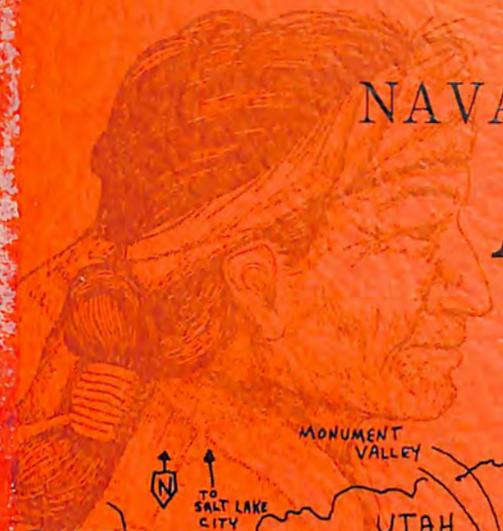
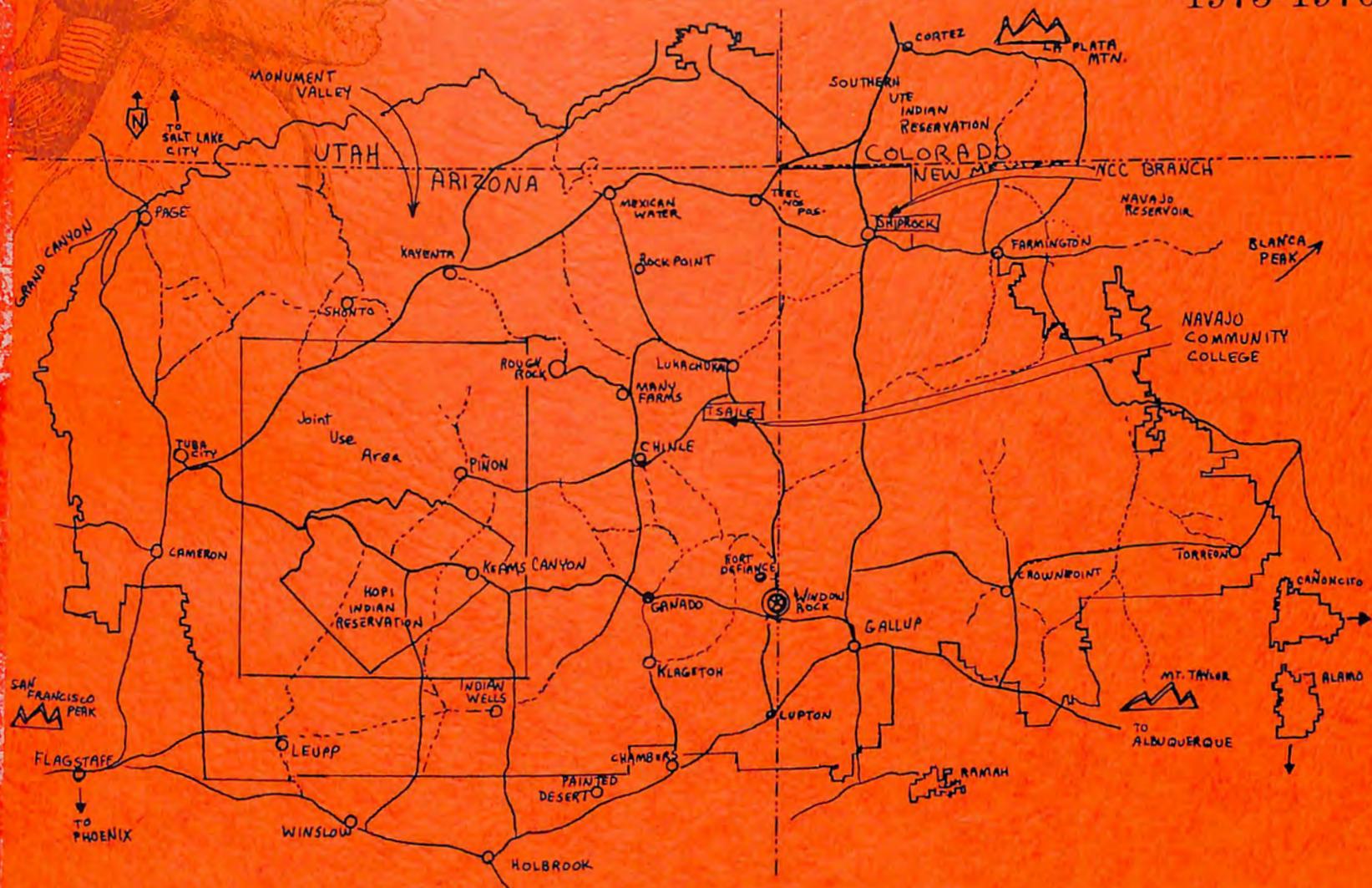


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# NAVAJO COMMUNITY COLLEGE

## Report of the President

1975-1976





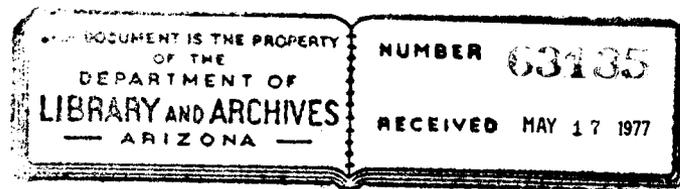
*The President  
and the Board of Regents  
are pleased to announce that  
Navajo Community College  
Tsaile (Navajo Nation) Arizona  
received Full Accreditation in  
July 1976 from the North Central  
Association of Colleges and  
Secondary Schools.*

NAVAJO COMMUNITY COLLEGE, INC.

*Report of the President*

1975-1976

Published  
by the  
NAVAJO COMMUNITY COLLEGE PRESS



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## Tsé'naa na'nízhoozh

— The Bridge



The late NCC President,  
Dr. Ned A. Hatathli

*A few short years ago, we walked with our brother — a strong man with the gift of great visions — who looked to the east and the looming cliffs of Canyon de Chelly. And he saw there the making of a great bridge. He saw a strong and soaring structure to carry young Navajos across many threatening rocks and drops — to a rolling green meadow where, in harmony and in brotherhood, they could develop the Navajo Nation for our grandchildren.*

*He has left to us the challenge of completing his bridge so that the Navajo Nation can march hand in hand with the progress of the human mind.*

*With the help and good will of all, we can give life to our brother's vision and, together, realize the common dream of the Navajo people.*



CARL TODACHEENE  
*President*



WILFRED BILLEY  
*Vice President*



DELORES EDWARDS  
*Secretary-Treasurer*

4

## THE BOARD OF REGENTS

ROBERT BILLIE  
Chairman, Education Committee,  
Navajo Tribal Council



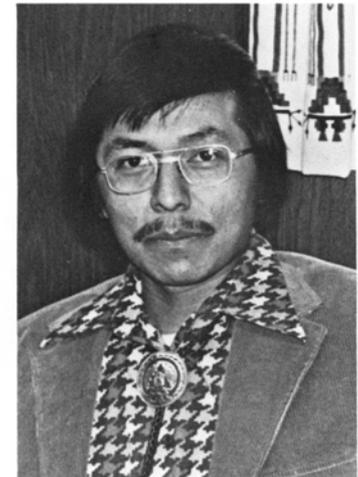
DR. HOWARD W. GORMAN  
Former Member,  
Navajo Tribal Council



GEORGE JAMES  
Member,  
Navajo Tribal Council



WALTER JENSEN  
Immediate Past President,  
College Student Body

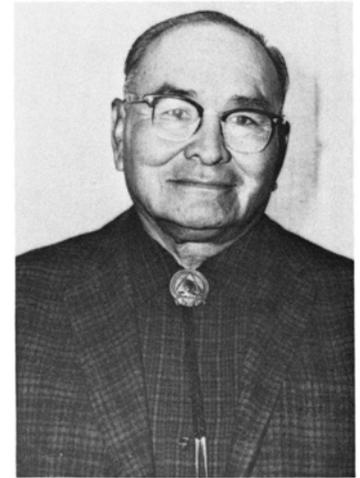




PETER MacDONALD  
Navajo Tribal Chairman



WILSON SKEET  
Navajo Tribal Vice Chairman



DR. CHESTER YELLOWHAIR  
Trial Judge, Navajo Tribe,  
Tuba City Agency

☆ ☆ ☆ **The Administrators** ☆

C. LAWRENCE HUERTA  
Chancellor



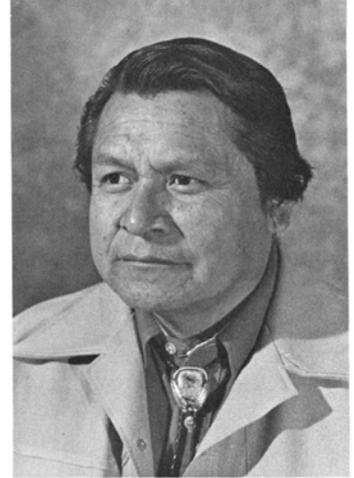
DR. THOMAS E. ATCITY  
President of the College



GERALD BROWN  
Acting Vice President for Academic  
and Student Affairs



JOHN C. MARTIN  
Vice President for Administrative  
Affairs



# Navajo Community College Today . . .

. . . *by the President*

**A**T THIS MOMENT IN NAVAJO HISTORY, most of us have concluded that we want for ourselves and our children an Indian institution of higher learning which can deliver what it promises and live up to its goals and objectives. With this mandate in mind, the Board of Regents and the administration of Navajo Community College have given the reorganization of our administrative structure profound and critical attention during the past year.

The College is a Navajo institution of higher learning on the fastest-growing Indian reservation in America. It is a creation of the Navajo Tribal Council for the benefit of Indians, and it is under the control of that Council, governed by laws duly enacted by the Council and its Advisory Committee. With its many special programs of research and service, NCC is the most complete Indian institution of higher learning in the country. Our objectives are teaching, research and public service. All of these complement one another and are interwoven with Navajo Indian culture and philosophy.

NCC is a mirror of the Indian communities we serve. More than 70 per cent of our staff is comprised of Navajos; our student body has averaged about 85 per cent Navajo. The remaining 15 per cent come from many different states and backgrounds and from other Indian tribes, making us less insular and adding notably to the educational experiences offered here.

Ever since I assumed the presidency of NCC more than three years ago, the central question facing us has been: How do we best organize our administrative structure to meet the needs of our students, faculty and staff, as well as those of the Navajo communities we serve? This question is central to our accreditation efforts, to our increasing student enrollment and our limited resources. It is central to educating young Navajo adults to become the leaders of our growing

and prospering Navajo Nation in the years to come. The answer to this question will determine our destiny as an educational institution and as an entity of the Navajo Tribal Government.

In all the eight years of its existence, as the College grew in scope and complexity, the question of its organization has been answered in many ways; and that organization has reflected its various stages of development and has helped it grow and prosper. My administration has formulated answers to central questions – answers that we feel are most responsive to our present needs and our intended goals. Searching studies of our various management functions have been made by our auditing firm – Peat, Marwick and Mitchell – in the financial areas, while an expert in overall community college organization, Dr. Frank Chambers, with a group of NCC staff members, has steered with an experienced hand the activities of our self-study, administration and governance projects.

Since the start of this reporting period, my administration has taken a number of important steps in the organizational objectives which respond to changing times and changing conditions within and outside of the Navajo Nation, and which are commensurate with the growth and expansion we presently are undergoing to meet the post-secondary education, research and public service needs of young Navajo adults, the Tribal Government and the owners of the College – the Navajo people in all the communities of the Reservation. At present, we have functioning at NCC a newly-organized Navajo Resource Center; and we have created an Office of the Chancellor, established a Vice Presidency for Academic and Student Affairs, created the Chair of Economic Development and restructured an operational NCC Press which had been established in 1969 – all of which are designed to strengthen the overall organization composition of the College.

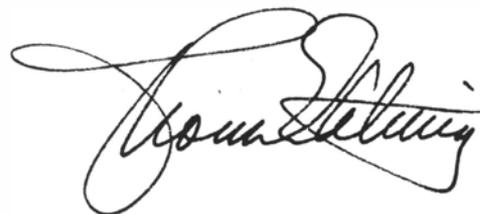
We now stand ready, with the help of the upgrading we already have set in motion, to travel the course of comprehensive reform of our administrative structure. It is my philosophy that we must give clear assignments to able leaders and then be sure that they are equipped to carry them out. We are ready to give the best management tools available to those who are responsible for our many departments. We already are realizing the benefits of advanced techniques and

equipment in such administrative tasks as planning, evaluation, data collecting, systematic budgeting and personnel administration.

The real reasons and incentives for this past year's efforts lie in the search for superior teaching, research and community programs that administrative reorganization is making possible and which constitute the hallmarks of excellence toward which we strive. Educational challenges change, and we must be ready to answer affirmatively in the present time and in the future the admonition of Manuelito when he said, "My grandchildren, education is the ladder; tell my people to take it."

The attitude of today's young Navajos reflects a stability and maturity which always has been present in the history of our people. NCC must be equipped both scholastically and administratively to help them provide tomorrow's solutions to the problems of today.

We have made great strides in strengthening our institution's structure. The rocks and the detours still remaining in our path can be overcome by vision and dedication on the part of all concerned with the administration of the College. The cooperation and understanding of Tribal officials and the Navajo people at large are NCC's most valuable assets in fulfilling our mandate from the Navajo Tribe — to provide for the Navajo people a post-secondary education on their own Reservation, in a setting of Navajo culture and history, to acquire the leadership skills necessary to the continued growth and prosperity of the Navajo Tribe.

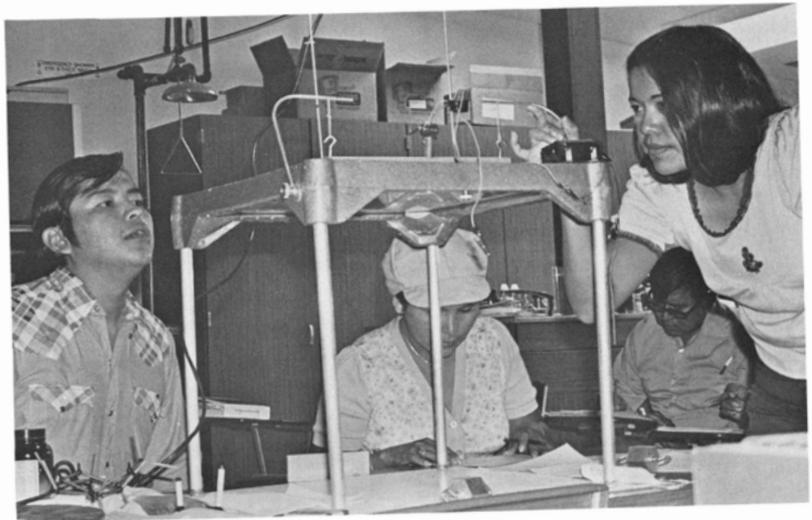
A handwritten signature in black ink, appearing to read "Louis H. H. H.", written in a cursive style.



*Along the walk to the classroom buildings . . .*



*Dr. Margaret Mead, renowned American anthropologist, visits NCC and talks about one of the College Press' publications with Mrs. Delores Edwards, a Regent, and Dr. Thomas E. Atcitty, President.*



*In the physics laboratory . . .*

## NEW REGENTS

Mrs. Delores Edwards, Robert Billie and Wilfred Billey were appointed to the Board of Regents during the year. Walter Jensen, as Student Body President, was the fourth new person to take his place on the Board. (Edison Hatathli is the recently-elected Student Body President and, thus, is a member of the Board.)

Mrs. Edwards, member-at-large, is principal of the elementary school at Fort Defiance, Arizona. Robert Billie, as Chairman of the Education Committee of the Navajo Tribal Council, automatically serves on the Board. He is from Montezuma Creek, Utah. Wilfred Billey, member-at-large, is from Farmington, N.M. He is principal of the high school at Shiprock.

John C. Martin left the Board to become the College's Vice President for Administrative Affairs.

## ADMINISTRATIVE APPOINTMENTS

After an extensive search for a Dean of Instruction, Dr. James Taylor was selected in August to fill that important position. Dr. Taylor came to NCC from the Vice Presidency of Lincoln Memorial University in Harrogate, Tennessee.

Richard Willcoxson, a certified public accountant, was appointed Controller of the College in August. Mr. Willcoxson brought 15 years of accounting experience to his position.

Dr. John Tippeconnic, the College's first Vice President for Academic and Student Affairs, left the position to accept the directorship of the Center for Indian Education at Arizona State University, Tempe. Mr. Gerald Brown is serving as Acting Vice President.

## THE OFFICE OF CHANCELLOR

Dr. Thomas E. Atcitty, President, announced this spring that the Board of Regents had created an Office of the Chancellor and had appointed C. Lawrence Huerta to the position. Dr. Atcitty stated at the time that the action by the Regents was — and is — a significant step in the overall efforts of the Board to seek out and bring highly qualified Indians into the administrative staff.

For the past two years, Huerta, an Arizona Yaqui and an attorney, has been holding the Chair of Economic Development, a business and economic development component of NCC, established by the Office of Minority Business Enterprise, Department of Commerce, Washington, D.C. The success of Huerta as holder of the Chair, and the work he has performed in various capacities for the Navajo Tribe at various times during the past 20 years prompted the NCC Regents to name Huerta to the Chancellor's position. The decision, among others, resulted from the reorganization of the administration initiated during the spring to strengthen the College administratively. As Chancellor, Huerta will be more directly involved with the decision-making mechanism of the administration, thus strengthening the school and furthering his duties and responsibilities as holder of the Chair of Economic Development.

The President stated, "For many of us who have worked with him, Huerta amply demonstrates that he is a mover — physically and mentally. He shows great energy and drive — and when these are expended toward the betterment of NCC, we know we have found an outstanding member for our team."

Huerta's energy and skills first were put to use for the Navajo people in 1955 when he served as Associate Attorney for the Tribe. His concern for Navajo interests was demonstrated further when he founded the present

Navajo Tribal Court system and reorganized the Navajo Legal Aid Office, showing constant regard for the individual rights of Navajos. He also was instrumental in initiating establishment of the American Indian School of Medicine, working with the Navajo Health Authority both in Washington and on the Reservation to interest Navajos in health careers and health-related education. He presently is involved with furthering the business and economic efforts of the Navajos through education in business and technical assistance and counseling in business entrepreneurship.

The Chancellor has served as Assistant Attorney General for the State of Arizona, Commissioner of the Arizona Industrial Commission, and a Judge of the Superior Court of Maricopa County in Phoenix. His Federal service includes experience with the Department of State and the Department of Commerce.

## THE BUSINESS OFFICE

The Navajo Community College business office was the subject of an outside consultant's study and ultimately was reorganized under a new Controller/Business Manager, Richard M. Willcoxson. Mr. Willcoxson, a certified public accountant from Dallas, Texas, was appointed in August, 1975, to assume the dual role of director of financial and accounting affairs. This reorganization included a new accounting and procedural manual which was adopted by the Board of Regents in September, 1975. In addition, the College acquired its own computer and related software programs in June, 1975, to help implement the need for better accounting control and fiscal responsibility. Implementation of the new procedures and coordination with the computer center is well under way.

This is a long-term program requiring the cooperation of all college personnel. The major thrust of the new procedures is complete administrative control and approval

of all college and grant expenditures. Levels of approval are required before any expenditure can be made which would obligate the College in any financial transaction.



## FACULTY HONORS

Dr. James R. Crook, NCC instructor in microbiology, was the recipient of the "Pro Mundi Beneficio" (for the Benefit of Man) Gold Medal presented by the Brazilian Academy of Humanities.

The medal is awarded to persons who have strengthened the bonds of human friendship, understanding and brotherhood among the peoples of the world. Dr. Crook has worked in tropical medicine and epidemiology in Southeast Asia, India, Bangladesh, Nigeria and throughout all of South America.

He now is serving the 150,000-member Navajo Nation as Director of the Office of Allied Health Sciences for the Navajo Health Authority, and he is consultant to the developing American Indian School of Medicine. His office is on the NCC campus.

Dr. Raymond Barreras, a member of the Committee on Medical Education of Minority Group Students of the Association of the American Medical Colleges, was instrumental in the publishing of a new book concerning "Minority Students' Opportunities in the United States Medical Schools, 1975-1976."

## STATUS OF ACCREDITATION

The procedure for the accreditation of an institution of higher education by the North Central Association of Colleges and Secondary Schools is a two-step process: (1) Candidate for Accreditation, and (2) Accredited Institution.

In 1971-'72 the College conducted a prolonged and searching self-examination which resulted in a Status Study that was presented to the North Central Association as Navajo Community College's application to be considered for Candidate for Accreditation. North Central accepted the Status Study and recommended that Recognized Candidate for Accreditation Status be granted; and formal action was taken on March 22, 1972, by the Association.

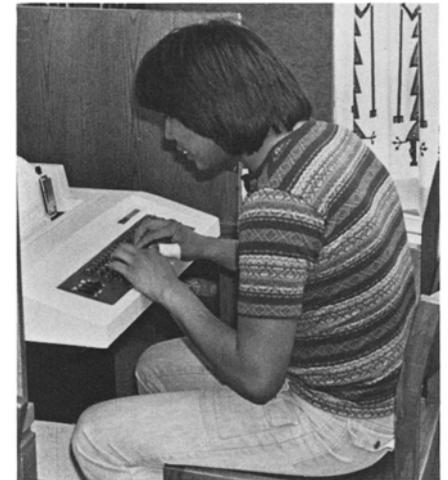
During this past year, faculty, staff and students at the Tsale and Shiprock campuses were engaged in preparing for the final step — achieving what was promised in the Status Study and correcting whatever the visiting committee and continuing biennial visits of evaluation teams may have found needing attention. The final step in the process of achieving accreditation is the 101-page Self Study — a comprehensive description of the institution (including the branch at Shiprock, N.M.), its mission, programs, financial structure, resources, goals, governance and administration, services to the Navajo Nation, clientele, problems and successes.

The Self Study report was completed in late Spring of 1976, and the College was visited by an evaluation team from North Central which has recommended that the College be given accreditation.

The evaluation team will make its recommendation, and the College should hear by mid-summer from the Association.



*Much interest is shown in physics experiments.*



*Concentration!*

# NAVAJO COMMUNITY COLLEGE

## Enrollments From Opening Date

APRIL 9, 1976

YEAR	SPRING	FALL	TOTAL	FTE <sup>1</sup>
1969	301	311	612	551
1970	453	498	951	694
1971	438	495	933	672
1972	523	563	1,086	761
1973 <sup>2</sup>	387	412	799	641
1974	677	736	1,413	998
1975	1,014	1,099	2,113	1,280
1976 <sup>3</sup>	1,177	1,500	2,677	1,638

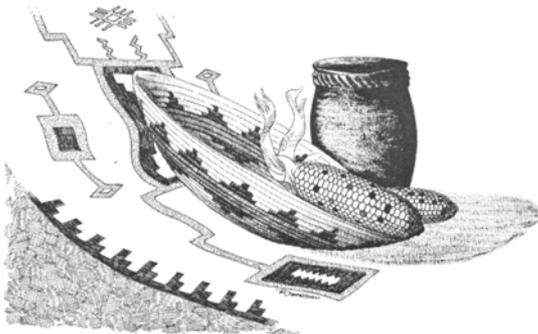
1 - FTE — Full-time students plus ½ part-time students.

2 - No summer session.

3 - The figure for spring enrollment is the actual, all other figures are projections.

STATISTICS: Office of Registration,  
Records & Admissions

Compiled by: Development Office



*Silversmithing is a popular course in Arts and Crafts.*

## PARTIAL FOLLOW-UP OF NCC GRADUATES

Students Who Were Graduated With the AA Degree From the Transfer Program

Year of graduation	Number of graduates	Number transferring	Percent* transferring	Remaining in senior college after their first semester	%**
1973	31	15	48%	13	87%
1974	26	19	73%	16	84%
1975	41	22	54%	19	86%

\*percent of total number of graduates in this category

\*\*percent of those transferring who remained after first semester

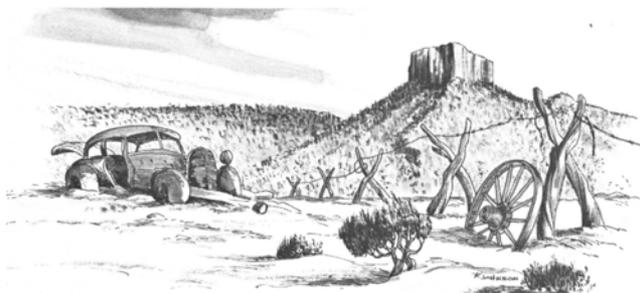


*Deeply involved in a chemistry experiment. . .*

Degree and Certificate Graduates of Programs  
Designed to Prepare for Employment

Year graduated	Number of graduates	Number transferring	%*	No. employed in job related to studies	(%)*	No. employed in job unrelated to studies	(%*)
1973	9	3	33%	6	67%	0	0%
1974		0	0%	1	100%	0	0%
1975	10		10%	9	90%	0	0%

\*percent of total number of graduates in this category



*Tsaile Peak,  
which can be seen in the distance  
from the campus*

## DEVELOPMENT OFFICE

Progress continues in the Development Office's effort to obtain passage of amendments to the Navajo Community College Act. When the Act is amended, it will provide funds to complete the Tsaille campus and begin construction of a real campus at the branch facility in Shiprock.

A ten-year plan for construction and student enrollment, as well as cost estimates, has been projected.

During Fiscal Year 1976, the College obtained \$2,058,000 from the Bureau of Indian Affairs for operation and maintenance. An additional \$1 million was provided as an add-on to the BIA budget by the Congress. For Fiscal Year 1977 the College, in cooperation with the Tribal Council, is attempting to acquire \$4.5 million for operation and maintenance. If the \$4.5 million is allowed

to NCC, it will be the first time since the College began that no add-on will be required.

Because of testimony submitted by the Bureau of Indian Affairs that it had authority to provide assistance and funding for developing Indian institutions, the Development Office is attempting to gain an understanding regarding the specific areas in which the BIA can expand its support. One immediate field is construction, but, because of national construction priorities, this may be a long time in coming. Another idea is to remove NCC from the BIA's Band Analysis. This will result in the setting aside of monies annually for NCC without dipping into the over-all Navajo Area allocations.

The Development Office continues its effort to acquire a commercial outlet to provide basic daily needs on the campus at Tsaille, but progress has been slow. Because of reduced funding, development activity in the private sector and with philanthropic organizations has been limited this past year.



*The dome of the gymnasium and, left background, the beautiful newly-completed Ned A. Hatathli Culture Center.*

## GRANTS, CONTRACTS AND SPECIAL PROGRAMS

Additional support awarded to Navajo Community College under restricted grants and contracts during the nine (9) months ended March 31, 1976, amounted to approximately \$1,511,000. This amount compares to approximately \$1,954,000 awarded in the full 12-month period which ended June 30, 1975.

These programs are largely instructional in nature and include support for basic education, remedial education, career specialization, teacher training and farm training, as well as regular college academic programs.

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## COLLEGE GROWTH

Intrinsic with the proposed legislative amendment and short- and long-range construction plans are projections based on enrollment, faculty and staff, including the infra-structure necessary to provide for basic social and economic needs. Navajo population statistics indicate that if only ten per cent (10%) of the Navajos ages 17 to 34 were to seek community college involvement now, NCC would not have the necessary resources or facilities to accommodate them. Hence, it is safe to assume that future growth, in terms of enrollment, is assured. This assumption, then, requires planning for expansion of facilities reservation-wide and the dollars necessary to accomplish this. Construction of facilities to partially meet a projected enrollment of 3,000+ (full-time equivalent) reservation-wide is estimated at present-day costs in excess of \$50 million, as mentioned above.

## FOUNDATIONS AND CORPORATIONS

No direct and prolonged effort to raise money has been carried on this year because of reduced NCC funds and staff, coupled with new Federal tax criteria effecting foundations and corporations. Soliciting through mailings has been conducted with very poor returns. Communications have been kept open with large foundations only to inform each other regarding what is transpiring. As soon as facilities at NCC are expanded, increased efforts to seek funding for research projects, etc., will get under way.



*Canoeing on beautiful Tsaile Lake,  
a few hundred yards from the campus. . .*



## ACADEMIC ACTIVITIES

The new Dean of Instruction was appointed late in the summer of 1975 to oversee the academic activities of the College. Thereafter, much effort was expended in consideration of a new and viable structure in the academic area; and NCC now has an organization which appears to be meeting the needs of the faculty and students. Six division chairpersons report to the Dean of Instruction, with the Navajo Resource Center — and its curriculum development responsibility — being the core of the College in academic activities. The current objective is to facilitate the introduction of new curricular matter into the various academic areas of the College. The ultimate goal is to provide the institution with an integrated approach to bi-lingual, bi-cultural education.

Several new programs of instruction have been introduced to the students or are being actively programmed for the fall semester, 1976. The Emergency Medical Technician (EMT) Program is training Navajos to be ambulance drivers and to provide first aid to residents of the Reservation. The veterinarian program provides the first two years of instruction for veterinary students. A Community Health Representative (CHR) Program will begin during the fall semester, 1976; and a Medical Laboratory Technician (MLT) program is ready for introduction this fall.

Preparation is under way to introduce a program which will have considerable impact on the training of agriculture technicians at Shiprock. A two-year degree sequence in hydrology will enable students to obtain jobs with the new irrigation project near Shiprock. Also, negotiations are proceeding to cooperate with Concentrated Employment Training Act (CETA) personnel to provide an expanded career education program at the Tsaille campus.

A considerable amount of work has been accomplished toward implementing a full-scale extension program at



*A future disk jockey learns techniques at the College's radio station.*

Window Rock, Arizona. Many courses will be offered at that community, beginning this next fall. Other extension course activity currently is under way at Chinle, Many Farms, Lukachukai, Cottonwood, Rough Rock and communities in the Shiprock area.

Another project involves a careful examination of the total curriculum at NCC. A review of this year's offerings indicates a proliferation of courses throughout the College. Concurrent with the review is curriculum re-design, particularly in placing Navajo culture into all possible areas of the College. This is an on-going project which will provide the necessary improvement required of a living and relevant program of instruction.

This year has been basically a planning and organizing period in preparation for the re-design of curriculum and implementation of new and revitalized activities at the College. Much work remains to be done for NCC to fulfill the mandate of the Tribe — providing instruction to the Navajo Nation.

## NAVAJO RESOURCE CENTER

The Navajo Resource Center (NRC), a new capability at the College, combines several support functions, including the Navajo and Indian Studies corps of instructors, the Title III Curriculum Development program, the Title IV Bi-Lingual/Bi-Cultural Teacher Training program and the Curriculum Development Center.

The Navajo Resource Center is:

- a. a library media center which serves as an extension of the NCC library and which houses books and audio-visual equipment that are most used by students in terms of Indian content.
- b. a human and materials resources development program which addresses the NCC educational philosophy. The Center provides technical assistance and support for the instructional program. Services include educational program planning, curriculum development, materials design and production and a variety of printing and photographic services.

In addition to technical assistance and support in many academic, faculty and student areas, the Center is equipped for offset printing and graphics, photography, audio tape production and educational TV (videotape) production. The Center also has charge of the Library's Indian collection as a reference bank.

As a part of the Center's responsibility, its Navajo and Indian Studies section is charged with the instructional function, with regard not only to the Navajo student but to students of other tribes and ethnic groups. The Board of Regents for Navajo Community College has declared time and again that the heart and foundation of the College is Navajo and Indian philosophies and folkways. Charged with this mandate, the staff of the Center is bringing the mandate to reality. Twenty-one courses are offered in Navajo and Indian Studies, with 11 full-time faculty

members. Since classes began in the spring of 1969 a total of 5,213 students have been enrolled in NIS courses. The number of classes has ranged from five in the spring of 1969 to 44 in the spring of 1976.

A combination of three courses in Navajo History and Culture, as well as classes dealing specifically with Navajo life, the emphasis on teaching the Navajo language, and, finally, emphasis on Navajo arts and crafts stands unparalleled in realizing the Navajo Resource Center's specific objectives.

The main function of the Title III program is curriculum development; and — with the increasing need for books about, for and by Indians — it is hoped that funds will be available to assist the NCC Press in preparing and publishing even more books which, in addition to nationwide distribution and great public relations value for the Navajos, enhance significantly the strength of Indian education and contribute heavily to the Center's effort in curriculum materials development.

The Title IV Bi-Lingual/Bi-Cultural Teacher Training program is charged with training Navajos specifically as Navajo language, Navajo history and Navajo culture instructors. Although funds are limited, the Title IV program, in its second year of operation, has trained and placed 20 Navajos in schools as close as the Tsaile Elementary School and as far away as Haskell Junior College in Kansas.

The fourth support function, the Curriculum Development Center, is charged with materials development that meets the needs of the instructional program and instructors. Its potential is vast, addressing the growing need for curriculum development in the instructional area.





*A number of courses in auto mechanics are offered.*

*A student learns to weave a Navajo rug.*



## COMMUNITY SERVICES

The Office of Community Services is one avenue through which the College learns of the desires and needs of the people and responds "to provide a system of community services and community development" by coordinating programs designed to upgrade individuals toward their fullest potential.

Community Services works closely with the people in each community, with chapter officials, district and agency councils, as well as the Navajo Tribal Council. It solicits and coordinates the assistance of other organizations and agencies in improving College programs. It also strives to involve all of the Navajo people in all aspects of those programs and policies so that NCC personnel can be aware of concerns and trends and become involved in the people's interests.

Other responsibilities of Community Services include guiding groups through the campus and planning, developing, coordinating and evaluating the projects under its supervision. A highly important on-going project under Community Services is the Navajo Adult Basic Education Program.

Another facet of the work of Navajo Community Services lies in making information on agriculture and homemaking available to interested persons throughout the Reservation. This service is financed primarily by federal grants. It operates through the NCC Agriculture Program at Many Farms, Arizona, and is staffed by professionally trained specialists who furnish information on the practical application of scientific advances to farms, ranches and rural and urban homes. Assistance in community resource development is provided to Indian community leaders, to volunteers and to elected officials. During the past year, Navajo Community Services has extended its scope dramatically to meet the demands of the changing social scene in Indian youth work, family living and



*Some of the students in a home economics class prepare to bake bread in a traditional horno—outdoor oven.*

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community resource development. Yet it still guards carefully its role of assistance to livestock and agriculture producers on the Reservation.

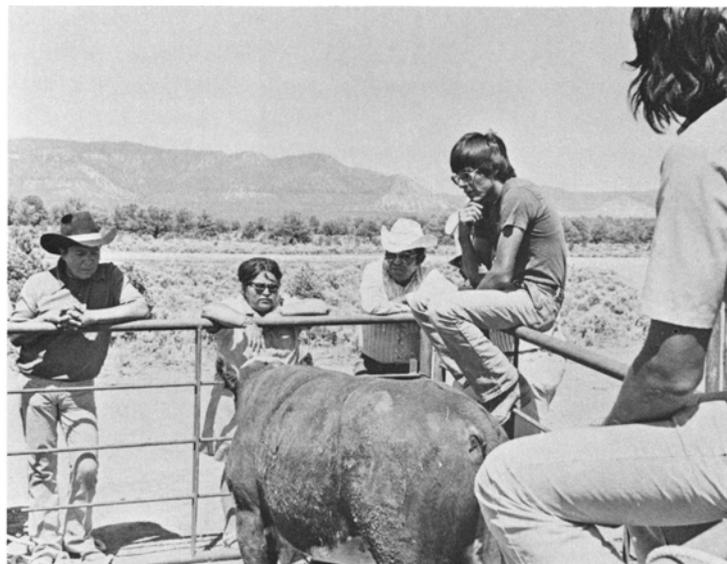
## NAVAJO ADULT BASIC EDUCATION

Since the inception of the NABE program in 1969 it has touched the lives of more than 2,000 people in 19 communities within three agencies. In the area of educational services for the “grassroot” Navajo adult the program stands alone. For instance, in fiscal year 1975, 26 students obtained their GEDs (General Educational Development — High School Equivalency Diploma), 15 found employment, 5 became self-employed through silversmithing classes, and many more are beginning to increase their meager incomes. These achievements are attributed to the coordination with various service agencies and community volunteers, as well as the support of local people and chapter officials.

Through the efforts of various agencies and volunteers the following special workshops were made available by NABE: A nine-week secretarial training workshop in Lukachukai, auto preventive maintenance workshop in five communities, and beef slaughtering and meat processing demonstration workshops in three communities.

Because of the need and enthusiasm for adult education, a reservation-wide Adult Education Conference was held in March, 1975, to discuss ways and means of improving and expanding the Navajo Adult Education Program. A follow-up to this conference resulted in the formulation of a reservation-wide Navajo Adult Education Advisory Board.

*Animal Science class members learn what to look for in a good animal. Here, the instructor-veterinarian (not shown in photo) discusses a steer.*



## ANIMAL SCIENCES PROGRAM

Studies in Animal Sciences constitute a growing part of the livestock production program of the Navajo Reservation. This activity serves a reservation-wide network of training centers. One of its most popular aspects deals with the hygiene and sanitation of animals, common livestock diseases and their prevention and control, as well as nutritional, metabolic and infectious diseases.

## CAREER OPPORTUNITIES PROGRAM

The Career Opportunities Program, initially scheduled to conclude its five-year plan last June, was granted a special time extension by its funding source, the United States Office of Education. Consequently, the project has actively continued its operations, allowing its students, all of whom are located off-campus, to continue their work toward degrees, as well as accepting new students.

During this year a 12% increase in student enrollment has occurred; course offerings have been increased, with an additional emphasis on classes available during evening hours; preparation of 10 graduates from NCC this spring has taken place, and 17 students have been prepared for upper division college work.

COP has an excellent record of student continuation beyond NCC and the AA degree. However, besides student academic growth, COP also can take credit for other kinds of achievements. First, it has helped to re-define the teacher aide position and made of it a job with upward mobility. By offering this psychological advantage, COP has made a positive difference in the way an aide feels about herself/himself and the job. Second, NCC has had valuable exposure within the total community and at agencies located away from Tsaile. Third, COP has provided the College with a working model upon which NCC can develop an extension or outreach program.

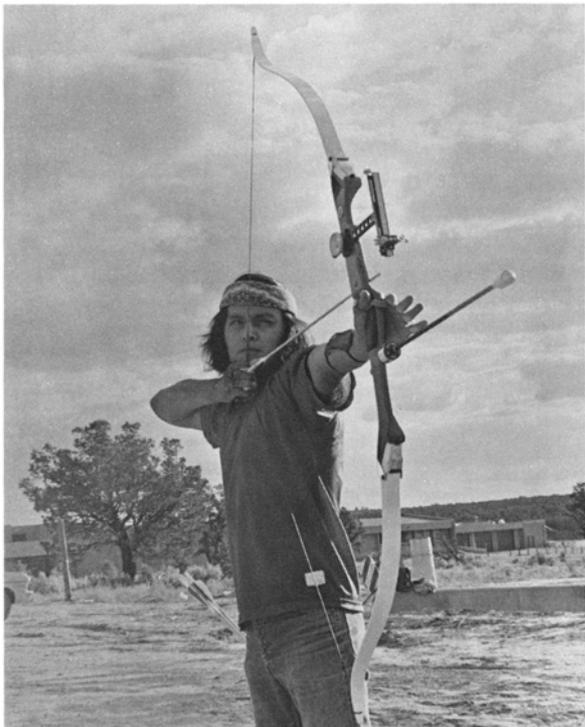
## PHYSICAL EDUCATION

The Director of the Department is Evan Oswald, and the Director of Women's Physical Education activities is Priscilla Becenti, both of whom have been putting in long hours supervising P. E. classes, an intramural sports program, extramural team activities and intercollegiate competition. However, the department needs an enlarged staff to provide a balanced program. Facilities are housed in a 150-foot diameter gym, with portable basketball floor, backboards, scoreboard and 175 lockers. Needed badly are bleachers, more backboards, an enlarged floor, classrooms, equipment rooms, weight room, wrestling room and concession room. There are no outdoor athletic fields for such sports as softball, football, soccer, track, baseball and tennis.

Physical Education Service Classes have been broad-based and designed to fit into the cultural setting within the limitations set by the lack of outdoor athletic fields. The department has classes in archery, gun marksmanship, canoeing, fishing, physical conditioning, basketball, bowling, cross country skiing, volleyball, badminton, recreational games, etc. Extramural (off-campus) basketball teams for men and women have been supported, with each team participating in seven to nine independent basketball tournaments on the Reservation.

Intercollegiate sports were touched by the development of a varsity archery team and a rodeo team. The archery team, with eight men and two women, entered — quite successfully — several major Arizona Intercollegiate contests in the Phoenix area. Rodeo, king of sports on the Reservation, had a strong following at NCC with an 8-to-10-member team. Free-time recreation also has been an area encouraged by the Physical Education Department.

The department sponsored the first U.S. National Indian Archery Championships in the spring of 1975, as well as the First American (Canada, U.S., Mexico, Central America) Indian Archery Championships in 1976.



*Taking aim. NCC has excellent archery teams.*

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## CURRICULUM GRAPHIC PRODUCTION

The graphic production service of Navajo Community College specializes in composing, typing and layout-design work for NCC's faculty and staff. The Curriculum Center meets the need for an on-campus facility which can offer a fast, efficient and economical means of providing printing and graphic services.

With new platemaking equipment and an offset press, the Center has produced brochures, booklets, forms and posters; and it has printed the student newsletter — "Nihí Kéya Baahane'." It also provides the College with a

photographic laboratory which has a modern darkroom and special equipment for print enlargement, slide duplication, dry mounting and laminating.

The Center offers a work-study program where qualified students learn printing, photography and other graphic skills by observing and assisting the permanent staff.

## LIBRARY

During the past year the Library has been the beneficiary of two generous foundations — the Weatherhead Foundation of New York and the Pettyjohn Foundation of Washington, D.C. A \$10,000 grant for library materials was received from the former, and the latter agreed to provide the services which would enable the NCC Library to receive books selected from the Gift & Exchange Division of the Library of Congress.

Total holdings now have surpassed 38,000 volumes, 30,200 hardbound and 7,800 in microform.

With the development of the College's new Computer Center, the Library has been able to establish a computerized periodical check-in system and union serials list based on a computer data base.

Despite rather drastic cuts in funding the collections and professional staff, the Library has been able to continue to expand its collection and service capabilities. For a secure future, however, it must fill vacant positions and regain higher expenditure levels to keep pace with a growing backlog of uncataloged materials and rising costs for books, periodical subscriptions and non-print items.

In addition to on-campus services, the Library has reached both young and old throughout the Navajo Nation by means of its audio-visual collection. For example, the major collection of 16mm motion pictures has been used heavily in the past year to meet educational and recreational needs on the Reservation.

## COLLEGE VISITORS—GUEST SPEAKERS

During the past year many distinguished guests visited the College, addressing the student body and faculty, as well as speaking to individual classes. Among the guests were:

Hector Bernard, President of the Jamaica Broadcasting Company

Raul H. Castro, Governor of Arizona

Clive Cowley, Correspondent, South West Africa

Dr. C. West Churchman, Author and Educator

Dr. Frank Chambers, Consultant

Dr. Dean Evans, President, Burlington County College

Kermit Holt, Travel Editor, Chicago Tribune

Peter MacDonald, Chairman, Navajo Tribal Council

Dr. D'Arcy McNickle, Author

Dr. Karl Menninger, Psychiatrist

Dr. Margaret Mead, Anthropologist

Dr. Alfonso Ortiz, Author, President of the Association on American Indian Affairs

Abbott Sekaquaptewa, Chairman, Hopi Tribal Council

Jessie Sim, Delta Kappa Gamma, Society of Women in Education

Dr. Richard Weatherhead, President, Weatherhead Foundation

Dr. Richard Eells, Weatherhead Foundation

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*Hard at work in the library. . .*

## SUMMER SESSION — 1975

The school at Tsailé during the summer of 1975 was one of the most successful to be conducted by the College, with 410 students studying in the first session. An abbreviated second session followed; and numerous seminars and workshops were interspersed with the regular programs. Curricular offerings were very broad, and every class was well attended.



## MAJOR EVENTS

Navajo Community College rapidly is becoming a center for hosting many conferences and public meetings. Besides being the gathering place for College-related activities, the campus is selected as the location for a large number of reservation events, chiefly Indian. Among major occurrences of the past year were:

Navajo National Health Symposium  
 Navajo Outdoor Drama  
 Southwest Poets Conference  
 Native American Folk Festival  
 Winter Healing Ceremony  
 Annual Red Dawn Pow Wow  
 Ned A. Hatathli Memorial Rodeo  
 U.S. National Indian Archery Championships  
 American (U.S., Canada, Mexico, Central America)  
 Indian Archery Championships  
 American Indian Seminar

## PHYSICAL PLANTS— LONG-RANGE PLANS

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Long-range plans call for construction of 400-student facilities (200 as residents) at Shiprock and Tuba City. Five Day Centers, to accommodate 150 students each, also are projected, to be strategically located on the Reservation, preferably in growth center communities. Plans to complete the Tsaille campus to accommodate 400 more resident students, as well as housing for additional staff and faculty, paving of streets and roads, providing maintenance buildings, athletic fields, additional wells, storm sewers, etc. are being developed. Estimates to complete these projects exceed \$50 million.

## NAVAJO COMMUNITY COLLEGE ACT

The College's Development Office is persisting in its efforts to assure passage in the U. S. Congress of the recently introduced amendments to the Navajo Community College Act.

Following the advice of the Arizona and New Mexico congressional delegations amendments to the Act were

*A student  
and her calculator.*



introduced — rather than a completely new bill — incorporating in the amendments most of the items which were written into the draft bill.

That is the approach at present; and, as this Report is being published, the amendments for the Navajo Community College Act have been introduced into the Senate and the House of Representatives.

The United States Congress allocated a total of \$3,058,000 to Navajo Community College for operations and maintenance for the 1975-1976 fiscal year. This amount was identical to our federal funding, under the Navajo Community College Act, for the preceding year.

Comparison of NCC Operating Budgets and Expenditures for the fiscal years 1974-'75 and 1975-'76 follows:

EXPENDITURE CATEGORY	1974 — 1975		1975 — 1976	
	BUDGETED	EXPENDED	BUDGETED	EXPENDED
Instruction	\$ 759,398	\$ 654,262	\$ 834,961	\$ 663,770
Academic Support	226,134	197,513	276,515	241,771
Student Services	545,640	450,767	516,868	532,478
Institutional Support	459,732	471,424	597,271	466,770
Physical Plant	242,727	258,082	399,442	384,374
General Institutional	234,500	224,227	238,000	445,083
Auxiliary Departments		36,049	52,818	83,811
Debt Service	146,700	164,640	203,262	212,902
Restricted Grants		40,694		100,483
Other		67,116		10,508
<b>TOTALS</b>	<b>\$2,614,831</b>	<b>\$2,564,774</b>	<b>\$3,119,137</b>	<b>\$3,141,950</b>

## CHAIR OF ECONOMIC DEVELOPMENT

The NCC Chair of Economic Development is jointly sponsored by the Office of Minority Business Enterprise (U.S. Department of Commerce) and the American Institute of Certified Public Accountants. Its chief task is business development among the American Indians, and here at NCC it provides business counseling and technical assistance. The Chair also is instrumental in maintaining a viable academic business program at the College and in disseminating business-related information to the Navajo people to assist them in determining whether they want to go into business for themselves, or how to strengthen an on-going business enterprise. The Chair's resource programs attempt to meet the increasing demand for information in solving unique Indian business problems. It accomplishes this goal by investigating such subjects as tribal, state and federal jurisdictional problems, rules and regulations regarding obtaining business sites, etc. It also distributes a wide range of business-related information through publications, conferences and personal contacts.

## PUBLIC RELATIONS

Navajo Community College has visitors every day — prospective students, educators and government leaders from throughout the world who make their way to Tsaile and Shiprock.

Usually the visitors are shown the recently completed documentary, "The Navajos and Their College," a film which portrays the history of the College. Senator Barry Goldwater is the narrator.

In addition, many persons have learned about the first Indian-controlled institution of higher education on a reservation by reading about the College in such publica-

tions as: "Arizona Highways," "Change," the "Delta Kappa Gamma Bulletin," "Exxon," "Orange Disc" (Gulf Oil Company publication), "Pegasus," "Topic" and others. In addition, of course, many news stories and articles appear in newspapers of Arizona, New Mexico and adjacent states and especially in the widely-read weekly paper of the Tribe — the *Navajo Times*.

## NAVAJO COMMUNITY COLLEGE PRESS

During the past year the Navajo Community College Press relocated its publishing office from the Director's home in Tempe, Ariz., to leased officing large enough to accommodate both publishing and distribution. The Director has spent much time on the Reservation and especially on the NCC campus.

A highlight of the work of the Press was the publication of *The Navajos' Long Walk for Education* (a history of Navajo education). A great deal of progress was made on a related book, *Traditional Navajo Life and Training*; and numerous smaller items such as monographs, reports, brochures, booklets, etc. were produced.

Under the direction of Broderick H. Johnson since soon after the College opened in 1969, a number of other authentically Navajo books have been published, among them: *Navajo Stories of the Long Walk Period*, *Navajo History*, Vol. I., *Navajo Studies at Navajo Community College*, *Navajo Livestock Reduction — A National Disgrace* and *Papers on Navajo Culture and Life*. A heavily revised edition of the last, entitled *Our Friends — The Navajos*, is appearing this summer.

Work is under way on *Bitter Roots* (a history of Indian education), *Indians of the Plains*, *Indians of the Southwest*, *American Indian Music and Dance*, *Religions of the American Indians*, *Navajo-Federal Relations* and others.

## SERVICES TO STUDENTS

A student's first task is to receive an education, and getting it is his or her responsibility at a post-secondary educational institution. The College is aware of this; so it makes the task as convenient as possible by providing a host of student services. Examples are the academic counseling services and the Dean of Student Personnel Services. Information concerning proper selection of academic programs, including both required and elective courses, is obtainable.

## OFFICE OF STUDENT PERSONNEL SERVICES

Student life outside the classroom demands attention and concern as part of the learning process. The office of the Dean of Student Personnel Services, through its staff and related service areas, offers orientation, housing, financial aid and placement, counseling, student activities, health services and day care services. It regulates student conduct and encourages new programs to meet the individual student's needs. The Dean also is directly responsible for student recruitment, staff development and the administration of student discipline.

## HOUSING

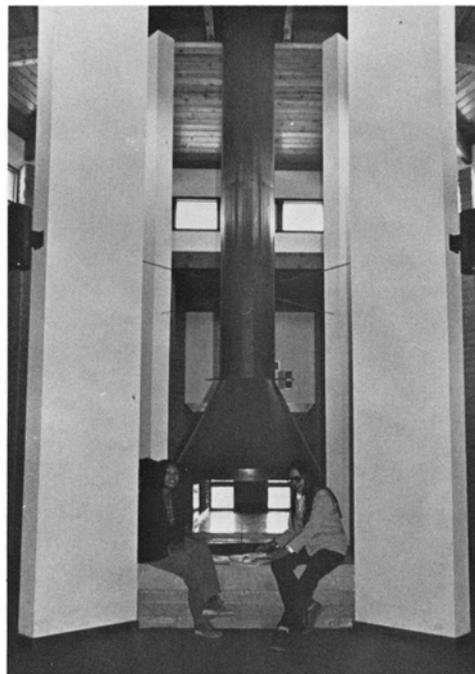
The residence halls are similar in shape and general appearance to the traditional Navajo hogan and are more family-like than the usual college dormitories. In the central area of each hall is a lounge with a large circular fireplace in the center. Student rooms encircle the lounge. Each residence hall has a laundry room with two washers and one dryer.

At present there are 10 residence halls, each with 14 student rooms, with a connecting bathroom between every two rooms. Each room accommodates two students. Each hall has a two-room apartment for a live-in Resident Adviser.

The 10 residence halls can accommodate 280 students, with one dorm reserved for married students. Both husband and wife have to be registered full-time to qualify.

The primary purpose of the Resident Adviser is to provide for the needs of the students, to implement residence hall regulations and policies, to insure the physical and mental health of students and to develop a meaningful living program in the residence halls.

*A fireplace is featured in the center of the lounge of every dormitory.*



## COUNSELING

The Counseling Center at the College serves the needs of individual students in several ways. Academic, educational, vocational and personal counseling are available to assist in gaining a more complete understanding of goals. Tests are available for the student who wishes to appraise his interests and abilities. The service provides occupational and educational information concerning career opportunities. Another service is to assist Indian students in making arrangements for their own tribal healing ceremonies. Referrals also may be made to professional counseling services of the Indian Health Service, as well as private facilities. A wide range of resources are available to support the Counseling Center. In addition, tutoring programs assist students in their academic areas. The Navajo Resource Center also plays a major role in support of the Counseling Center. The Resource Center is especially competent in the field of Navajo bi-lingual and bi-cultural education.

## HEALTH SERVICES

The College Health Center for the past year has offered comprehensive health care to students and the community, with emphasis on preventive measures and health care teaching.

Primary care service was given in the treatment of minor illnesses; and, where the clinic was unable to provide for the health needs of patients, they were referred to the proper facilities elsewhere — dentists, optometrists, maternal child health, etc.

The Health Service has been coordinated with the Chinle Public Health Service, and a physician from the Chinle PHS comes to the campus one-half day twice a month. Also, support for pharmacy supplies has been

coordinated with the Chinle PHS pharmacy department. During the year, the patient load was increased from four to 28 visits to the clinic per day.

A better-equipped facility is needed urgently to facilitate and implement appropriate services for patients, including emergency treatment. There also is a need for qualified health oriented personnel to develop and coordinate better health programs.

*A fine health program  
is featured  
at the College.*



## STUDENT PROGRAMS

The primary function of the Office of Student Programs is to provide students, faculty, staff and the people of the Tsaille community with programs which offer opportunities for social, cultural, recreational and educational activities; and the Student Union Building has a variety of services, facilities and recreational activities for students, faculty, staff and guests. Organizations reservation-wide are encouraged to use the Student Union for

meetings, conferences and seminars, as well as for community chapter meetings and Cub Scout meetings.

A Student Government promotes a working relationship among students, faculty, staff, administration and Board of Regents, with its president representing the students on the Board of Regents. Students serve on all standing committees of the College. The Student Activity Committee coordinates and plans extracurricular activities on and off the campus.

## ORIENTATION AND STUDENT HANDBOOK

Pre-registration has been held for new and transfer students prior to each semester during this academic year, and each student is provided with a comprehensive Student Handbook. The handbook contains information about academic requirements, student services, student activities, student government, college policy on student rights and responsibilities, procedures of due process and descriptive material about the origin and purposes of the College.

## FINANCIAL AID

The financial aid program attempts to provide all eligible students with equal consideration for assistance. Navajos and other qualified U.S. Indians are granted tuition waivers under the Navajo Community College Act, which also provides Indian students with housing on campus. Food, books and personal expenses are provided by the Basic Educational Opportunities Grant, College Work-Study, Veterans Benefits and other supplementary sources.

A majority of the students have need of and receive financial aid in the form of grants, loans or work-study jobs, but the Navajo Community College Act still is utilized to assist those who are not eligible to receive federal student-aid assistance.

The College, as yet, is not included as an institution which a Navajo student may attend and receive financial aid from the Navajo Tribal Scholarship program, but a request has been submitted to the Tribal Scholarship Committee to include NCC students.

## DAY CARE CENTER

Since the fall of 1974 the College has operated a Day Care Center with space to accommodate 20 children. The Center exists to serve parents who go to school or who work at the College, and it has assisted greatly in reducing student and employee absenteeism due to child care problems. The staff includes a coordinator and two assistants.

*The College conducts an interesting art program for children of the community.*



## NED HATATHLI CULTURE CENTER

The Ned A. Hatathli Culture Center was completed in April, 1976, at a cost of approximately \$4,000,000. The project was funded partly from private donations, partly by the U.S. Congress and partly by the Navajo Tribe.

The Culture Center will be occupied this summer and will be used for instructional as well as administrative purposes. In addition, a museum containing Navajo and other Indian cultural and historical artifacts will occupy two of the center's six stories.

The two museum areas in this beautiful new Center will open successively, with the Navajo Museum being first and the Other Indian Tribes Museum following.

The Center will be dedicated late this summer.

## NAVAJO MUSEUM EXHIBITS

Theme: *From Spider Woman to Synthetic Rugs*, this exhibit will be on Navajo rugs, oriented particularly to the Navajo people. It will be a visible and chronological record of weaving, adapting and correlating myths and legends beginning with Spider Woman and the earliest known fragments of Navajo weaving and proceeding to the level of experimentation. Models, illustrations, photos and Navajo weavers are being used. Resource materials are coming from the Maxwell Museum at the University of New Mexico, Albuquerque; the Museum of Navajo Ceremonial Art, Santa Fe, N.M.; the Museum of New Mexico, Santa Fe; the Navajo Tribal Museum, Window Rock, Ariz., and the NCC rug collection.

After the Navajo Museum has its daily operations under control, the second museum will be opened, approximately six months after the Navajo exhibits. It will

deal initially with the Plains Indians, and material will be obtained from the American Museum of Natural History, New York City; the Smithsonian Institution, Washington, D.C., and the Navajo Tribal Museum, Window Rock, Ariz.

## PLANT MANAGEMENT

The main campus, while situated in a beautiful geographic setting, presents some immediate challenges in terms of delivery services to a sizable and complex installation.

Its remoteness requires that trained personnel with varying skills be available to deal with any eventualities. The maintenance crew for instance, is responsible for the upkeep of 123 buildings, including classrooms, dormitories, gym, library, residence homes, student union and faculty and administrative offices.

## SAFETY, SECURITY AND TRANSPORTATION

This department was established to promote and insure safekeeping and protection for all the residents of the campus, as well as the property controlled by the College. Because of the remoteness and isolation of NCC, it was necessary to establish a group of trained personnel to deal with situations that ordinarily are handled by local law enforcement agencies. Security officers seek to provide the campus community with 24-hour protection. Most of the officers have completed courses in defensive tactics, investigative techniques, emergency medical assistance and other phases of public safety work. Another area of major responsibility is to maintain a fire safety system for the entire campus.

## *Shiprock Branch*

More than 300 acres of land were transferred from the Navajo Agricultural Products Industry to NCC at Shiprock. This transfer has been approved by the Navajo Tribal Council and properly recorded by the Office of Land Administration, Navajo Tribe. A boundary survey has been made by the O.L.A., but plans to do a topography map have been delayed due to lack of funds. Construction of a facility to accommodate 200 resident and 200 commuting students is projected at a cost of more than \$12 million. Neither site nor architectural designs have been determined, but decisions will be made as soon as funding is assured.

Approximately 270 students were enrolled at the Shiprock Branch during the fall semester (1975-1976); the spring enrollment was virtually the same at 271. The branch has been in operation three years, and it graduated its first two students with Associate of Arts degrees this spring.

Twenty-five members of the Ute Mountain Indian Tribe are enrolled in NCC classes at Towaoc, Colorado.

Approximately 37 students have benefited from the College's financial aid program. Of this number, 21 are veterans.

Student Government has aroused considerable interest and participation, especially during the spring semester. The Student Advisory Board presented a resolution to the Board of Regents for two double-wide trailers to serve as a center for student meetings and activities. At present, facilities are lacking.

### LEARNING RESOURCE CENTER

The Learning Resource Center contains approximately 2,300 volumes, having grown by 1,750 since July of 1975. Most books are donated by persons in the community, the

main campus library at Tsaile and a health section given by the U.S. Public Health Service in Shiprock. The branch maintains two separate library collections. One is general, and the other is an Indian collection.

### FARM TRAINING

The most successful program at the Shiprock Branch is farm training, much of the success of which is credited to Raymond Housh, coordinator.

Forty-two men and women currently are enrolled in the second phase of the program. Of the first group of trainees who were graduated in January, 1976, three enrolled in four-year institutions, one was unemployed, while the remainder were placed on jobs, the majority going with the Navajo Agricultural Products Industry. One man received training in truck driving and is employed with North American Van Lines.

Because a majority of the 42 farm trainees have not completed high school, Directed Studies provides learning experiences whereby a student may begin studies at any academic level for which he is ready and can proceed without too much frustration to a high school equivalency diploma (GED).

Courses include English, reading, math, literature, social studies and science, as well as agronomy, animal husbandry, farm mechanics, agricultural math, agricultural economics and business, and management skills.

The program is flexible in providing a curriculum which leads toward a certificate in applied agriculture or a baccalaureate degree. The philosophy is to train Navajos to become practical farm operators, while those with leadership abilities are given options in management skills.

Aside from classroom instruction, each trainee spends part of each day on the College's farm learning to operate

farm equipment. As an example of what is being accomplished, the combination of formal classroom training and practical farm experience is yielding more than 18,000 bushels of corn a year.

Also, a joint program with the District 12 Grazing Committee calls for a ram pasture so that Navajo sheepmen will learn better breeding practices, resulting in improved mutton and wool production.

A program of progressive farming has been developed to introduce modern farming techniques and machinery to local Navajo farmers. About 140 persons are participating. Each farmer receives professional advice and the loan of equipment, with farm trainees as operators.

Income earned from crop and field production during the first year of operation amounts to \$33,500, which has been deposited in a special bank account.

Future plans include development of a farm cooperative for the students and community people; a home extension club for female trainees; continuation of workshops in crop and animal production and improvement, and, finally, development of an agricultural college.

## INSTRUCTION

In addition to regular evening classes at Shiprock, extension classes have been established, upon request, at Red Mesa, Arizona, Aneth, Utah, and Towaoc, Colorado. Core curricula were developed in General Education, Engineering Technology, Social Work, Sociology, Business Administration, Accounting and Applied Agriculture. These curricula lead to the Associate of Arts or the Associate of Applied Science degrees.

Programs at the University of Albuquerque, Highlands University and the College of Santa Fe are being studied, and discussions are proceeding with appropriate university officials regarding a coordinated transfer program in sociology and social work.

## GRANTS ('76 FISCAL YEAR)—SHIPROCK

Two grants totaling \$11,609.20 were awarded to the branch by the New Mexico Humanities Council; the farm training program received \$224,235 from CETA (Concentrated Employment Training Act) for training manpower for the Navajo Indian Irrigation Project; the Chambers Ranch Program received \$150,000 from the Ford Foundation for a two-year program in range and livestock management, and the Learning Resource Center received a library grant of \$3,918 from the Department of Health, Education and Welfare.

## THE PHYSICAL PLANT—SHIPROCK

Development of the 45 acres set aside for the new campus site has been hampered by a number of factors; and, at the present time, classroom space is being provided by Shiprock High School and the Bureau of Indian Affairs. Offices and the Learning Resource Center are located in a congested area in the old bank building.

## MAJOR CONFERENCES AND MEETINGS

In cooperation with New Mexico State University, Colorado State University, Navajo Agricultural Products Industries and several farm equipment dealers, a number of workshops were sponsored by the farm training program for students and Navajo farmers and stockmen. Topics included tractor maintenance, corn production, potato production, sheep and wool, feedlots, soil and soil tests, machine operation, fertilizers, alfalfa and cattle.

Several public issues forums were held in Shiprock and Farmington for students and the general public. Funds



*Absorbed in a chemistry project. . .*

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were provided by the New Mexico Humanities Council. The program involved discussions of issues by distinguished scholars and humanists, students and people from the local community.

## GUEST SPEAKERS AT SHIPROCK

Speakers representing a broad spectrum of experiences and professions were on the campus during the year. They included:

- Dr. Gerald Boyle, professor of economics at the University of New Mexico and authority on public finance and taxation
- Dr. C. West Churchman, authority on systems analysis and planning, University of California at Berkeley
- Emmett Francis, Economic Planner, Office of Program Development, Navajo Tribe
- Dr. Franklin Freeland, Evaluator, Maternal & Child Care Unit, University of Utah
- Dr. Bahe Billy, Education Coordinator, Navajo Agricultural Products Industry
- Dr. D'Arcy McNickle, Weatherhead Distinguished Scholar-in-Residence and author

Dr. Alfonso Ortiz, Weatherhead Distinguished Scholar-in-Residence and author

One class, Navajo Tribal Government, utilized to a large extent local Navajo resources with expertise in labor relations, taxation, energy development, Indian water rights, tribal government, Indian and Federal Trust Relationships, etc.

## CHAMBERS RANCH PROGRAM

The proposed plan for the Navajo Range Demonstration Project will develop a continuing program for emphasizing the educational value of the demonstration aspects possible at the Navajo Tribal Ranch near Chambers, Arizona.

The ranch is in good range condition, and the layout permits numerous alternatives for demonstrating proper livestock management and range improvement practices. The general purpose of the project is to develop a positive long-run program for the Navajo Tribal Ranch as a demonstration, management and improvement facility appealing to a broad audience within the Navajo Nation.





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