATION  
 AU - OSBORN, LYNN R.  
 SO - JOURNAL OF AMERICAN INDIAN EDUCATION; 13: 3: 20-6  
 PD - MAY 74  
 IT - \*AMERICAN INDIANS; \*COMMUNICATION (THOUGHT TRANSFER)  
 IT - \*COURSE DESCRIPTIONS; \*INTERCULTURAL PROGRAMS  
 IT - CURRICULUM DEVELOPMENT; CONFLICT; FAMILY STRUCTURE  
 IT - INTERCOMMUNICATION; LANGUAGES  
 ST - \*MAJORITY CULTURE  
 AB - THE PLANNING AND DEVELOPMENT OF THE COURSE, "INTERCULTURAL  
 COMMUNICATION: THE AMERICAN INDIAN", IS DISCUSSED. THE COURSE IS  
 DESIGNED TO RESOLVE SOME OF THE COMMUNICATION PROBLEMS BETWEEN  
 INDIANS AND NON-INDIANS, TAKING INTO ACCOUNT THE WIDE  
 DIVERGENCIES IN SOCIAL ORGANIZATION, RELIGIOUS BELIEFS, LANGUAGE  
 (BOTH THE NATIVE TONGUE AND ENGLISH), AND FAMILY AND CLAN  
 STRUCTURE. (KM)

AN - ED092299  
 CHAN- RCO07949  
 TI - INDIAN VOICES: THE NATIVE AMERICAN TODAY.  
 OS - AMERICAN INDIAN HISTORICAL SOCIETY, SAN FRANCISCO, CALIF.  
 PD - 74  
 NO - 244P.; REPORT ON THE SECOND CONVOCATION OF INDIAN SCHOLARS (ASPEN  
 INSTITUTE FOR HUMANISTIC STUDIES, ASPEN, COLORADO, SEPTEMBER 1971)  
 IS - RIE740CT  
 PR - DOCUMENT NOT AVAILABLE FROM EDRS.  
 AV - INDIAN HISTORIAN PRESS, INC., 1451 MASONIC AVENUE, SAN FRANCISCO,  
 CALIFORNIA 94117 (\$6.00)  
 SPO - FORD FOUNDATION, NEW YORK, N.Y.  
 IT - \*AMERICAN INDIANS; CIVIL RIGHTS; COMMUNICATION (THOUGHT TRANSFER)  
 IT - CONFERENCE REPORTS; CURRICULUM DEVELOPMENT; HEALTH OCCUPATIONS,  
 IT - LAND USE; LEADERSHIP; \*LEGAL PROBLEMS; MUSEUMS  
 IT - \*NATURAL RESOURCES; \*SYMPOSIA; \*WATER RESOURCES  
 ST - \*SECOND CONVOCATION OF AMERICAN I  
 AB - 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)

AN - EDO92264  
 CHAN- RCO97885  
 TI - CULTURE, PSYCHOLOGICAL CHARACTERISTICS, AND SOCIOECONOMIC STATUS IN EDUCATIONAL PROGRAM DEVELOPMENT FOR NATIVE AMERICANS.  
 AU - ANTELL, WILL  
 OS - NEW MEXICO STATE UNIV., UNIVERSITY PARK, ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS.  
 PD - JUN 74  
 NO - 68P.  
 IS - RIE740CT  
 PR - EDRS PRICE MF-SO.75 HC-\$3.15 PLUS POSTAGE  
 AV - NATIONAL EDUCATIONAL LABORATORY PUBLISHERS, INC., 813 AIRPORT BLVD., AUSTIN, TEX. 78702 (STOCK NO. EC-014, \$4.00)  
 SPO - NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.C.  
 CG - OEC-1-6-062469-1574(10)  
 BN - BR-6-2469  
 IT - \*AMERICAN INDIANS: BILINGUAL EDUCATION; COMMUNITY CONTROL  
 IT - \*CULTURAL BACKGROUND; CURRICULUM DEVELOPMENT  
 IT - EDUCATIONAL ASSESSMENT; \*EDUCATIONAL NEEDS; FINANCIAL SUPPORT  
 IT - INFORMATION NEEDS; PROGRAM DEVELOPMENT  
 IT - \*PSYCHOLOGICAL CHARACTERISTICS; RESOURCES; SELF DIRECTED GROUPS  
 IT - \*SOCIOECONOMIC STATUS; USE STUDIES  
 AB - ADDRESSED TO EDUCATORS WHO HAVE THE RESPONSIBILITY FOR DEVELOPING CURRICULUMS OR EDUCATIONAL PROGRAMS THAT WILL SERVE NATIVE AMERICAN STUDENTS. THE DOCUMENT DOES NOT PRESENT NEW INFORMATION ON THE STATUS OF EDUCATION IN NATIVE AMERICAN COMMUNITIES. RATHER, IT DISCUSSES WAYS IN WHICH AVAILABLE INFORMATION, SUCH AS THE 1928 MERIAM REPORT, CAN BE USED TO INITIATE PROGRAM DEVELOPMENT. EMPHASIZING THAT EDUCATIONAL OPPORTUNITIES FOR NATIVE AMERICAN CHILDREN MUST BE DEVELOPED ON THE MIDDLE GROUND BETWEEN LIFE IN NATIVE COMMUNITIES AND ESTABLISHED EDUCATIONAL INSTITUTIONS, THE PAPER STATES THAT THE CLEAR NEED IN "INDIAN EDUCATION" IS FOR CURRICULUM AND PROGRAM DEVELOPMENT. FUTURE RESEARCH EFFORTS SHOULD OBJECTIVELY MONITOR THE EFFECTIVENESS OF CURRICULAR APPROACHES RATHER THAN REDISCOVER THE SYMPTOMS. LOCAL CONTROL OF RESERVATION SCHOOLS AND CONTRACTING JOHNSON-O'MALLEY MONIES DIRECTLY WITH TRIBES ARE DESIRABLE, BUT ARE ONLY INTERMEDIATE GOALS AT BEST. THE PRIMARY QUESTION STILL REMAINS ONE OF EDUCATIONAL PROGRAMS, AFTER CONTROL OR INFLUENCE ARE ATTAINED. ALSO, BECAUSE OF THE DIVERSE CONDITIONS AMONG NATIVE AMERICAN COMMUNITIES, A WIDE VARIETY OF APPROACHES AND MATERIALS ARE NEEDED. EVERY SCHOOL WHICH SERVES NATIVE AMERICAN STUDENTS SHOULD HAVE THE PROGRAMMATIC CAPABILITY OF MAKING THEM FEEL

COMFORTABLE IN THE LEARNING ENVIRONMENT AND OF ENHANCING THEIR CHANCES FOR A HIGHER QUALITY LIFE. (KM)

AN • E0091458  
 CHAN- UDO14186  
 TI • THE EMERGING MINORITIES IN AMERICA: A RESOURCE GUIDE FOR TEACHERS.  
 AU • OAVIS, CHARLOTTE D., EO.; STICKNEY, EOTH P., EO.  
 OS • SANTA BARBARA COUNTY SCHOOLS, CALIF.  
 PO • SEP 72  
 NO • 256P.  
 IS • R1E74SE0  
 PR • DOCUMENT NOT AVAILABLE FROM EORS.  
 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 SELECTED 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 HAND CORNER OF THE NARRATIVE TO PROVIDE THE TEACHER WITH THE SOURCE OF INFORMATION); (3) BIBLIOGRAPHY OF SOURCES USED; AND, (4) OTHER REFERENCES. (AUTHOR/JM)

AN - ED091266  
 CHAN- S0007419  
 T1 - HUMAN RELATIONS EDUCATION IN OKLAHOMA SCHOOLS. A CURRICULUM GUIDE.  
 OS - OKLAHOMA STATE DEPT. OF EDUCATION, OKLAHOMA CITY. CURRICULUM DIV.  
 PD - 71  
 NO - 47P.; DEVELOPED BY THE OKLAHOMA STATE HUMAN RELATIONS COMMITTEE  
 IS - R1E74SE9  
 PR - EDRS PRICE MF-\$0.75 HC-\$1.85 PLUS POSTAGE  
 IT - AMERICAN INDIANS; CHECK LISTS; CULTURAL BACKGROUND  
 IT - CULTURAL EVENTS; CULTURAL FACTORS; CURRICULUM DEVELOPMENT  
 IT - \*DEMOCRATIC VALUES; \*ETHNIC STUDIES; \*HUMAN RELATIONS  
 IT - INSERVICE TEACHER EDUCATION; LEARNING ACTIVITIES; MINORITY GROUPS  
 IT - \*RACE RELATIONS; RESOURCE GUIDES; RESOURCE MATERIALS  
 IT - SELF CONCEPT; \*SOCIAL STUDIES; TEACHING GUIDES; VALUES  
 AB - 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 CULTUREL 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)

AN - ED091109  
 CHAN- RC007870  
 T1 - "ETHNO-PELAGOGY"; A MANUAL IN CULTURAL SENSITIVITY. WITH TECHNIQUES FOR IMPROVING CROSS-CULTURAL TEACHING BY FITTING ETHNIC PATTERNS. REVISED EDITION. MAY 1971.  
 AU - BURGER, HENRY G.  
 OS - SOUTHWESTERN COOPERATIVE EDUCATIONAL LAB., ALBUQUERQUE, N. MEX.  
 PD - MAY 71  
 NO - 185P.; FOR RELATED DOCUMENT, SEE ED 024 653  
 IS - R1E74SE0  
 PR - EDRS PRICE MF-\$0.75 HC-\$9.00 PLUS POSTAGE  
 SPO - OFFICE OF EDUCATION (DHEW). WASHINGTON, D.C. BUREAU OF RESEARCH.  
 CG - OEC-4-7-062827-307B  
 SN - BR-6-2827  
 IT - AMERICAN INDIANS; ANGLO AMERICANS; \*CROSS CULTURAL STUDIES  
 IT - \*CURRICULUM DEVELOPMENT; \*EDUCATIONAL ANTHROPOLOGY  
 IT - \*ETHNIC GROUPS; \*MANUALS; MEXICAN AMERICANS; NATIVE SPEAKERS  
 IT - NEEDS; NEGROES; PROBLEMS; SOCIAL SCIENCES; SOCIOCULTURAL PATTERNS

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 CAUSALTY (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 - RCO07862  
 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 - RIE74SEP  
 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

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- RCO07799  
 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)



AN - ED088650  
 CHAN- RCO07785  
 TI - EDUCATIONAL PREFERENCES OF ALASKAN NATIVE SCHOOL BOARDS (PROJECT ANNA).  
 AU - DIJMONT, KATHERYN R.  
 OS - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), ALBUQUERQUE, N. MEX.  
 OS - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), JUNEAU, ALASKA.  
 PD - 73  
 NO - 6P.; RELATED DOCUMENTS ARE RCO07779-RCO07784. RCO07786-RCO07787  
 IS - RIE74JUL  
 PR - DOCUMENT NOT AVAILABLE FROM EDRS.  
 AV - NOT AVAILABLE SEPARATELY; SEE RCO07779  
 IT - ADULTS; \*AMERICAN INDIANS; BOARDING SCHOOLS; \*BOARDS OF EDUCATION  
 IT - COMMUNITY CONTROL; CURRICULUM DESIGN; DECISION MAKING  
 IT - \*EDUCATIONAL ASSESSMENT; \*EDUCATIONAL NEEDS; ESKIMOS  
 IT - \*PARENT SCHOOL RELATIONSHIP; PUBLIC RELATIONS; RESEARCH PROJECTS  
 IT - SCHOOL COMMUNITY RELATIONSHIP; SCHOOL SURVEYS; TRANSFER STUDENTS  
 ST - \*ALASKAN NATIVE NEEDS ASSESSMENT; ALASKAN NATIVES; ANNA; BIA  
 ST - BUREAU OF INDIAN AFFAIRS  
 AB - 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. EDGE CUMBE? (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. (FF)

AN - ED088631  
 CHAN- RCO07754  
 TI - BEING A NATIVE AND BECOMING A TEACHER IN THE ALASKA RURAL TEACHER TRAINING CORPS.  
 AU - BARNHARDT, RAY  
 PD - 2 DEC 73  
 NO - 19P.; PAPER PRESENTED AT ANNUAL MEETING OF AMERICAN ANTHROPOLOGICAL ASSOCIATION (NEW ORLEANS, LOUISIANA, DECEMBER 2, 1973). NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT  
 IS - RIE74JUL

PR - EDRS PRICE MF-\$0.75 HC NOT AVAILABLE FROM EDRS.  
 IT - \*AMERICAN INDIANS; CURRICULUM DESIGN; \*ELEMENTARY SCHOOL TEACHERS  
 IT - EXPERIMENTAL PROGRAMS; LITERATURE; \*PROGRAM EVALUATION  
 IT - \*RELEVANCE (EDUCATION); RURAL AREAS; SCHOOL COMMUNITY PROGRAMS  
 IT - \*TEACHER EDUCATION; TEACHING PROGRAMS; TRAINING TECHNIQUES  
 ST - \*ALASKA RURAL TEACHER TRAINING CO; ARTTC  
 AB - 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)

AN - EJ0920B5  
 CHAN - UD502800  
 TI - LETTER FROM THE SOUTHWEST: ON BILINGUALISM  
 AU - JOHN, VERA  
 SO - URBAN REVIEW: 7; 1; 43-45  
 PD - JAN 74  
 IT - \*BILINGUAL EDUCATION; \*PROGRAM EVALUATION; \*AMERICAN INDIANS  
 IT - \*SPANISH SPEAKING; BILINGUALISM; CURRICULUM DEVELOPMENT  
 IT - MEXICAN AMERICANS; NAVAHO  
 ST - \*ELEMENTARY SECONDARY EDUCATION A; ESEA TITLE VII PROGRAMS  
 AB - DISILLUSIONMENT WITH THE MANY BILINGUAL PROGRAMS DEVELOPED UNDER  
 TITLE VII, 1965 ELEMENTARY SECONDARY EDUCATION ACT, INDICATES  
 ONLY A LESSENER COMMITMENT, AND A JUSTIFIABLY MORE CAUTIOUS  
 APPROACH; THE SEEDS OF DOUBTS, THE PROBLEMS, AND POSSIBLY THE  
 LIKELIHOOD OF FAILURE WERE BUILT INTO THE PROGRAM FROM THE  
 BEGINNING. (AUTHOR/JM)

AN • EDO86436  
 CHAN- RCO07608  
 TI • RURAL ADULT EDUCATION. APPALACHIAN ADULT EDUCATION CENTER, ISSUE  
 7, DECEMBER, 1972.  
 AU • EYSTER, GEORGE W.  
 OS • MOREHEAD STATE UNIV., KY. APPALACHIAN ADULT EDUCATION CENTER.  
 PD • DEC 72  
 NO • 28P.  
 IS • R1E74MAY  
 PR • EDRS PRICE MF-\$0.65 HC-\$3.29  
 SPO • BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE),  
 WASHINGTON, D.C.  
 CG • OEG-0-71-4410-324  
 IT • \*ADULT EDUCATION PROGRAMS; AMERICAN INDIANS; \*COMMUNITY EDUCATION  
 IT • CURRICULUM DEVELOPMENT; DEMOGRAPHY; ECONOMICALLY DISADVANTAGED  
 IT • EDUCATIONAL PROBLEMS; EMPLOYMENT; HEALTH SERVICES  
 IT • HUMAN RESOURCES; INDIGENOUS PERSONNEL; INDUSTRIALIZATION  
 IT • \*INVESTIGATIONS; MANPOWER DEVELOPMENT; MIGRANTS; NEEDS.  
 IT • PROGRAM EFFECTIVENESS; \*PROGRAM IMPROVEMENT; \*RURAL AREAS  
 IT • SPANISH SPEAKING  
 ST • \*APPALACHIA  
 AB • 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)

AN - ED086426  
 CHAN- RCO07578  
 TI - INDIAN EDUCATION AND TRAINING OPPORTUNITIES AT COLUMBIA JR.  
 COLLEGE. COLUMBIA, CALIFORNIA.  
 OS - COLUMBIA JUNIOR COLL., CALIF.  
 PD - 73  
 NO - 345P.; PAGES 182 TO 210 WILL TAKE UP 2 MICROFICHE FRAMES EACH.  
 ACTUAL PAGE COUNT IS 316P.  
 IS - RIE74MAY  
 PR - EDRS PRICE MF-\$0.65 HC-\$13.16  
 SPO - OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.  
 IT - \*AMERICAN INDIANS; BEHAVIORAL OBJECTIVES; BUILDINGS  
 IT - \*CURRICULUM DEVELOPMENT; \*CURRICULUM EVALUATION; DROPOUTS  
 IT - EQUIPMENT MAINTENANCE; FIRE SCIENCE EDUCATION  
 IT - FORESTRY OCCUPATIONS; HEALTH OCCUPATIONS; \*JUNIOR COLLEGES  
 IT - MOTIVATION; PREVOCATIONAL EDUCATION; SKILLED OCCUPATIONS  
 IT - STUDENT CHARACTERISTICS; \*VOCATIONAL EDUCATION  
 AB - 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)

AN - EDOB6394  
 CHAN- RCO07540  
 TI - AN ASSESSMENT OF MOTIVATION AMONG INDIAN STUDENTS IN THE TODD  
 COUNTY SCHOOL SYSTEM.  
 AU - FOOTE, HAROLD  
 PO - MAR 70  
 NO - 51P.; MASTER'S THESIS, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH  
 DAKOTA  
 IS - RIE74MAY  
 PR - EDRS PRICE MF-\$0.65 HC-\$3.29  
 AV - INTER-LIBRARY LOAN, NORTHERN STATE COLLEGE, ABERDEEN, SOUTH DAKOTA

IT - \*ACADEMIC ASPIRATION; \*AMERICAN INDIANS; BOARDING SCHOOLS  
 IT - COGNITIVE DEVELOPMENT; \*CURRICULUM DESIGN; \*EDUCATIONAL TESTING  
 IT - ELEMENTARY EDUCATION; \*LEARNING MOTIVATION; PUBLIC SCHOOLS  
 IT - RESEARCH PROJECTS; RESERVATIONS (INDIAN); STUDENT MOTIVATION  
 ST - ENGELMANN BECKER CURRICULUM; PROJECT FOLLOW THROUGH; \*SIOUX  
 AB - 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)

AN - EJO89102  
 CHAN- CE500299  
 TI - ALBERTA VOCATIONAL COLLEGE  
 SO - CANADIAN VOCATIONAL JOURNAL; 9: 3: 14.47-49  
 PD - F 73  
 IT - \*ADULT VOCATIONAL EDUCATION; \*MANPOWER DEVELOPMENT  
 IT - \*CAREER EDUCATION; \*CURRICULUM DEVELOPMENT; \*COLLEGE PROGRAMS  
 IT - INDUSTRIAL EDUCATION; AMERICAN INDIANS  
 AB - 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)

AN - ED085147  
 CHAN- RCO07492  
 TI - CLASH OF CULTURES: A REPORT OF THE INSTITUTE ON "THE AMERICAN  
 INDIAN STUDENT IN HIGHER EDUCATION" (SAINT LAWRENCE UNIVERSITY,  
 JULY 10-28, 1972).  
 AU - SANDSTROM, ROY H., ED.  
 OS - SAINT LAWRENCE UNIV., CANTON, N. Y.  
 PD - 20 JUL 72  
 NO - 132P.; RELATED DOCUMENT IS ED060973  
 IS - R1E74APR  
 PR - EDRS PRICE MF-\$0.65 HC-\$6.58  
 SPO - OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.  
 SPO - XEROX CORP., ROCHESTER, N.Y.

IT - ACHIEVEMENT; ADULT EDUCATION; AMERICAN INDIAN CULTURE  
 IT - \*AMERICAN INDIANS; \*COMMUNITY DEVELOPMENT; CURRICULUM DEVELOPMENT  
 IT - EDUCATIONAL INNOVATION; EDUCATIONAL OBJECTIVES; FINANCIAL SUPPORT  
 IT - \*HIGHER EDUCATION; HISTORY; INFORMATION SERVICES  
 IT - \*TEACHER EDUCATION; VOCATIONAL EDUCATION; \*WORKSHOPS  
 AB - 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)

AN - EJ087273  
 CHAN- AA517096  
 TI - A TALE OF TWO TRIBES  
 AU - KERSEY, HARRY A., JR.  
 SO - EDUCATIONAL FORUM; 3B; 1; 50  
 PD - NOV 73  
 IT - \*EDUCATIONAL DEVELOPMENT; \*AMERICAN INDIANS  
 IT - \*AMERICAN INDIAN CULTURE; \*FEDERAL GOVERNMENT  
 IT - \*CURRICULUM DEVELOPMENT; EDUCATIONAL CHANGE; PROGRAM DEVELOPMENT  
 AB - ARTICLE EXAMINES THE METHODS TWO AMERICAN INDIAN TRIBES USED IN  
 CONFRONTING THEIR EDUCATIONAL PROBLEMS. (RK)

AN - EDOB4044  
 CHAN- RCO07415  
 TI - THE UNIVERSITY OF CALGARY INDIAN STUDENTS' UNIVERSITY PROGRAMME  
 (I.S.U.P.) EVALUATION REPORT, 1972-73.  
 OS - CALGARY UNIV. (ALBERTA). FACULTY OF EDUCATION.  
 PD - 73  
 NO - 130P.  
 IS - RIE74MAR  
 PR - EDRS PRICE MF-\$0.65 HC-\$6.58  
 IT - \*AMERICAN INDIANS; \*COLLEGE PROGRAMS; CURRICULUM DESIGN  
 IT - FINANCIAL SUPPORT; HIGHER EDUCATION; \*PROGRAM DESIGN  
 IT - \*PROGRAM EVALUATION; SPECIAL PROGRAMS; STUDENT PARTICIPATION  
 IT - \*STUDENT SCHOOL RELATIONSHIP; TEACHER EDUCATION

ST - \*INDIAN STUDENTS UNIVERSITY PROGR; UNIVERSITY OF CALGARY  
 AB - 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, 1972-72; (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. (FF)

AN - ED083073  
 CHAN- 5006214  
 TI - \*TOWARD ACCEPTANCE." A TITLE III PROGRAM, 1969-72.  
 OS - BAINBRIDGE ISLAND SCHOOL DISTRICT 303. WASH.  
 PD - 72  
 NO - 44P.  
 IS - R1E74FEB  
 PR - EDRS PRICE MF-\$0.65 HC-\$3.29  
 IT - AMERICAN INDIANS; \*CULTURAL EDUCATION; CULTURAL ENRICHMENT  
 IT - CURRICULUM DEVELOPMENT; \*CURRICULUM ENRICHMENT  
 IT - \*EDUCATIONAL IMPROVEMENT; EDUCATIONAL OBJECTIVES  
 IT - EDUCATIONAL PLANNING; \*EDUCATIONAL PROGRAMS; ETHNIC STUDIES  
 IT - EVALUATION; FILIPINO AMERICANS; INDIVIDUALIZED INSTRUCTION  
 IT - \*MINORITY GROUPS; PROGRAM DESCRIPTIONS; PROJECTS  
 IT - REMEDIAL PROGRAMS; SCHOOL COMMUNITY COOPERATION; SOCIAL STUDIES  
 IT - SURVEYS  
 AB - 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

PROGRAM, AN EVALUATION IS MADE AND DATA FROM THE STUDY IS PRESENTED. APPENDICES INCLUDE THREE SURVEYS USED IN EVALUATING THE PROGRAM AND AN OUTLINE FOR A COURSE IN THE HISTORY OF FILIPINO-AMERICAN CULTURE. (SHM)

AN - EDOB289D  
 CHAN- RCO0734D  
 TI - NAVAJO STUDIES AT NAVAJO COMMUNITY COLLEGE.  
 AU - HATATHLI, NED  
 PD - JUL 71  
 NO - 9P.; PAPER PREPARED FOR THE UNIVERSITY OF CALIFORNIA, LOS ANGELES AMERICAN INDIAN CULTURE CENTER 1971 EPDA SHORT TERM SUMMER INSTITUTE, MANY FARMS, ARIZONA, JULY 1971  
 IS - R1E74FEB  
 PR - EDRS PRICE MF-\$0.65 HC-\$3.29  
 IT - \*AMERICAN INDIANS; COLLEGE ROLE; \*COMMUNITY COLLEGES  
 IT - \*CURRICULUM DESIGN; CURRICULUM STUDY CENTERS  
 IT - \*EDUCATIONAL OBJECTIVES; EDUCATIONAL PHILOSOPHY  
 IT - \*INSTRUCTIONAL STAFF; \*PROGRAM DESCRIPTIONS; RESERVATIONS (INDIAN)  
 ST - \*NAVAJO COMMUNITY COLLEGE; NAVAJO STUDIES  
 AB - 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. (FF)

AN - EDOB2884  
 CHAN- RCO07334  
 TI. - A COMMUNICATION SYSTEM FOR THE AMERICAN INDIAN IN HIGHER EDUCATION.  
 AU - EDINGTON, EVERETT D.  
 PD - JUL 71  
 NO - BP.; PAPER PRESENTED AT UNIVERSITY OF CALIFORNIA, LOS ANGELES AMERICAN INDIAN CULTURE CENTER 1971 EPDA SHORT TERM SUMMER INSTITUTE, MANY FARMS, ARIZONA, JULY 1971  
 IS - R1E74FEB



PR - EORS PRICE MF-\$0.65 HC-\$3.29  
 IT - \*AMERICAN INDIANS; COUNSELING; CURRICULUM DEVELOPMENT  
 IT - \*EDUCATIONAL PROBLEMS; FINANCIAL SUPPORT; GUIDANCE  
 IT - \*HIGHER EDUCATION; \*RECRUITMENT; \*TELECOMMUNICATION  
 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 - ED082547  
 CHAN - FLO03823  
 TI - ETHNIC STUDY AND FOREIGN LANGUAGE EDUCATION; CHICANOS AND SPANISH LANGUAGE.  
 AU - WALSER, F. LEROY  
 PD - 25 NOV 72  
 NO - 10P.; PAPER PRESENTED AT THE ACTFL/SCOLT JOINT ANNUAL MEETING, ATLANTA, GEORGIA, NOVEMBER 1972. INCLUDED IN THE PROCEEDINGS OF THE JOINT MEETING  
 IS - R1E74FEB  
 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- RC501303  
 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- RCO07260  
 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- RCO07178  
 TI - SOCIAL WORK EDUCATION FOR ECONOMICALLY DISADVANTAGED GROUPS IN  
 TEXAS. FINAL REPORT, JULY 1, 1970 - AUGUST 31, 1973.  
 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  
 SPO - NATIONAL INST. OF MENTAL HEALTH, ROCKVILLE, MD.  
 IT - AMERICAN INDIANS; CURRICULUM DEVELOPMENT

JT - ECONOMICALLY DISADVANTAGED; \*GRADUATE STUDY; HIGHER EDUCATION  
 IT - LOW INCOME GROUPS; \*MEXICAN AMERICANS; NEGRO STUDENTS  
 IT - \*PROGRAM EVALUATION; RECRUITMENT; \*SOCIAL WORK; TABLES (DATA)  
 IT - \*TEACHING PROGRAMS; UNIVERSITIES  
 ST - \*TEXAS  
 AB - 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)-110 (1972-73) STUDENTS. EACH CRITERIA IS EVALUATED AND SUMMARIZED. FOR THE RECRUITMENT AND RETENTION OF MINORITY STUDENTS. 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 APPENDIXES, WHICH COMPRISE THE MAJORITY OF THE DOCUMENT, GIVE BACKGROUND INFORMATION FOR REPORT FINDINGS. (FF)

AN - ED078984

CHAN- RCO07091

TI - THE EDUCATION OF THE AMERICAN INDIAN PUPILS IN CLASSES FOR THE MENTALLY RETARDED.

AU - MILES, MARILYN

OS - NORTHERN INDIAN CALIFORNIA EDUCATION PROJECT. EUREKA.

PD - JUN 73

NO - 18P.

IS - RIE73NOV

PR - EDRS PRICE MF-\$0.65 HC-\$3.29

SPO - OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. PROJECTS TO ADVANCE CREATIVITY IN EDUCATION.

IT - \*AMERICAN INDIANS; \*COMMUNITY INVOLVEMENT; CULTURAL FACTORS

IT - CULTURAL PLURALISM; \*CURRICULUM DEVELOPMENT

IT - EDUCABLE MENTALLY HANDICAPPED; EDUCATIONAL OPPORTUNITIES

IT - \*MENTAL RETARDATION; SELF CONCEPT; SKILL DEVELOPMENT

IT - \*SPECIAL EDUCATION; STATE PROGRAMS; TEACHER EDUCATION

ST - \*CALIFORNIA

AB - THE NORTHERN INDIAN CALIFORNIA EDUCATION PROJECT IS DEVOTED TO INCREASING THE QUANTITY AND QUALITY OF ACCURATE INFORMATION AVAILABLE ABOUT LOCAL AMERICAN INDIAN LIFE THROUGH CURRICULUM DEVELOPMENT, TO HELPING SCHOOL PERSONNEL TO BETTER UNDERSTAND AND MEET THE NEEDS OF INDIAN STUDENTS, AND TO INCREASING THE PARTICIPATION AND INFLUENCE OF INDIAN PEOPLE IN THEIR LOCAL EDUCATIONAL PROCESSES. THIS ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III PROJECT REPORT, A PRODUCT OF THE SPECIAL EDUCATION COMPONENT OF THE PROJECT, PROVIDES ADDITIONAL INFORMATION TO TEACHERS, ADMINISTRATORS, AND OTHER EDUCATORS ON THE SPECIAL EDUCATIONAL NEEDS OF INDIAN CHILDREN. ITS MAIN FOCUS IS THE

INDIAN CHILD IN THE EDUCABLE MENTALLY RETARDED PROGRAM. NONE OF THE CHILDREN DEPICTED IN THE REPORT ARE ACTUALLY ENROLLED IN SPECIAL EDUCATION CLASSES. (FF)

AN - ED07B9B0  
 CHAN- RCO070B7  
 TI - FORT SILL ORBS SURVEY.  
 AU - ROSENBLUTH, HENRY; AND OTHERS  
 OS - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), ALBUQUERQUE, N. MEX.  
 PD - JUL 73  
 NO - 124P.; PAGES 91-97 OF THE ORIGINAL DOCUMENT ARE COPYRIGHTED AND THEREFORE NOT AVAILABLE  
 IS - R1E73NOV  
 PR - EDRS PRICE MF-\$0.65 HC-\$6.58  
 IT - ACADEMIC ACHIEVEMENT; \*AMERICAN INDIANS; \*BOARDING SCHOOLS  
 IT - COUNSELING SERVICES; CURRICULUM DEVELOPMENT  
 IT - \*EDUCATIONAL OBJECTIVES; \*EVALUATION; FEDERAL PROGRAMS  
 IT - \*NONRESERVATION-AMERICAN INDIANS; SCHOOL ADMINISTRATION.  
 ST - \*FORT SILL OFF RESERVATION BOARD; OKLAHOMA  
 AB - 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)

AN - ED07B979  
 CHAN- RCO070B6  
 TI - RESEARCH AND CULTURAL STUDIES DEVELOPMENT SECTION: FUNCTIONAL STATEMENT.  
 OS - INSTITUTE OF AMERICAN INDIAN ARTS, SANTA FE, N. MEX.  
 PD - SEP 71  
 NO - 16P.  
 IS - R1E73NOV  
 PR - EDRS PRICE MF-\$0.65 HC-\$3.29  
 IT - \*AMERICAN INDIANS; \*CULTURAL CENTERS; CULTURAL EDUCATION  
 IT - CURRICULUM DEVELOPMENT; EDUCATIONAL NEEDS; \*FEDERAL PROGRAMS  
 IT - INFORMATION DISSEMINATION; \*PROGRAM DEVELOPMENT  
 IT - PROGRAM PROPOSALS; RESEARCH UTILIZATION; \*RESOURCE MATERIALS  
 IT - TRIBES  
 ST - BIA; \*BUREAU OF INDIAN AFFAIRS  
 AB - THE BUREAU OF INDIAN AFFAIRS (BIA) CULTURAL STUDIES CENTER ORGANIZES NATIONAL AND INTERNATIONAL RESOURCE MATERIALS; DEVELOPS

.....

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 - ED078978  
 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 - RIE73NOV  
 PR - EDRS PRICE MF-S0.65 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- TMO02900  
 TI - EVALUATION OF NON-TRADITIONAL INSTRUCTION IN SOUTHEASTERN ALASKA INDIAN SCHOOL.  
 AU - BIPPUS, 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 TLINGET 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 - ED077620  
 CHAN- RCO07046  
 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 - 48P.  
 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  
 AB - THE SPECIFIC OBJECTIVE OF THIS APPLIED RESEARCH PROJECT WAS TO EVALUATE PRACTICAL FORMULAS FOR COMMUNITY-GUIDED EDUCATION IN 5 NATIVE COMMUNITIES IN THE CANADIAN NORTH. THE PROJECTS, LAUNCHED AT THE MAN IN THE NORTH INUVIK CONFERENCE (1970), INVOLVED THE ADULTS OF THESE COMMUNITIES IN THE EDUCATIONAL PROCESS AS SPECIAL EDUCATION COMMITTEES AND COMMUNITY TEACHERS. THE EVALUATION COVERED PROGRAM PREPARATION AND ORGANIZATION, PLANNING, CONTENT, PAYMENT OF ESKIMO AND INDIAN COMMUNITY TEACHERS, LOCATION, AND

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 - R1E730CT.  
 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 US 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

IT - \*RELEVANCE (EDUCATION); RESERVATIONS (INDIAN); STUDENT NEEDS  
 IT - TABLES (DATA)  
 ST - BIA; BUREAU OF INDIAN AFFAIRS; OGLALA SIOUX  
 ST - \*PINE RIDGE BOARDING SCHOOL  
 AB - 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)

AN - ED076269  
 CHAN - RCO06950  
 TI - POLITICS OF LOCAL CONTROL: RAMAH NAVAJO COMMUNITY FORMS A SCHOOL.  
 AU - NORRIS, ROBERT  
 PD - 27 MAR 73  
 NO - 17P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY, SAN ANTONIO, TEXAS. 25-27 MARCH 1973  
 IS - RIE73SE0  
 PR - EDRS PRICE MF-S0.65 HC-\$3.29  
 IT - \*AMERICAN INDIANS; COMMUNITY SCHOOLS; \*CURRICULUM DESIGN  
 IT - EDUCATIONAL PROGRAMS; PROGRAM CONTENT  
 IT - \*SCHOOL COMMUNITY RELATIONSHIP; \*SCHOOL DISTRICT AUTONOMY  
 IT - \*SELF DIRECTED GROUPS  
 ST - \*RAMAH NAVAJO HIGH SCHOOL  
 AB - FOR MORE THAN 100 YEARS THE NATIVE AMERICANS OF THE U.S. HAVE BEEN DOMINATED ECONOMICALLY, SOCIALLY, EDUCATIONALLY, AND CULTURALLY BY THE LARGER SOCIETY IN WHICH THEY LIVE. THE U.S. GOVERNMENT HAS SET POLICIES, PRIMARILY THROUGH THE BUREAU OF INDIAN AFFAIRS (BIA), WITHOUT CONSULTING NATIVE AMERICANS. THE RAMAH NAVAJO COMMUNITY EXPERIENCED RELATIVELY GREATER FEDERAL AND LOCAL DOMINATION BECAUSE OF THEIR ISOLATION FROM THE LARGER NAVAJO RESERVATION. IN FEBRUARY, 1970, THE RAMAH NAVAJO COMMUNITY VOTED 44-0 TO CREATE A SCHOOL BOARD. THE 44 REPRESENTED THE INTENT OF THE ENTIRE NAVAJO COMMUNITY TO ASSUME RESPONSIBILITY FOR CONTROL OF THE ALREADY EXISTING SCHOOL. ON MARCH 25-27 THE SCHOOL BOARD RECEIVED SUPPORT FROM REPRESENTATIVES AND SENATORS AND EVENTUALLY FROM THE BIA. THE CURRICULUM STRESSED THE BICULTURAL SETTING. MANY OF THE TRADITIONAL SUBJECTS TAUGHT IN



.....

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 • EJO75418  
 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 • EDO75144  
 CHAN- RCO06925  
 TI • THE NORTHERN ESKIMOS OF ALASKA. A SOURCE BOOK.  
 AU • BLAND, LAUREL L., COMP.  
 OS • 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  
 AB • PREPARED AS A RESOURCE FOR ALASKAN EDUCATORS. THIS BOOK IS DESIGNED FOR ANY GRADE LEVEL OR LEARNING SETTING. IT PROVIDES THE BASIS FOR TEACHERS TO DEVELOP THEIR OWN APPROPRIATE UNITS. SECTIONS ENCOMPASS: (1) AN INTRODUCTION TO THE INTERDISCIPLINARY FRAMEWORK OF THIS SOURCE BOOK; (2) A BACKGROUND ABOUT THE ESKIMOS OF THE WORLD, THE CULTURAL DIVISIONS OF ALASKA, AND THE DISTINCTION BETWEEN ESKIMOS AND ALEUTS; (3) A PRESENTATION OF THE NATURAL ENVIRONMENT OF THE NORTHERN ESKIMOS OF ALASKA; (4) A DESCRIPTION OF NORTHERN ESKIMO CULTURE EMPHASIZING THE HISTORY, THE CULTURAL AND SUB-CULTURAL DIVISIONS, AND THE DIVERSITIES WITHIN THE TOTAL CULTURE; (5) A PRESENTATION OF THE ESKIMO LIFE STYLE IN THE BERING SEA AREA; (6) THE DETAILS OF THE SHARED CULTURE OF NORTHERN ALASKAN ESKIMOS EMPHASIZING SUB-CULTURAL DIFFERENCES BETWEEN THE PEOPLE OF THE BERING SEA AND ST. LAWRENCE

ISLAND AREAS: (7) A PRESENTATION OF THE DISTINCT AND UNIQUE QUALITIES OF SUB-CULTURAL ADAPTATIONS MADE BY THE ST. LAWRENCE ISLAND ESKIMOS; (8) A PRESENTATION OF THE CONDITIONS AND EVENTS OF NORTHERN ALASKA ESKIMOS FROM 1890 TO THE PRESENT; (9) A CONDENSATION OF THE BOOK "PEOPLE OF KAUWERAK"; AND (10) AN ANNOTATED TIME LINE REGARDING ALASKAN ESKIMOS. FILMS SUGGESTED FOR CLASSROOM USE AND BIBLIOGRAPHIES FOR TEACHER REFERENCE ARE LISTED IN THE APPENDIX. (HBC)

AN - ED075133  
 CHAN - RCO06905  
 TI - DEVELOPING A NATIVE AMERICAN STUDIES PROGRAM.  
 AU - WHITEMAN, HENRIETTA V.  
 PD - 1 APR 73  
 NO - 21P.; PAPER PRESENTED AT THE NATIONAL TEACHER CORPS CONFERENCE, DENVER, COLORADO, APRIL 26-29, 1973  
 IS - RIE73AUG  
 PR - EDRS PRICE MF-\$0.65 HC-\$3.29  
 IT - \*AMERICAN INDIANS; COLLEGE FACULTY; COMMUNITY INVOLVEMENT  
 IT - \*CURRICULUM DESIGN; DROPOUT PREVENTION; \*ETHNIC STUDIES  
 IT - \*GOAL ORIENTATION; GROUP UNITY; INSTRUCTIONAL STAFF  
 IT - \*PROGRAM DEVELOPMENT; SELF CONCEPT  
 AB - 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 ATTRITION 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 CONTENDED 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. (HBC)

AN • EDO75116  
 CHAN- RCO06882  
 TI • INDIVIDUALIZATION OF INSTRUCTION: THE AMERICAN INDIAN STUDENT.  
 EDUCATION MONOGRAPH NO. 7.  
 AU • HIELMSETH, DON E.; BERG, LYLE L.  
 OS • MONTANA UNIV., MISSOULA. DIV. OF EDUCATIONAL RESEARCH AND  
 SERVICES.  
 PD • DEC 71  
 NO • 25P.  
 IS • RIE73AUG  
 PR • EDRS PRICE MF-\$0.65 HC-\$3.29  
 IT • \*AMERICAN INDIANS: \*CULTURAL DIFFERENCES; \*CURRICULUM DESIGN  
 IT • \*EDUCATIONAL NEEDS: EDUCATIONAL RESOURCES  
 IT • \*INDIVIDUALIZED INSTRUCTION; PARENT PARTICIPATION  
 IT • RESOURCE CENTERS  
 AB • 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 BICULTURAL  
 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; AND (4) THE PROGRAM--TECHNIQUES FOR TEACHING. (FF)

AN • EDO74856  
 CHAN- FLO04037  
 TI • CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS: UKIAH  
 INDIAN, MEXICAN-AMERICAN BILINGUAL-BICULTURAL PROGRAM.  
 AU • EHRLICH, ALAN  
 OS • CITY UNIV. OF NEW YORK, N.Y. HUNTER COLL, BILINGUAL EDUCATION  
 APPLIED RESEARCH UNIT.  
 PD • 14 JAN 72  
 NO • 35P.  
 IS • RIE73AUG  
 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; LEARNING THEORIES; \*MEXICAN AMERICANS  
 IT - PRESCHOOL CHILDREN; PROGRAM COSTS; PROGRAM EVALUATION  
 IT - SELF ESTEEM; SOCIOLINGUISTICS; \*SPANISH; STUDENT GROUPING  
 IT - TUTORING  
 ST - CALIFORNIA; \*PROJECT BEST; UKIAH  
 AB - THIS CONTENT ANALYSIS SCHEDULE FOR THE UKIAH INDIAN, MEXICAN-AMERICAN BILINGUAL-BICULTURAL PROGRAM OF UKIAH, CALIFORNIA, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ATTACHED ARE A DESCRIPTION OF THE OBJECTIVES OF THE INSTRUCTIONAL COMPONENT, A DISCUSSION OF THE METHODS OF SECOND LANGUAGE TEACHING, AND A LIST OF MATERIALS. (SK)

AN - ED073900  
 CHAN - RC096870  
 TI - THEORETICAL CONSTRUCT OF THE IDEAL SCHOOL SYSTEM FOR AMERICAN INDIANS... KINDERGARTEN THROUGH LIFE.  
 AU - LOCKE, PATRICIA  
 PD - 29 APR 73  
 NO - 30P.; PAPER PRESENTED AT THE NATIVE AMERICAN TEACHER CORPS CONFERENCE (DENVER, COLORADO, APRIL 26-29, 1973)  
 IS - RIE73JUL  
 PR - EDRS PRICE MF-S0.65 HC-\$3.29  
 IT - \*AMERICAN INDIANS; \*CULTURAL FACTORS; CURRICULUM DEVELOPMENT  
 IT - \*EDUCATIONAL CHANGE; EDUCATIONAL DEVELOPMENT; HIGHER EDUCATION  
 IT - \*MODELS; PRIMARY EDUCATION; \*SCHOOL SYSTEMS; SECONDARY EDUCATION  
 AB - HYPOTHETICAL EDUCATIONAL MODELS FOR AMERICAN INDIANS THAT WOULD UTILIZE EDUCATION AS A SOCIAL INSTRUMENT TO REINFORCE TRIBAL VALUE SYSTEMS ARE PROPOSED. MODELS OF PROGRAMS FOR PRESCHOOL THROUGH HIGHER EDUCATION ARE DISCUSSED IN TERMS OF ADMINISTRATION AND FACULTY, CURRICULA, AND METHODOLOGY. TRIBAL VALUES ARE ADVOCATED THROUGHOUT THE PAPER, AND TO CARRY OUT THESE VALUES IT IS SUGGESTED THAT SCHOOL ADMINISTRATORS, SUPPORTIVE STAFF, TEACHERS, AND TEACHER AIDES SHOULD BE TRIBAL MEMBERS. COURSE CONTENT IN THE IDEAL INDIAN PRIMARY AND ELEMENTARY SCHOOL WOULD COVER TRIBAL HISTORY AND SOCIAL STUDIES AND THE ARTS, PHILOSOPHY, AND RELIGION OF THE TRIBE--AS WELL AS MULTICULTURAL CURRICULA FROM THE 4TH GRADE ON. AT THE SECONDARY LEVEL, CLASSES WOULD BE OPEN, STUDENTS WOULD PARTICIPATE IN THE TRIBE'S "SCHOOL ON WHEELS." AND THE CURRICULA WOULD OFFER COURSES IN BOTH INDIAN AND WHITE STUDIES. THE HIGHER EDUCATION SYSTEM FOR INDIANS WOULD

.....

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  
YT - 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 - EDO73200  
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 - 58P.  
IS - R1E73JUN  
PR - EDRS PRICE MF-\$0.65 HC-\$3.29  
IT - AMERICAN HISTORY; AMERICAN INDIANS; CURRICULUM DEVELOPMENT  
IT - \*ETHNIC STUDIES; IMMIGRANTS; INDUSTRY; \*LITERATURE REVIEWS  
IT - MEXICAN AMERICANS; \*MINORITY GROUPS; NEGRO HISTORY  
IT - RACIAL DISCRIMINATION; RACISM; SLAVERY; \*SOCIAL SCIENCES  
IT - \*UNITED STATES HISTORY  
AB - THIS DOCUMENT IS THE FIRST ISSUE OF THE UNIVERSITY OF WISCONSIN SYSTEM "ETHNIC AND MINORITY STUDIES REVIEW," WHICH REPRESENTS AN EFFORT TO BRING TO THE ATTENTION OF THE PEOPLE OF WISCONSIN AND ELSEWHERE AN AWARENESS OF THE WORK THAT IS BEING DONE IN THE AREA OF ETHNIC AND MINORITY AND WOMEN'S STUDIES, ESPECIALLY WITHIN WISCONSIN, ALONG WITH REVIEWS OF BOOKS DEALING WITH THESE SUBJECTS TO AID FACULTY AND LAYPERSONS IN THEIR EFFORTS TO KEEP ABREAST OF THE MULTITUDE OF PUBLICATIONS IN THESE STUDIES. CONTENTS INCLUDE THE FOLLOWING ARTICLES: "THE ANGRY CHICANO," A.R. SUNSERI; "IMMIGRANT STUDIES AT OSHKOSH," A.W. ANDERSEN; "A MULTIDISCIPLINARY APPROACH TO ETHNIC AND MINORITY STUDIES," D. MARTIN; "RECENT WORKS IN NATIVE AMERICAN STUDIES: A REVIEW ESSAY," G. SIEBER; "RACIAL POLICIES IN AMERICAN INDUSTRY: A REVIEW ESSAY," J.D. NORRIS; AND "EIGHTEENTH CENTURY SLAVERY IN THE BRITISH COLONIES: A REVIEW ESSAY," W.M. WIECEK. TWENTY BOOKS

ARE REVIEWED, DEALING WITH SUCH TOPICS AS THE LIFE OF HENRY WILSON, THE CRATORY OF TWENTIETH CENTURY NEGRO LEADERS, THE MARYLAND GERMANS, THE DIARY OF WILLIAM JOHNSON, LETTERS FROM NEGRO SOLDIERS, 1898-1902, SCIENTIFIC ATTITUDES OF RACIAL INFERIORITY, 1859-1900, RACISM IN CALIFORNIA, THE ABOLITIONIST TRADITION, THE DEMOGRAPHY OF BOSTON, 1830-1860, THE GERMANS OF NEBRASKA, AND OTHER TOPICS. (AUTHOR/JM)

- AN - ED072704  
 CHAN - FLO94038  
 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 - RI E73JUN  
 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  
 AB - THIS CONTENT ANALYSIS SCHEDULE FOR THE CHEROKEE BILINGUAL EDUCATION PROGRAM IN TAHLEQUAH, OKLAHOMA, PRESENTS INFORMATION ON THE HISTORY, FUNDING, AND SCOPE OF THE PROJECT. INCLUDED ARE SOCIOLINGUISTIC PROCESS VARIABLES SUCH AS THE NATIVE AND DOMINANT LANGUAGES OF STUDENTS AND THEIR INTERACTION. INFORMATION IS PROVIDED ON STAFF SELECTION AND THE LINGUISTIC BACKGROUND OF PROJECT TEACHERS. AN ASSESSMENT IS MADE OF THE DURATION AND EXTENT OF THE BILINGUAL COMPONENT, AND THE METHODS OF SECOND LANGUAGE TEACHING IN GENERAL. INCLUDED IS AN ANALYSIS OF MATERIALS, STUDENT GROUPING, TUTORING, CURRICULUM PATTERNS, AND COGNITIVE DEVELOPMENT. THE REPORT ALSO DISCUSSES SELF-ESTEEM, LEARNING STRATEGIES, THE BICULTURAL AND COMMUNITY COMPONENTS, AND MEANS OF EVALUATION. ATTACHED ARE THE FOLLOWING ITEMS: A DESCRIPTION OF THE FOUR-YEAR COURSE OF STUDY FOR THE CHEROKEE BILINGUAL TEACHER TRAINING PROGRAM, A LIST OF MATERIALS, AND A SUMMARY OF THE EVALUATION. (SK)

.....

AN - EDO71829  
 CHAN- RCO06730  
 TI - TOWARDS DEVOLUTION IN THE CONTROL OF EDUCATION ON A NATIVE RESERVE IN ALBERTA: THE HOBEBEMA CURRICULUM STORY.  
 AU - AOKI; TETSUO  
 PD - 1 DEC 72  
 NO - 17P.; PAPER PRESENTED AT THE ANNUAL CONFERENCE OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION, TORONTO, ONTARIO, DECEMBER 1, 1972  
 IS - RIE73MAY  
 PR - EDRS PRICE MF-\$0.65 HC-\$3.29  
 IT - \*AMERICAN INDIANS; \*COMMUNITY INVOLVEMENT  
 IT - \*CURRICULUM DEVELOPMENT; \*DECENTRALIZATION; EDUCATIONAL PROGRAMS  
 IT - INSTRUCTIONAL DESIGN; \*RESERVATIONS (INDIAN)  
 IT - \*SELF DIRECTED GROUPS  
 ST - \*CANADA; HOBEBEMA RESERVES  
 AB - THE PAPER DESCRIBES A CURRICULUM DEVELOPMENT PROJECT AT THE HOBEBEMA 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 VIABLE 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)

AN - EDO71810  
 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

IT - CURRICULUM DEVELOPMENT; HISTORY INSTRUCTION; SELF ESTEEM  
 ST - CANADA; \*ROSENEATH  
 AB - 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 FRICTION 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)

AN - EJ063091  
 CHAN- RC500980  
 TI - THE EDUCATION OF YUKON INDIANS: A POSITION PAPER  
 SO - NORTHIAN; 8; 4; 6-14  
 PD - MAR 72  
 IT - \*AMERICAN INDIANS; CULTURAL AWARENESS; \*CURRICULUM DEVELOPMENT  
 IT - \*EDUCATIONAL IMPROVEMENT; GOVERNMENT ROLE; \*NEEDS  
 IT - VOCATIONAL EDUCATION  
 ST - \*YUKON INDIANS  
 AB - WRITTEN BY THE YUKON NATIVE BROTHERHOOD. (NQ)

AN - ED069461  
 CHAN- RCO06595  
 TI - ADVANCES IN NAVAJO BILINGUAL EDUCATION 1969-72. NAVAJO READING STUDY PROGRESS REPORT NO. 2D.  
 AU - SPOLSKY, BERNARD, ED.  
 OS - NEW MEXICO UNIV., ALBUQUERQUE.  
 PD - DEC 72  
 NO - 65P.  
 IS - R1E73MAR  
 PR - EDRS PRICE MF-\$0.65 HC-\$3.29  
 SPO - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), ALBUQUERQUE, N. MEX.  
 IT - \*AMERICAN INDIANS; \*BICULTURALISM; \*BILINGUAL EDUCATION  
 IT - CULTURAL AWARENESS; CURRICULUM DEVELOPMENT  
 IT - INSTRUCTIONAL MATERIALS; \*NAVAHO; READING MATERIALS  
 IT - \*TEACHER EDUCATION  
 ST - \*NAVAJOS



AB • 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. (P5)

AN - ED069450  
 CHAN - RC096579  
 TI - CURRENT STATUS OF LABORATORY STUDIES.  
 AU - LIBERTY, PAUL; AND OTHERS  
 OS - SOUTHWESTERN COOPERATIVE EDUCATIONAL LAB., ALBUQUERQUE, N. MEX.  
 PD - 67  
 NO - 44P.  
 IS - R1E73MAR  
 PR - EDRS PRICE MF-\$0.65 HC-\$3.29  
 SPO - NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (DHEW/OE), WASHINGTON, D.C.  
 CG - OEC-4-7-062827-3078  
 BN - BR-6-2856  
 IT - \*AMERICAN INDIANS; ANGLO AMERICANS; CLASS MANAGEMENT  
 IT - \*CULTURAL DIFFERENCES; CURRICULUM DEVELOPMENT; EVALUATION  
 IT - GRADE 1; INSTRUCTIONAL MATERIALS; \*LANGUAGE DEVELOPMENT  
 IT - \*MEXICAN AMERICANS; REINFORCEMENT; \*SOCIAL PSYCHOLOGY; SPEECH  
 IT - TESTS  
 AB - 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 B 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 ELICITATION 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 - ED069446  
 CHAN- RCO06561  
 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 - RIE73MAR  
 PR - EDRS PRICE MF-S0.65 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 - ED069445  
 CHAN- RCO06559  
 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 - RIE73MAR  
 PR - EDRS PRICE MF-S0.65 HC-\$3.29  
 IT - \*AMERICAN INDIANS; \*ANNOTATED BIBLIOGRAPHIES; AUDIOVISUAL AIDS  
 IT - BOOKS; 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 HERETOFORE 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- RC006508  
 TI - SUMMARY REPORT OF TRAINING ACTIVITIES. NAVAJO SCHOOL BOARD TRAINING PROJECT.  
 AU - STOUT, IRVING W.; PRATT, WAYNE T.  
 OE - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR). WINDOW ROCK, ARIZ.  
 PD - JUN 72  
 NO - 15P.  
 IS - R1E73F2B  
 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- RC006507  
 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.

- IS - RIE73FEB  
 PR - EDRS PRICE MF-SO.65 HC-\$3.29  
 IT - \*AMERICAN INDIANS; \*BOARDS OF EDUCATION; CULTURAL AWARENESS  
 IT - CURRICULUM DEVELOPMENT; \*EDUCATIONAL NEEDS; INSTRUCTIONAL STAFF  
 IT - \*PARENT PARTICIPATION; PLANNING MEETINGS  
 IT - SCHOOL COMMUNITY RELATIONSHIP; TEACHER AIDES; \*TRAINING  
 ST - \*NAVAJOS  
 AB - 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)
- AN - ED067172  
 CHAN- RC006346  
 TI - THE CHANGE IN SELF-IMAGE OF OGLALA SIOUX NINTH GRADE STUDENTS THROUGH THE DEVELOPMENT AND TESTING OF AN INDIAN CULTURE CURRICULUM. FINAL REPORT.  
 AU - ONE FEATHER, VIVIAN  
 OS - RED CLOUD INDIAN SCHOOL, INC., PINE RIDGE, S. DAK. OGLALA SIOUX CULTURE CENTER.  
 PD - JUL 72  
 NO - 75P.  
 IS - RIE73JAN  
 PR - EDRS PRICE MF-SO.65 HC-\$3.29  
 SPO - NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (DHEW/OE), WASHINGTON, D.C.  
 CG - OEG-8-71-0012(509)  
 BN - BR-I-H-004  
 IT - \*AMERICAN INDIANS; COMPARATIVE ANALYSIS; \*CULTURAL BACKGROUND  
 IT - \*CURRICULUM DEVELOPMENT; ECONOMICS; EXPERIMENTAL CURRICULUM  
 IT - FAMILY RELATIONSHIP; \*GRADE 9; GROUP STRUCTURE  
 IT - INSTRUCTIONAL MATERIALS; LEGENDS; RECREATIONAL ACTIVITIES  
 IT - \*SELF CONCEPT; TESTING  
 ST - \*OGLALA SIOUX  
 AB - 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 - EJ059915  
 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 - CIJF72NOV  
 IT - \*AMERICAN INDIANS; \*COMMUNICATION PROBLEMS; COUNSELING SERVICES  
 IT - CURRICULUM DEVELOPMENT; FINANCIAL SUPPORT; \*HIGHER EDUCATION  
 IT - \*RECRUITMENT; SPECIAL PROGRAMS

AN - ED066275  
 CHAN- RC006393  
 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 STUOENTS ARE NOT QUALIFIED TO FACE THE OUTSIOE WORLD AND DROP OUT; AND THAT SCHOOL CHANGES TEND TO BE SUPERFICIAL. STANOARDIZED SCORES SHOWEO 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.  
(FF)

AN - ED066236  
 CHAN - RCO06348  
 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 - JJL 72  
 NO - 44P.  
 IS - RIE72DEC  
 PR - EDRS PRICE MF-\$0.65 HC-\$3.29  
 SPO - NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (DHEW/OE). 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)

AN - EJ056815  
 CHAN- S05009B3  
 TI - ISSUES IN TEACHING ABOUT AMERICAN INDIANS  
 AU - HERTZBERG, HAZEL W.  
 SO - SOCIAL EDUCATION; 36; 5; 481-B5  
 PD - MAY 72  
 IS - CIJE72AUG  
 IT - \*AMERICAN HISTORY; \*AMERICAN INDIANS; CROSS CULTURAL STUDIES  
 IT - CULTURAL AWARENESS; \*CURRICULUM DEVELOPMENT; ETHNIC STUDIES  
 IT - \*SOCIAL PROBLEMS; SOCIAL STUDIES; STEREOTYPES; \*STUDENT ATTITUDES

AN - ED062469  
 CHAN- UDO12328  
 TI - ETHNIC MODIFICATION OF THE CURRICULUM.  
 AU - DJUNFEE, MAXINE  
 OS - ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT,  
 WASHINGTON, D.C.  
 PD - 70  
 NO - 52P.; REPORT OF A CONFERENCE ON ETHNIC MODIFICATION OF THE  
 CURRICULUM, ST. LOUIS, MO., NOVEMBER 20-22, 1969  
 IS - RIE72AUG  
 PR - EDRS PRICE MF-\$0.65 HC NOT AVAILABLE FROM EDRS.  
 AV - ASSOC. FOR SUPERVISION AND CURRICULUM DEVELOPMENT, NEA, 1201  
 SIXTEENTH STREET, N. W., WASHINGTON, D. C. 20036 (611-17832;  
 \$1.00)  
 IT - AFRICAN AMERICAN STUDIES; AMERICAN INDIANS; BILINGUALISM  
 IT - COMPENSATORY EDUCATION; \*CONFERENCE REPORTS; CULTURAL EDUCATION  
 IT - \*CURRICULUM DEVELOPMENT; EDUCATIONAL PHILOSOPHY; \*ETHNIC STUDIES  
 IT - LANGUAGE INSTRUCTION; NEGRO EDUCATION; \*RELEVANCE (EDUCATION)  
 IT - \*TEACHER EDUCATION; URBAN EDUCATION; URBAN STUDIES  
 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 EXPLORE 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 - ED060993  
 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-\$0.65 HC-\$3.29  
 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 - BJELL, 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)



AN - ED059766  
 CHAN- PS005384  
 TI - ASSUMPTIONS FOR BILINGUAL INSTRUCTION IN THE PRIMARY GRADES OF  
 NAVAJO SCHOOLS.  
 AU - WILSON. ROBERT D.  
 PD - NOV 71  
 ND - 38P.; PAPER PRESENTED AT CONFERENCE ON CHILD LANGUAGE (CHICAGO,  
 NOVEMBER 22-24. 1971)  
 IS - R1E72JUN  
 PR - EDRS PRICE MF-SO,65 HC-\$3.29  
 IT - ABILITY: ACADEMIC ACHIEVEMENT; \*AMERICAN INDIANS  
 IT - \*BILINGUAL EDUCATION; CULTURAL DIFFERENCES; CULTURAL PLURALISM  
 IT - CURRICULUM DESIGN; \*HYPOTHESIS TESTING; LEARNING ACTIVITIES  
 IT - PERSONALITY CHANGE; \*PRIMARY GRADES; STUDENT DEVELOPMENT  
 IT - STUDENT PARTICIPATION; STUDENT TEACHER RATIO  
 IT - \*TEACHING TECHNIQUES  
 AB - 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)

AN - EJ052164  
 CHAN- FL502285  
 TI - BILINGUAL EDUCATION - A SECOND LOOK  
 AU - BELL. PAUL W.  
 SO - TESOL NEWSLETTER; 5: 3-4; 7. 29-30  
 PD - SEP-DEC 71  
 IS - CIJE72MAY  
 IT - AMERICAN INDIANS; \*BILINGUAL EDUCATION; BILINGUALISM  
 IT - CURRICULUM DESIGN; \*ENGLISH (SECOND LANGUAGE); \*LANGUAGE PROGRAMS  
 IT - SECOND LANGUAGE LEARNING; SPANISH SPEAKING; TEACHER EDUCATION  
 AB - PAPER PRESENTED AT THE TESOL CONVENTION. NEW ORLEANS. LOUISIANA.  
 MARCH 1971. (VM)

AN - EJ051693  
 CHAN- S0500755  
 TI - THE STRUGGLE FOR CONTROL OF INDIAN SCHOOLS  
 AU - GAILLARD, FRYE  
 SO - RACE RELATIONS REPORTER; 3; 1; 21-27  
 PD - JAN 3 72  
 IS - CIJE72MAY  
 IT - \*AMERICAN INDIANS; COMMUNITY SCHOOLS; CULTURAL AWARENESS  
 IT - CURRICULUM DEVELOPMENT; \*EDUCATIONAL LEGISLATION  
 IT - EDUCATIONAL OPPORTUNITIES; EQUAL EDUCATION; \*EXPERIMENTAL SCHOOLS  
 IT - \*SCHOOL ATTENDANCE LAWS  
 ST - \*INDIAN EDUCATION  
 AB - 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)

AN - ED057983  
 CHAN- RG005884  
 TI - PROCEEDINGS: INDIAN EDUCATION TRAINING INSTITUTE. PACIFIC NORTHWEST INDIAN CENTER/GONZAGA UNIVERSITY (SPOKANE, WASHINGTON, AUGUST 5,6,7,8, 1971).  
 OS - GONZAGA UNIV., SPOKANE, WASH.  
 PD - 71  
 NO - 436P.  
 IS - RIE72APR  
 PR - EDRS PRICE MF-S0.65 HC-\$16.45  
 SPO - OFFICE OF EDUCATION (DHEW). WASHINGTON, D.C.  
 IT - \*AMERICAN INDIANS; \*CONFERENCE REPORTS; \*CULTURE CONTACT  
 IT - CURRICULUM DEVELOPMENT; EDUCATIONAL PROBLEMS; HIGHER EDUCATION  
 IT - INDIGENOUS PERSONNEL; \*INSTITUTES (TRAINING PROGRAMS)  
 IT - \*PROGRAM EVALUATION TEACHER EDUCATION; TRIBES  
 AB - THE 1971 INDIAN EDUCATION TRAINING INSTITUTE CULMINATED IN A 4-DAY CONFERENCE ATTENDED BY AMERICAN INDIAN SCHOLARS, TRIBAL ADMINISTRATORS, AND STUDENTS CONCERNED WITH EDUCATION OF INDIANS IN THE NORTHWEST. THIS DOCUMENT CONTAINS A VERBATIM RECORD OF THE PROCEEDINGS IN ADDITION TO AN EVALUATION OF THE PROGRAM. RECOMMENDATIONS ARE MADE (1) TO IMPROVE INDIAN EDUCATION IN RESERVATION AND NEAR-RESERVATION ELEMENTARY AND SECONDARY SCHOOLS; (2) TO MEET THE NEEDS OF INDIAN STUDENTS IN HIGHER EDUCATION; AND (3) TO PLAN FOR THE USE OF PACIFIC NORTHWEST INDIAN CENTER (PNIC) MATERIALS. IT IS NOTED THAT 3 FOLLOW-UP ACTIVITIES ARE IN PROGRESS TO IMPLEMENT THESE RECOMMENDATIONS: A COMMITTEE IS INVESTIGATING POSSIBILITIES FOR INDIAN EDUCATIONAL PROGRAMS IN AREA INSTITUTIONS OF HIGHER EDUCATION TO MOVE FORWARD ON THE BASIS OF CONCEPTS DEVELOPED DURING THE INSTITUTE; A COMMITTEE IS STUDYING INDIAN INVOLVEMENT IN PNIC, AND FACULTY AND ADMINISTRATIVE PERSONNEL IN AREA INSTITUTIONS OF HIGHER EDUCATION ARE REVIEWING THEIR OWN PROGRAMS. THE MAJOR PART OF THIS REPORT, THE RECORD OF THE PROCEEDINGS, DEALS WITH SUCH TOPICS AS TEXTBOOKS, THE ROLE OF PNIC, FEDERAL PROJECTS FOR INDIANS (E.G.,

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-S0.65 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 PEOPLE 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-S0.65 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

IT - \*INDIVIDUALIZED INSTRUCTION; PROGRAM DEVELOPMENT  
 IT - \*PROGRAMMED INSTRUCTION; SEX DIFFERENCES  
 IT - STUDENT TEACHER RELATIONSHIP; \*UNGRADED SCHOOLS  
 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, BGX 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 - RCO05824  
 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.  
 PD - MAY 71  
 NO - 19P.  
 IS - R1E72APR  
 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.  
 PD - MAY 71  
 NO - 20P.  
 IS - R1E72APR  
 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)

AN • ED056964  
 CHAN • S0002222  
 TI • ETHNIC STUDIES.  
 AU • LAUBENFELS, JEAN, COMP.  
 OS • OHIO EDUCATION ASSOCIATION, COLUMBUS. ASSOCIATION REFERRAL  
 INFORMATION SERVICE.  
 PD • 71  
 NO • 38P.; ANNOTATED BIBLIOGRAPHY SERIES  
 IS • R1E72MAR  
 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: SO  
 002 223 AND SO 002 224. (DJB)

AN • ED056565  
 CHAN • FLO02574  
 TI • A PLAN FOR FLUENCY FIRST.  
 AU • MULLEN, DANA  
 OS • SASKATCHEWAN NEWSTART, INC., PRINCE ALBERT.  
 PD • 71  
 NO • 183P.  
 IS • R1E72MAR  
 PR • EDRS PRICE MF-\$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  
 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 - EJO47660  
 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- FLO02502  
 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 - RI E72JAN  
 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. TEST 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 RATIONAIE FOR TEACHING A SECOND LANGUAGE. (VM)

AN - ED053614  
 CHAN- PLO024B1  
 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-S0.65 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- PLO0245B  
 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-S0.65 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° - ED051327  
 CHAN- UDO11556  
 TI - TRI-CULTURAL SENSITIVITY IN-SERVICE TRAINING PROGRAM. SAMPLE TEACHING UNITS THROUGH CULTURAL AWARENESS.  
 OS - BERNALILLO PUBLIC SCHOOLS, N. MEX.  
 PD - APR 70  
 NO - 81P.  
 IS - RIE7ISE<sup>P</sup>  
 PR - EDRS PRICE MF-\$0.65 HC-\$3.29  
 IT - AMERICAN INDIANS: CLASS ACTIVITIES: CULTURAL AWARENESS  
 IT - \*CULTURAL EDUCATION: CURRICULUM DEVELOPMENT: \*CURRICULUM GUIDES  
 IT - EDUCATIONAL OBJECTIVES: \*ELEMENTARY EDUCATION  
 IT - INSTRUCTIONAL MATERIALS: \*INTERCULTURAL PROGRAMS  
 IT - \*MEXICAN AMERICANS: SOCIAL STUDIES UNITS; UNIT PLAN  
 ST - BERNALILLO PUBLIC SCHOOLS; NEW MEXICO  
 AB - CONTENTS OF THIS BOOK. DESIGNED TO GIVE THE CERTIFIED PERSONNEL OF THE BERNALILLO PUBLIC SCHOOLS (DADE COUNTY, N.M.) AN IDEA OF WHAT CAN BE DONE IN THEIR TEACHING AREAS TO MEET WITH THE PHILOSOPHY OF THAT SCHOOL SYSTEM. INCLUDE UNITS ON: SOCIAL STUDIES, GRADES ONE TO SIX: "WE THREE AND OUR HOME": "ABOUT ME": "MY FAMILY": "MY FATHER": "MY MOTHER": "THINGS I CAN DO BY MYSELF": "MY HOUSE AND THINGS WE HAVE AT HOME AND ACTIVITIES": "FOOD": "INDIAN LEADERS": "MY PLAYMATES": "PEOPLE I SEE, KNOW, AND LIKE": "MUSIC": "ART": "INTRODUCTION TO POETRY": "BIOLOGY": "USE OF FLOWERING PLANTS": "MATHEMATICS": "MEASUREMENT": "COST OF OPERATING AN AUTOMOBILE": "COST OF OPERATING A CAR. WORD PROBLEMS": "WORD PROBLEMS IN MATHEMATICS--TAKING THE THREE CULTURES INTO CONSIDERATION": "LITERATURE": "EARLY AMERICAN LITERATURE": AND, "AMERICAN FOLKLORE." EACH UNIT INCLUDES INFORMATION ON OBJECTIVES, ACTIVITIES, MATERIALS, RESOURCE PERSONS, AND EVALUATION. (JM)

AN - ED050875  
 CHAN- RC005308  
 TI - REPORT OF SURVEY FINDINGS; ASSESSMENT OF NEEDS OF BILINGUAL  
 EDUCATION PROGRAMS.  
 OS - NATIONAL CONSORTIA FOR BILINGUAL EDUCATION, FORT WORTH, TEX.  
 PD - JUN 71  
 NO - 86P.  
 IS - R1E71SEP  
 PR - EDRS PRICE MF-\$0.65 HC-\$3.29  
 IT - AMERICAN INDIANS; \*BILINGUAL EDUCATION; CHINESE  
 IT - COMMUNITY INVOLVEMENT; CURRICULUM DEVELOPMENT, EDUCATIONAL NEEDS  
 IT - \*INSTRUCTIONAL MATERIALS; \*INSTRUCTIONAL PROGRAMS  
 IT - MEXICAN AMERICANS; \*NATIONAL SURVEYS; PORTUGUESE  
 IT - \*SPANISH SPEAKING; STAFF IMPROVEMENT; TEACHER CHARACTERISTICS  
 ST - \*ELEMENTARY SECONDARY EDUCATION ACT  
 AB - INFORMATION FROM ALL TITLE VII BILINGUAL EDUCATION PROJECTS IN  
 EXISTENCE COMPRISES THIS REPORT BY THE NATIONAL CONSORTIA FOR  
 BILINGUAL EDUCATION, WHICH WAS SET UP (1) TO ASSESS MAJOR NEEDS  
 OF BILINGUAL EDUCATION PROGRAMS ACROSS THE NATION IN TERMS OF  
 CURRICULUM-RELATED MATERIALS AND (2) TO IDENTIFY, TEST, AND/OR  
 DESIGN MATERIALS FOR BROAD DISSEMINATION. IN KEEPING WITH THE  
 FIRST OBJECTIVE, THIS DOCUMENT PRESENTS A DESCRIPTION OF THE  
 ASSESSMENT-OF-NEEDS PROCESS, A DESCRIPTION OF THE LEARNERS AND  
 THEIR ENVIRONMENTS, A DISCUSSION OF PRELIMINARY MATCHING OF  
 MATERIALS NEEDS AND PRODUCTS, EXPLORATION OF THE UNMET MATERIALS  
 NEEDS, AND AN ENVIRONMENTAL MODEL FOR MATERIALS PACKAGING. THE  
 FOREGOING INFORMATION WAS OBTAINED MAINLY BY MAIL-OUT, TELEPHONE,  
 AND ON-SITE VISITATION SURVEYS. NINE TABLES AND 6 FIGURES ARE  
 INCLUDED. A RELATED DOCUMENT IS RC 005 322. (MJB)

AN - ED050345  
 CHAN- AC010337  
 TI - CURRICULUM PROPOSAL FOR AN ADULT BASIC LITERACY PROGRAM FOR  
 IMPLEMENTATION IN REMOTE COMMUNITIES IN NORTHERN SASKATCHEWAN.  
 AU - WAITE, NAIDA  
 OS - SASKATCHEWAN NEWSTART, INC., PRINCE ALBERT.  
 PD - JAN 71  
 NO - 20P.  
 IS - R1E71SEP  
 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 - RCO95170  
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 - R1E71AUG  
PR - EDRS PRICE MF-\$0.65 HC-\$16.45  
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 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)

AN - ED049855  
 CHAN- RCO05169  
 TI - PROJECT NECESSITIES, PHASE III, VOLUME V: TEACHING MATERIALS FOR SECOND AND THIRD GRADES.  
 OS - ABT ASSOCIATES, INC. CAMBRIDGE, MASS.  
 PD - JUL 69  
 NO - 194P.  
 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; CURRICULUM DESIGN  
 IT - \*CURRICULUM GUIDES; EDUCATIONAL RESOURCES: \*GRADE 2; \*GRADE 3.  
 IT - \*NATIONAL PROGRAMS; RELEVANCE (EDUCATION)  
 IT - SUPPLEMENTARY READING MATERIALS  
 AB - 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 APPENDED. 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 MEETING 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)

AN - ED049853  
 CHAN- RCO05167  
 TI - PROJECT NECESSITIES, PHASE III, VOLUME III: CASE STUDIES IN TEACHER TRAINING.  
 OS - ABT ASSOCIATES, INC. CAMBRIDGE, MASS.  
 PD - JUL 70  
 NO - 341P.  
 IS - RIE71AUG  
 PR - EDRS PRICE MF-\$0.65 HC-\$13.16  
 SPO - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), WASHINGTON, D.C.  
 IT - \*AMERICAN INDIANS; CULTURAL BACKGROUND; CULTURAL FACTORS  
 IT - CURRICULUM DESIGN; \*CURRICULUM DEVELOPMENT; EDUCATIONAL RESOURCES  
 IT - RELEVANCE (EDUCATION); \*SIMULATION; SOCIAL STUDIES  
 IT - \*SYSTEMS APPROACH; \*TEACHER WORKSHOPS  
 AB - THE STAFF OF PROJECT NECESSITIES CONDUCTED 2 WORKSHOPS FOR EDUCATORS CONCERNED WITH CURRICULUM FOR AMERICAN INDIAN (INCLUDING ESKIMO) STUDENTS. THE PURPOSE OF THESE SESSIONS WAS TO

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 - EDO49852  
 CHAN- RCO05166  
 TI - PROJECT NECESSITIES, PHASE III, VOLUME II: CURRICULUM DEVELOPMENT  
 PROCESS MANUAL.  
 OS - ABT ASSOCIATES, INC. CAMBRIDGE, MASS.  
 PD - JUL 70  
 NO - 121P.  
 IS - RI071AUG  
 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 DEVELOPMENT; EDUCATIONAL RESOURCES  
 IT - \*NATIONAL PROGRAMS; OBJECTIVES; RELEVANCE (EDUCATION)  
 IT - \*SYSTEMS APPROACH; \*TEACHING GUIDES  
 AB - PHASE III, VOLUME II OF PROJECT NECESSITIES IS A  
 CURRICULUM-DEVELOPMENT MANUAL DESIGNED TO INCREASE TEACHER SKILL  
 IN DEVELOPING CURRICULUM BY USING A SYSTEMS APPROACH. THE 4  
 RESEARCH STEPS PRESENTED ARE ASSESSING STUDENT RESOURCES,  
 CHOOSING A CONCEPT FOCUS, CHOOSING A SKILL MIX, AND SELECTING  
 CONTENT. INSTRUMENTS ARE PROVIDED FOR GATHERING AND CHARTING THE  
 INFORMATION NEEDED BY THE TEACHER. THE 3  
 CURRICULUM-IMPLEMENTATION STEPS ARE DEVELOPING INSTRUCTIONAL  
 OBJECTIVES, AN INSTRUCTIONAL PLAN, AND AN EVALUATION PROCEDURE. A  
 MODEL NARRATIVE SCOPE AND SEQUENCE K-12 IS PROVIDED, AS ARE FLOW  
 CHARTS AND UNIT-DEVELOPMENT WORKSHEETS. (LS)

AN • E3049851  
 CHAN- RCO05165  
 TI • PROJECT NECESSITIES, PHASE III REPORT, VOLUME I.  
 OS • ABT ASSOCIATES, INC. CAMBRIDGE, MASS.  
 PD • 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- RCO05162  
 TI • PROJECT NECESSITIES, PHASE II, VOLUME III: COMMUNICATION SKILLS--FACT AND OPINION.  
 OS • ABT ASSOCIATES, INC. CAMBRIDGE, MASS.  
 PD • 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)

- AN - EDO49848  
 CHAM- RCO05161  
 TJ - PROJECT NECESSITIES. PHASE II. VOLUME II, PEOPLE, PLACES AND THINGS.  
 OS - ABT ASSOCIATES, INC. CAMBRIDGE, MASS.  
 PD - DEC 69  
 NO - 302P.  
 IS - R1E71AUG  
 PR - EDRS PRICE MF-\$0.65 HC-\$13.16  
 SPO - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), WASHINGTON, D.C.  
 IT - \*AMERICAN INDIANS; CULTURAL BACKGROUND; CULTURAL FACTORS  
 IT - \*CURRICULUM DESIGN; \*DISCOVERY LEARNING; ESKIMOS; EVALUATION  
 IT - INDUCTIVE METHODS; LESSON PLANS; NATIONAL PROGRAMS  
 IT - \*PRIMARY GRADES; RELEVANCE (EDUCATION); \*SOCIAL STUDIES  
 IT - STUOENT NEEDS  
 AB - THE ACTIVITIES AND MATERIALS IN THIS PROJECT NECESSITIES SOCIAL STUDIES UNIT (PEOPLE, PLACES AND THINGS) ARE MEANT TO ACT AS A FRAMEWORK BY WHICH THE TEACHER MAY DEVISE ADDITIONAL CONTENT MATERIAL APPROPRIATE TO HER OWN STUDENTS' UNIQUE BACKGROUND. THE UNIT, DEVISED FOR USE WITH PRIMARY SCHOOL STUDENTS, HAS AS ONE OF ITS PRIMARY EMPHASES THE USE OF THE STUDENT AS AN IMMEDIATELY AVAILABLE SOURCE OF INFORMATION ABOUT THE PEOPLE, PLACES, AND THINGS IN HIS ENVIRONMENT. ARRANGEMENT OF MATERIALS IS, THEREFORE, DESIGNED TO MOVE FROM THE KNOWN TO THE UNKNOWN, FROM THE SIMPLE TO THE COMPLEX, AND FROM THE CONCRETE TO THE ABSTRACT. THE SUB-UNITS PRESENTED IN THE DOCUMENT ARE (1) HOMES; (2) HOMES AND SCHOOLS; (3) GEOGRAPHIC RELATIONSHIPS; (4) ANIMALS ON THE LAND; AND (5) ECONOMICS, TECHNOLOGY, AND THE LAND. A SUMMARY OF REVISIONS RESULTING FROM FIELD-TESTING THE UNIT IN 5 SCHOOLS IS ALSO INCLUDED. (LS)

AN - ED049847  
 CHAN- RC005160  
 TI - PROJECT NECESSITIES, PHASE II, VOLUME I; SUMMARY AND  
 RECOMMENDATIONS, LIAISON NETWORK, APPENDICES.  
 OS - ABT ASSOCIATES, INC. CAMBRIDGE, MASS.  
 PD - DEC 69  
 NO - 283P,  
 IS - RIE71AUG  
 PR - EDRS PRICE MF-\$0.65 HC-\$9.87  
 SPO - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), WASHINGTON, D.C.  
 IT - \*AMERICAN INDIANS; \*COMMUNITY SUPPORT; CULTURAL BACKGROUND  
 IT - CURRICULUM DESIGN; EVALUATION; \*FIELD STUDIES; NATIONAL PROGRAMS  
 IT - OBJECTIVES; PARENTS; \*PILOT PROJECTS; PROGRAM ATTITUDES  
 IT - \*RELEVANCE (EDUCATION)  
 AB - THE 5 VOLUMES IN PHASE II COMPRISE 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)

AN - ED049846  
 CHAN- RC005159  
 TI - PROJECT NECESSITIES: PHASE I REPORT.  
 OS - ABT ASSOCIATES, INC. CAMBRIDGE, MASS.  
 OS - UTAH UNIV., SALT LAKE CITY.  
 PD - DEC 69  
 NO - 295P.  
 IS - RIE71AUG  
 PR - EDRS PRICE MF-\$0.65 HC-\$9.87  
 SPO - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR), WASHINGTON, D.C.  
 IT - \*AMERICAN INDIANS; \*CULTURAL BACKGROUND; \*CULTURAL FACTORS  
 IT - \*CURRICULUM DESIGN; EDUCATIONAL RESOURCES; ESKIMOS  
 IT - INSERVICE TEACHER EDUCATION; NATIONAL PROGRAMS; \*OBJECTIVES



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 - EDO4B413  
 CHAN- UDO11362  
 TI - WASHINGTON EDUCATION ASSOCIATION'S POLICY ON DE FACTO SEGREGATION IN WASHINGTON STATE.  
 OS - WASHINGTON EDUCATION ASSOCIATION, SEATTLE.  
 PD - 70  
 NO - 42P.  
 IS - RIE71JUN  
 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 - THIS IS THE 1970 STATEMENT OF THE WASHINGTON EDUCATION ASSOCIATION'S POLICY ON DE FACTO SEGREGATION IN WASHINGTON STATE. THE EXTENT OF DE FACTO SEGREGATION IS REVIEWED STATISTICALLY; THE MAJOR ETHNIC GROUPS IN THE STATE BEING NEGRO, ORIENTAL, MEXICAN, AND AMERICAN INDIAN. THESE DATA ARE ANALYZED AND DISCUSSED IN TERMS OF THE CAUSES AND EFFECTS OF SEGREGATION. THE MAIN BODY OF THE REPORT IS DEVOTED TO THE ASSOCIATION'S RECOMMENDATIONS TO THE REPRESENTATIVE ASSEMBLY. THE ASSOCIATION RECOMMENDS BREAKING DOWN DE FACTO SEGREGATION IN EDUCATION, REVISING CURRICULA, EDUCATING SCHOOL PERSONNEL, ENFORCING FAIR HOUSING PRACTICES, AND REFORMING THE PRESENT WELFARE SYSTEM. IN ADDITION, THE DISTRIBUTION OF

RACIAL AND ETHNIC GROUPS IS GIVEN IN TERMS OF PERSONNEL, TEACHERS, AND SCHOOLS. BECAUSE OF THE CONTRAST OF THE PRINT OF THE ORIGINAL DOCUMENT, SEVERAL PAGES MAY NOT REPRODUCE CLEARLY. (AUTHOR/JW)

AN : EDO47B55  
 CHAN- RC005078  
 TI - BILINGUAL EDUCATION IN SAN JUAN COUNTY. UTAH; A CROSS CULTURAL EMPHASIS.  
 AU - COTTRELL, MILFORD C.  
 PD : 7 FEB 71  
 NO - 25P.; PAPER PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL CONVENTION, 4-7 FEBRUARY 1971, NEW YORK, NEW YORK  
 IS - RIE71JUN  
 PR - EDRS PRICE MF-\$0.65 HC-\$3.29  
 IT - \*ACADEMIC ACHIEVEMENT; AMERICAN INDIAN CULTURE; \*AMERICAN INDIANS  
 IT - BICULTURALISM; \*BILINGUAL EDUCATION; CURRICULUM DEVELOPMENT  
 IT - ENGLISH (SECOND LANGUAGE); PARENT TEACHER COOPERATION  
 IT - \*PROGRAM EVALUATION; \*SELF CONCEPT  
 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)

AN - ED047241  
 CHAN- RCO05D55  
 TI - NAVAJO AREA EDUCATION. PROGRESS REPORT 1969-70 SCHOOL YEAR.  
 OS - BUREAU OF INDIAN AFFAIRS (DEPT. OF INTERIOR). WINDOW ROCK, ARIZ.  
 PD - 70  
 NO - 13P.  
 IS - R1E71JUN  
 PR - EDRS PRICE MF-\$0.65 HC-\$3.29  
 IT - \*AMERICAN INDIANS; \*ANNUAL REPORTS; BOARDS OF EDUCATION  
 IT - \*COMMUNITY INVOLVEMENT; CURRICULUM DEVELOPMENT  
 IT - \*EDUCATIONAL RESOURCES; ENGLISH (SECOND LANGUAGE)  
 IT - FINANCIAL SUPPORT; INSERVICE PROGRAMS; KINDERGARTEN  
 IT - \*PROGRAM DESCRIPTIONS; SOCIAL STUDIES  
 ST - \*NAVAJOS  
 AB - 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 - EJ029811  
 CHAN- SP500979  
 TI - THE CHILDREN OF THE FORGOTTEN: THE INDIANS OF MAINE  
 AU - SKINNER, VINCENT P.  
 SO - CONTEMPORARY EDUCATION; 43; 6; 284-89  
 PD - MAY 71  
 IS - C1VE71  
 IT - AMERICAN INDIAN CULTURE; \*AMERICAN INDIANS; CULTURE FREE TESTS  
 IT - \*CURRICULUM DEVELOPMENT; \*DISADVANTAGED YOUTH; INTELLIGENCE TESTS  
 IT - \*TEACHING METHODS

AN - E0046591  
 CHAN- R0005002  
 TI - IN-SERVICE EDUCATION SERIES AND CONSULTANT SERVICES. FINAL REPORT.  
 AU - OEMEKE, HOWARD J., COMP.  
 OS - ARIZONA STATE UNIV., TEMPE. BUREAU OF EDUCATIONAL RESEARCH AND SERVICES.  
 PD - 67  
 NO - 47P.  
 IS - RIE71MAY  
 PR - EORS 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  
 AB - UTILIZING FUNDS FROM THE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I, REPRESENTATIVES OF THE PIMA AGENCY, EDUCATION BRANCH, REQUESTED THE ASSISTANCE OF THE BUREAU OF EDUCATIONAL RESEARCH AND SERVICES, COLLEGE OF EDUCATION, ARIZONA STATE UNIVERSITY, IN THE DEVELOPMENT AND PRESENTATION OF A PROGRAM OF PROFESSIONAL IN-SERVICE EDUCATION TO ENRICH AND SUPPLEMENT THE EDUCATIONAL PROGRAM BEING PROVIDED TO ELEMENTARY AND SECONDARY SCHOOL CHILDREN ON THE GILA RIVER PIMA-MARICOPA RESERVATION. THE PROGRAM CONSISTED PRIMARILY OF A SERIES OF TEACHER WORKSHOPS, SPECIAL CONSULTANTS' ASSISTANCE TO THE INDIAN COMMUNITY, AND ESCORTED TEACHER VISITATIONS TO EXEMPLARY SCHOOLS. FOR EACH OF THE 9 IN-SERVICE PROGRAM EVENTS WHICH TOOK PLACE FROM MARCH THROUGH MAY OF 1967, THE FOLLOWING INFORMATION IS INCLUDED: A STATEMENT OF GOALS, OUTCOMES DESIRED, A BRIEF DESCRIPTION OF THE PROGRAM, AND A BRIEF STATEMENT OF THE DEGREE OF SUCCESS ATTAINED. (LS)

AN - E0044727  
 CHAN- C0005973  
 TI - PROBLEMS OF INDIAN CHILDREN.  
 AU - LINTON, MARIGOLO  
 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 - EORS 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 - ED043416  
 GHAN - RCO04682  
 TI - THE INDIAN STUDENT, PARENT AND FAMILY--A SUMMARY OF MONTANA EDUCATIONAL PROGRAMS.  
 AU - FITZPATRICK, JAMES W.  
 PD - 69  
 NO - BP.; PAPER PREPARED FOR AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (RENO, NEVADA, 1969)  
 IS - RIE71FEB  
 PR - EDR\$ PRICE MF-\$0.65 HC-\$3.29  
 IT - ADULT EDUCATION; \*AMERICAN INDIANS; \*CAREER PLANNING; COUNSELING  
 IT - CURRICULUM DEVELOPMENT; \*EDUCATION; \*FEDERAL STATE RELATIONSHIP.  
 IT - GUIDANCE SERVICES; HIGHER EDUCATION; MOBILE EDUCATIONAL SERVICES  
 IT - RECREATION; REMEDIAL INSTRUCTION; SCHOOL COMMUNITY PROGRAMS  
 IT - \*SCHOOL HOLDING POWER; VOCATIONAL EDUCATION  
 ST - \*MONTANA  
 AB - THE REPORT CONCERNS PROGRAMS CONDUCTED BY MONTANA COUNSELORS AND EDUCATORS IN THEIR EFFORTS TO BETTER MEET THE NEEDS OF THE INDIAN STUDENT, PARENT, AND THEIR FAMILIES. THE PROGRAMS WERE SPONSORED BY THE LOCAL SCHOOL DISTRICTS, MONTANA, DEPARTMENT OF PUBLIC INSTRUCTION, BUREAU OF INDIAN AFFAIRS, TRIBAL AGENCIES, AND THE MONTANA UNIVERSITY SYSTEM. THE FOLLOWING WERE SOME OF THE OBJECTIVES OF THE PROGRAMS: IMPROVING THE SCHOOL'S HOLDING POWER; DEVELOPING BETTER HOME-SCHOOL RELATIONSHIPS; IDENTIFYING THOSE STUDENTS WITH SPECIAL APTITUDES, INTERESTS, AND NEEDS; ESTABLISHING AN EFFECTIVE COUNSELING PROGRAM WHICH WOULD PROMOTE GREATER SELF-UNDERSTANDING AND MORE REALISTIC EDUCATIONAL AND CAREER PLANNING OF INDIAN STUDENTS; AND PROVIDING INDIAN FAMILIES WITH GENERAL EDUCATION IN THE BASIC SKILL AREAS. INCLUDED IN THE DOCUMENT ARE OPINIONS AND IDEAS OF PARTICIPANTS OF AN INDIAN EDUCATION CONFERENCE CONDUCTED BY THE DEPARTMENT OF INSTRUCTION OF MONTANA. (EL)

AN • EJO35505  
 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 • EDO37494  
 CHAN- UDO09628  
 TI • DIVISION OF FEDERAL ASSISTANCE CONFERENCE, TITLE I ESEA, TITLE II  
 ESEA.  
 OS • OHIO STATE DEPT. OF EDUCATION, COLUMBUS.  
 PD • 69  
 NO • 35P.  
 IS • RIE70JUL  
 PR • EDRS PRICE MF-S0.65 HQ-\$3.29  
 IT • AMERICAN INDIANS; \*AUDIOVISUAL INSTRUCTION  
 IT • \*COMPENSATORY EDUCATION; COUNSELING; CURRICULUM DEVELOPMENT  
 IT • DISADVANTAGED GROUPS; \*FAMILY (SOCIOLOGICAL UNIT)  
 IT • FEDERAL PROGRAMS; MEXICAN 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 • EDO35709  
 CHAN- UDO09642  
 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  
 OS • HAMLINE UNIV., ST. PAUL, MINN.  
 PD • 5 SEP 69  
 NO • 108P.  
 IS • RIE70MAY

PR - EDRS PRICE MF-\$0.65 HC-\$6.58  
 SPO - OFFICE OF EDUCATION (DHEW). WASHINGTON. D.C. BUREAU OF RESEARCH.  
 CG - OEG-6-9-00B113-0060 (010)  
 BN - 8R-8-F-113  
 IT - ACADEMIC ACHIEVEMENT; ACHIEVEMENT TESTS; AMERICAN INDIANS  
 IT - CAUCASIAN STUDENTS; \*CULTURALLY DISADVANTAGED; CURRICULUM DESIGN  
 IT - \*EDUCATIONALLY DISADVANTAGED; \*ELEMENTARY SCHOOL STUDENTS  
 IT - INTELLIGENCE DIFFERENCES; NEGRO STUDENTS; SEX DIFFERENCES  
 IT - \*STUDENT EVALUATION  
 ST - MINNEAPOLIS  
 AB - 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 IQ, 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)

AN - E0035690  
 CHAN - UDO09395  
 TI - ANNUAL REPORT OF ROUGH ROCK DEMONSTRATION SCHOOL FOR 1968-69: JULY 1, 1968 THROUGH JUNE 30, 1969..  
 AU - PLATERO, OILLON  
 OS - ROUGH ROCK DEMONSTRATION SCHOOL. CHINLE, ARIZ.  
 PD - 31 OCT 69  
 NO - 43P  
 IS - RIE70MAY  
 PR - EDRS PRICE MF-\$0.65 HC-\$3.29  
 IT - AMERICAN INDIANS; \*BILINGUAL EDUCATION; \*COMMUNITY DEVELOPMENT  
 IT - CURRICULUM DEVELOPMENT; CURRICULUM STUDY CENTERS  
 IT - DEMONSTRATION CENTERS; DEMONSTRATION PROGRAMS  
 IT - INSTRUCTIONAL MATERIALS; \*NAVAHO; PRIMARY GRADES  
 IT - SECONDARY GRADES  
 ST - ELEMENTARY SECONDARY EDUCATION ACT TITLE I  
 ST - NAVAHO CURRICULUM CENTER; PROJECT ROUGH ROCK DEVELOPMENT  
 ST - \*ROUGH ROCK DEMONSTRATION SCHOOL  
 AB - THIS NARRATIVE REPORT INTRODUCES THE ROUGH ROCK DEMONSTRATION SCHOOL'S BACKGROUND, ORGANIZATION, AND SETTING, WHICH IS CHARACTERIZED AS A SCENE FOR DOING WHAT IS NEEDED IN INDIAN EDUCATION. EDUCATIONAL SERVICES DISCUSSED ARE PRESCHOOL SERVICES

(WHICH INCLUDE A HEAD START CLASS AND A KINDERGARTEN CLASS), PHASE ONE SERVICES (FOR THE PRIMARY GRADES), AND PHASE TWO SERVICES (FOR OLDER STUDENTS). DORMITORY SERVICES ARE DISCUSSED IN TERMS OF STAFF, STUDENTS, ACTIVITIES, AND PROBLEMS OF BEHAVIOR AND HEALTH. THE NAVAHO CURRICULUM CENTER'S ACTIVITIES, FINANCED PRIMARILY BY E.S.E.A. TITLE I FUNDS, ARE DISCUSSED IN TERMS OF A TRANSITION PERIOD AT THE BEGINNING OF THE 1968-69 FISCAL YEAR, AND OF ITS CONTINUING WORK, WHICH EMPHASIZED THE WRITING OF NAVAHO LANGUAGE BOOKS AND THE USE OF CLASSROOM AIDES. THE ROUGH ROCK DEVELOPMENT PROJECT IS DISCUSSED IN TERMS OF ITS DEVELOPMENT OUT OF THE COMMUNITY SERVICES DIVISION OF THE DEMONSTRATION SCHOOL. SCHOOL BOARD DECISIONS FROM JULY, 1968 TO JUNE, 1969 ARE LISTED AND BRIEFLY DISCUSSED; PHOTOGRAPHIC ILLUSTRATIONS HAVE BEEN DELETED DUE TO THEIR MARGINAL REPRODUCIBILITY. (JM)

AN - EJO25479  
 CHAN- AA507198  
 TI - SCHOOL FOR COMMUNITY PRIDE...  
 SO - LNSTRUCTOR: 80; 2; 40-2  
 PD - OCT '70  
 IS - C1JE70  
 IT - \*AMERICAN INDIANS; \*CURRICULUM DESIGN; \*ELEMENTARY EDUCATION

AN - ED032173  
 CHAN- RCO03626  
 TI - TEACHING ESKIMO CULTURE TO ESKIMO STUDENTS; A SPECIAL PROGRAM FOR SECONDARY SCHOOLS IN BRISTOL BAY.  
 AU - HOLTHAUS, GARY H.  
 PD - MAY 68  
 NO - 215P.  
 IS - RIE70JAN.?  
 PR - EDRS PRICE MF-\$0.65 HC NOT AVAILABLE FROM EDRS.  
 IT - \*BICULTURALISM; CULTURE CONFLICT; \*CURRICULUM DEVELOPMENT  
 IT - \*ESKIMOS; HISTORY INSTRUCTION; INSTRUCTIONAL MATERIALS  
 IT - LANGUAGE INSTRUCTION; \*RESOURCE MATERIALS; RURAL AREAS  
 IT - SECONDARY EDUCATION; \*SOCIAL STUDIES  
 ST - ALASKA; ALEUTS; BRISTOL BAY  
 AB - ESKIMO YOUTH IN BRISTOL BAY, ALASKA. CAUGHT BETWEEN THE CLASH OF NATIVE AND WHITE CULTURES, HAVE DIFFICULTY IDENTIFYING WITH EITHER CULTURE. THE CURRICULUM IN INDIAN SCHOOLS IN THE AREA, GEARED PRIMARILY TO WHITE MIDDLE-CLASS STANDARDS, IS NOT RELEVANT TO THE STUDENTS. TEXTBOOKS AND STANDARDIZED TESTS, BASED ON EXPERIENCES COMMON TO A WHITE CULTURE, HOLD LITTLE MEANING FOR ESKIMO STUDENTS. TEACHERS UNFAMILIAR WITH ESKIMO TRADITIONS AND CULTURE ARE UNABLE TO UNDERSTAND OR COMMUNICATE WITH THE NATIVE PEOPLE. SINCE THE EXISTING CURRICULUM IN BRISTOL BAY SCHOOLS IGNORES THE STUDENTS' CULTURAL BACKGROUND, THE AUTHOR CONSIDERS THE CREATION OF A UNIFIED MULTI-SEMESTER SOCIAL STUDIES CURRICULUM ABOUT THE NATIVE HERITAGE AS A METHOD OF DEALING WITH STUDENTS' PROBLEMS. THIS PAPER, AS A FIRST STEP IN CREATING SUCH A CURRICULUM, CAN SERVE AS A SOURCE MATERIAL FOR INFORMATION



.....

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 - EJO24802  
 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 - EDO29739  
 CHAN- RCO03448  
 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 - RIE69OCT  
 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 PRAIRE 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 - EDO27246  
 CHAN- SPO02187  
 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-S0.65 HC-\$3.29  
 AV - NDEA, C/O AACTE, ROOM B04, 1201 SIXTEENTH ST., N.W., WASHINGTON, D=C. 20036 (\$2.00).  
 SPO - 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 RASSOW, 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)

AN - EDO26180  
 CHAN- RCO03006  
 TI - BIBLIOGRAPHY ON MATERIALS IN THE FIELD OF INDIAN EDUCATION.  
 AU - SELBY, SUZANNE R., COMP.  
 OS - SASKATCHEWAN UNIV., SASKATOON, INST. FOR NORTHERN STUDIES.  
 PD - 68  
 NO - 110P.  
 IS - RIE69JUN  
 PR - EDRS PRICE MF-\$0.65 HC-\$6.58  
 IT - \*AMERICAN INDIANS; \*ANNOTATED BIBLIOGRAPHIES; ANTHROPOLOGY  
 IT - \*COMMUNITY DEVELOPMENT; \*CULTURAL DIFFERENCES  
 IT - CURRICULUM DEVELOPMENT; EDUCATIONAL BACKGROUND  
 IT - EDUCATIONAL CHANGE; EDUCATIONAL METHODS; \*EDUCATIONAL PROBLEMS  
 IT - ENGLISH (SECOND LANGUAGE); \*ESKIMOS  
 IT - RESEARCH AND DEVELOPMENT CENTERS; SOCIAL CHANGE  
 ST - \*CANADA  
 AB - 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 CULTURE CHANGE HAVE ALSO BEEN INCLUDED. THE APPENDIX CONTAINS A LISTING OF OTHER BIBLIOGRAPHIES, JOURNALS, AND RESEARCH CENTERS DEALING WITH INDIAN AND ESKIMO EDUCATION. (DK)

AN - E0026179  
 CHAN- RCO03095  
 TI - EDUCATION FROM WITHIN. AN EXPERIMENT IN CURRICULUM DEVELOPMENT WITH CHILDREN OF INDIAN BACKGROUND IN SASKATCHEWAN.  
 AU - RENAUD, ANDRÉ  
 PD - NOV 64  
 NO - 14P.; PAPER PRESENTED AT THE ONTARIO CONFERENCE ON INDIAN AFFAIRS, NOV. 1964, LONDON, ONTARIO, CANADA.  
 IS - RIE69JUN  
 PR - EDRS PRICE MF-\$0.65 HC-\$3.29  
 IT - ACCULTURATION; \*AMERICAN INDIANS; ANTHROPOLOGY  
 IT - COMMUNITY DEVELOPMENT; CULTURAL AWARENESS; CULTURAL DIFFERENCES  
 IT - \*CULTURAL TRAITS; \*CURRICULUM DEVELOPMENT; EDUCATIONAL EXPERIENCE  
 IT - \*EDUCATIONAL OBJECTIVES; ESKIMOS; \*RURAL AREAS; TEACHER GUIDANCE  
 ST - \*CANADA; SASKATCHEWAN  
 AB - 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)

AN - ED025364  
 CHAN- RC003111  
 TI - CLASSROOM STRATEGIES: CULTURE AND LEARNING STYLES. VOLUME 1.  
 AU - GARBER, MALCOLM  
 OS - SOUTHWESTERN COOPERATIVE EDUCATIONAL LAB., ALBUQUERQUE, N. MEX.  
 PD - JUN 68  
 NO - 34P.  
 IS - RIE69MAY  
 PR - EDRS PRICE MF-\$0.65 HC-\$3.29  
 SPO - OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.  
 CG - OEC-4-7-06287-3078  
 BN - BR-6-2827  
 IT - \*AMERICAN INDIANS; COMPARATIVE ANALYSIS; COMPARATIVE TESTING  
 IT - \*CULTURAL BACKGROUND; \*CULTURAL DIFFERENCES  
 IT - CULTURAL DISADVANTAGEMENT; CULTURAL ENVIRONMENT; CULTURAL FACTORS  
 IT - CURRICULUM DEVELOPMENT; CURRICULUM RESEARCH; \*LEARNING PROCESSES  
 IT - RURAL YOUTH; \*SPANISH AMERICANS; TEACHING STYLES  
 ST - NAVAJOS; PUEBLOS  
 AB - 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 PSYCHOMETRIC 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 - EJ009543  
 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 - EJ006923  
 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- RCO00151  
 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 NAVAJOS, 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 - ED01218B  
 CHAN- RCO00150  
 TI - DEVELOPING CURRICULUM FOR INDIAN CHILDREN.  
 AU - POTTS, ALFRED M., 2D; SIZEMORE, MAMIE  
 OS - ADAMS STATE COLL., ALAMOSA, COLO.  
 PD - 64  
 NO - 141P.  
 IS - DH6667  
 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 81101.  
 (DD)

\*\*\*\*\* END OF OFFLINE PRINT \*\*\*\*\*