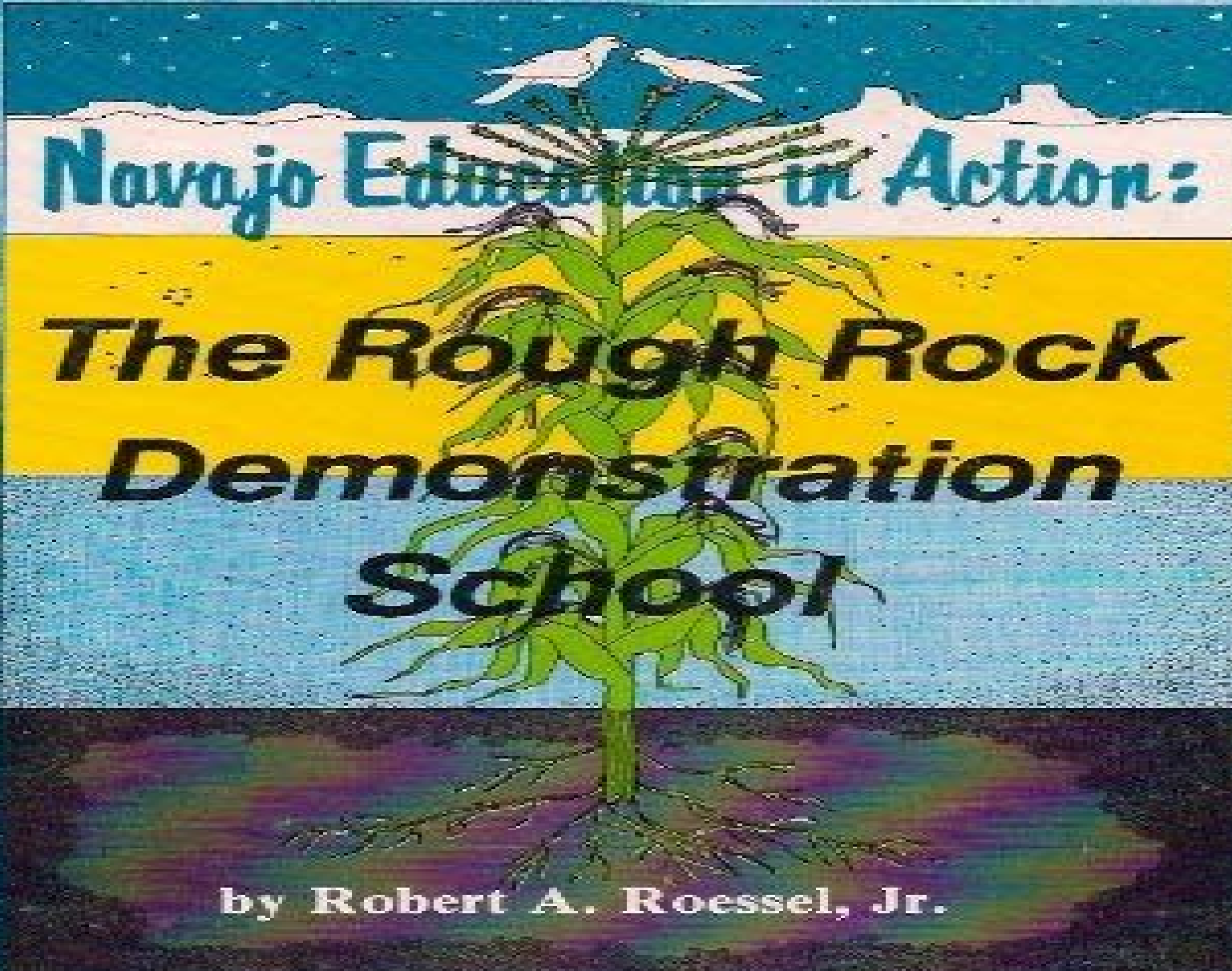




Navajo Education in Action:

***The Rough Rock
Demonstration
School***

by Robert A. Roessel, Jr.

Navajo Education In Action The Rough Rock Demonstration School

Guy B. Senese



Navajo Education In Action The Rough Rock Demonstration School:

Navajo Education in Action Robert A. Roessel,1977 *The Rough Rock Demonstration School* Robert A. Roessel,1977

Pedagogies and Curriculums to (Re)imagine Public Education Encarna Rodríguez,2015-06-04 This book discusses current market based educational discourses and how they have undermined the notion of the public in public education by allowing private visions of education to define the public democratic imagination Against this discouraging background this text embraces Freire s understanding of hope as an ontological need and calls for finding new public grounds for our public imagination It further articulates Freire s mandate to unveil historically concrete practices to sustain democratic educational visions no matter how difficult this task may be by 1 presenting an indepth description of the pedagogies and curriculums of eleven schools across historical and geographical locations that have worked or are still working with disenfranchised communities and that have publicly hoped for a better future for their students and by 2 reflecting on how the stories of these schools offer us new opportunities to rethink our own pedagogical commitment to public visions of education To promote this reflection this book offers the notion of publicly imagined public education as a conceptual tool to help understand the historical and discursive specificity of schools hopes and to re claim public schools as legitimate sites of public imagination

A Place to Be Navajo Teresa L. McCarty,2002-02-01 A Place To Be Navajo is the only book length ethnographic account of a revolutionary Indigenous self determination movement that began in 1966 with the Rough Rock Demonstration School Called Din Bi Ita The People s School in recognition of its status as the first American Indian community controlled school Rough Rock was the first to teach in the Native language and to produce a body of quality children s literature by and about Navajo people These innovations have positioned the school as a leader in American Indian and bilingual bicultural education and have enabled school participants to wield considerable influence on national policy This book is a critical life history of this singular school and community McCarty s account grows out of 20 years of ethnographic work by the author with the Din Navajo community of Rough Rock The story is told primarily through written text but also through the striking black and white images of photographer Fred Bia a member of the Rough Rock community Unlike most accounts of Indigenous schooling this study involves the active participation of Navajo community members Their oral testimony and that of other leaders in Indigenous Navajo education frame and texture the account Informed by critical theories of education this book is not just the story of a single school and community It is also an inquiry into the larger struggle for self determination by Indigenous and other minoritized communities raising issues of identity voice and community empowerment A Place To Be Navajo asks whether school can be a place where children learn question and grow in an environment that values and builds upon who they are The author argues that the questions Rough Rock raises and the responses they summon implicate us all Self-Determination and the Social Education of Native Americans Guy B.

Senese,1991-06-19 Self determination a crucial conceptual development in American Indian social and educational policy and

the force behind current Indian policy programs is critically analyzed in this volume by a scholar educator who has worked closely with Native Americans Guy B Senese explores the wide gulf between the rhetoric and the reality of self determination in contemporary Native American education an area that has received little scrutiny by students of American education policy Senese contends that many aspects of Native American self determination policy work against the full realization of that policy and are in fact contradictory Arguing that self determination is not a unified coherent policy moving toward more community and tribal self government and economic self help Senese makes a strong case for his theory that the policy has been a vehicle to promote a smooth transition toward a termination of the tribal federal relationship This book is an excellent addition to the developing literature that questions the pluralist assumptions of the late twentieth century liberal progressive social policy Each of the volume s three parts addresses a basic assumption of Native American social education policy Part I shows how self determination policy grew as a response to the moral requirements of reservation development in a political climate of American patriotism Part II shifts the focus more directly to schooling including a discussion of the concept of community control and the 1975 Self Determination and Educational Assistance Act The concluding section analyzes the dialogue that resulted from the fragmentation of Native Americans who were divided over the meaning of self determination How the concepts of trust and sovereignty have created grounds for the expropriation of the meaning of self determination is also explored This volume s analysis of American Indian social and educational policy makes it required reading in the areas of Ethnic Studies Educational Policy Studies Ethnohistory and Sociology of Education The work is an important addition to the Education and Ethnic Studies collections of public and university libraries *American Indian Education* Jon Reyhner, Jeanne Eder, 2015-01-07 In this comprehensive history of American Indian education in the United States from colonial times to the present historians and educators Jon Reyhner and Jeanne Eder explore the broad spectrum of Native experiences in missionary government and tribal boarding and day schools This up to date survey is the first one volume source for those interested in educational reform policies and missionary and government efforts to Christianize and civilize American Indian children Drawing on firsthand accounts from teachers and students American Indian Education considers and analyzes shifting educational policies and philosophies paying special attention to the passage of the Native American Languages Act and current efforts to revitalize Native American cultures **Transforming Diné Education** Pedro Vallejo, Vincent Werito, 2022-03-29 Transforming Din Education honors the perspectives and voices of Din educators in culturally relevant education special education Din language revitalization well being tribal sovereignty self determination in Din education and university tribal community partnerships The contributors offer stories about Din resilience resistance and survival by articulating a Din centered pedagogy and politics for future generations *Navajo Sovereignty* Lloyd L. Lee, 2017-04-11 A companion to Din Perspectives Revitalizing and Reclaiming Navajo Thought each chapter of Navajo Sovereignty offers the contributors individual perspectives This book discusses Western law s view of Din sovereignty

research activism creativity and community and Navajo sovereignty in traditional education Above all Lloyd L Lee and the contributing scholars and community members call for the rethinking of Navajo sovereignty in a way more rooted in Navajo beliefs culture and values *A History of Navajo Nation Education* Wendy Shelly Greyeyes,2022-03 On the heels of the fiftieth anniversary of the founding of the Department of Din Education this important education history explains how the current Navajo educational system is a complex terrain of power relationships competing agendas and jurisdictional battles influenced by colonial pressures and tribal resistance In providing the historical roots to today s challenges Wendy Shelly Greyeyes clears the path and provides a go to reference to move discussions forward **American Indian Education, 2nd Edition** Jon Reyhner,Jeanne Eder,2017-11-02 Before Europeans arrived in North America Indigenous peoples spoke more than three hundred languages and followed almost as many distinct belief systems and lifeways But in childrearing the different Indian societies had certain practices in common including training for survival and teaching tribal traditions The history of American Indian education from colonial times to the present is a story of how Euro Americans disrupted and suppressed these common cultural practices and how Indians actively pursued and preserved them American Indian Education recounts that history from the earliest missionary and government attempts to Christianize and civilize Indian children to the most recent efforts to revitalize Native cultures and return control of schools to Indigenous peoples Extensive firsthand testimony from teachers and students offers unique insight into the varying experiences of Indian education Historians and educators Jon Reyhner and Jeanne Eder begin by discussing Indian childrearing practices and the work of colonial missionaries in New France Canada New England Mexico and California then conduct readers through the full array of government programs aimed at educating Indian children From the passage of the Civilization Act of 1819 to the formation of the Bureau of Indian Affairs in 1824 and the establishment of Indian reservations and vocation oriented boarding schools the authors frame Native education through federal policy eras treaties removal assimilation reorganization termination and self determination Thoroughly updated for this second edition American Indian Education is the most comprehensive single volume account useful for students educators historians activists and public servants interested in the history and efficacy of educational reforms past and present

The Enigmatic Realm of **Navajo Education In Action The Rough Rock Demonstration School**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Navajo Education In Action The Rough Rock Demonstration School** a literary masterpiece penned with a renowned author, readers embark on a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of those that partake in its reading experience.

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