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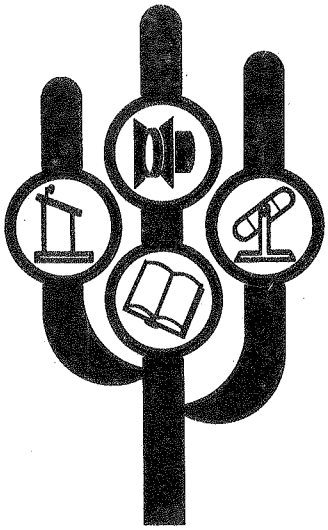

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Co-Editors

John Monsma
Northern Arizona University

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LETTER FROM THE EDITOR

Dear Colleague:

The current issue of the ASDA Journal is the first of the 1972-73 Academic year and the third since the Association resummed publication in the fall of 1971. Continued publication depends on your support. We need your evaluations, and your comments if we are to become what we claim to be- the Journal of the Arizona Speech and Drama Association. Above all, we need your contributions. We need papers, etc., which mirror opinions in all areas of the state and in all aspects of our diversified discipline.

I would also like to introduce Mrs. Jo Anne Taft as the new Co-Editor; she replaces Jim Sayer who is working on a doctorate degree at Bowling Green State University. Mrs. Taft teaches at East Flagstaff Junior High School. Her duties include teaching 9th Grade English and a new course in speech available to 7th, 8th, and 9th grade students. The latter is a first in Flagstaff. Mrs. Taft is a graduate of Northern Arizona University. She should be a real asset in developing more input from secondary teachers.

Jo Anne and I are already formulating ideas for the Spring issue. What would you like to read? Let us know! The future of this Journal is a challenge which all of us face!

Cordially,

John W. Monsma
Co-Editor

TEACHING COMMUNICATION TO INDIAN EDUCATORS[1]

by
Daniel J. Julien, Jr., John W. Monsma

Take 360 miles of driving; lonely, wind-swept mesas; a scattering of pinyon pine; and a mixture of adult Navajo, Hopi, and Sioux students. Mix these with two Caucasian instructors and you have the ingredients for a speech class taught at the Toyei Boarding School (Bureau of Indian Affairs) in the northeastern area of Arizona during the spring of 1972. This paper is a report of what transpired during the twelve class sessions.

Communication specialists have diversified their investigations into many areas in recent years. Although this diversification has forced attention on minority groups, relatively little investigation has been done with the American Indian despite his rapidly increasing population.[2] Consequently, the authors of this paper faced a challenging task in bringing the course: "Communication in the Classroom" to the Indian students at Toyei.

Northern Arizona University is located near the border of the Navajo and Hopi Reservations. Many Indians from these reservations and nearby locations travel to the University to complete the requirements for a teaching degree; others, especially teacher-aides, find it impossible to attend regular sessions because of the great distance. This latter group is forced to work on degree requirements during summer sessions, a process which could take as long as ten summers. Thus, in the spring of 1971, the University implemented a program which would take courses directly onto the reservations. These courses would be taught by regular University faculty, but would utilize the resources of schools operated by the B.I.A. Courses would be available to anyone, but would consist of classes required for students seeking a teaching degree. It now became possible for an Indian student to continue his work, take courses on the reservation during the academic year, come to N.A.U. in summer sessions, and complete his degree in five years.

All elementary and special education students at N.A.U. are required to take Speech 260, Communication in the Classroom; secondary teachers must take this course or pass a speech proficiency test. This class was made available at the Toyei Boarding School in the spring semester of 1972, the first time that Northern Arizona University had ever offered a speech performance class in a reservation context.

Daniel J. Julien, Jr., is Assistant Professor of Speech; John W. Monsma, (Ph.D., Indiana University, 1966) is Associate Professor of Speech: both of Northern Arizona University in Flagstaff, Arizona.

The instructors oriented all objectives and goals of the course toward the classroom--the situation in which the students would eventually work as teachers. Although both instructors had had previous contact with Indian students in campus classes, they began with the assumption that Indians in a reservation context might be different and, consequently, they decided to compose general goals for the course, but to compose the specific goals for any class session only after a careful analysis of the preceeding meeting. The overall goals included eight items:

1. To understand and utilize the communication cycle.
2. To score a 25% improvement on a listening test.
3. To understand and utilize good "rules" of visual aid usage.
4. To understand and improve vocal and visual aspects of delivery.
5. To understand and utilize basic patterns of organization.
6. To appear confident in front of a group.
7. To understand the discussion method and to be able to function as leader and/or discussant.
8. To improve ability to communicate through oral reading.

PHILOSOPHY

The uncertainty about the needs and backgrounds of the students made it impossible to design specific behavioral objectives on any basis other than pass/fail. A series of activities were therefore designed which would hopefully not only motivate the student, but would also allow him an opportunity to fulfill his own needs. In other words, the instructors saw their roles as being providers of situations and an atmosphere or environment which would be conducive to learning. The assignments would be flexible and the evaluation (when used) would be lenient.

The instructors realized that many of the students might come directly to class from their hogans, or at least, have driven great distances from a remote village somewhere on the reservations. It was felt that the assignments in the course should be relatively brief and not demanding of a considerable amount of research, mainly because the resources probably would not be available to the students. In addition to this, most of the students in the class were engaged in some kind of employment. Some were teacher-aides; others were working with Project Head Start; others were bus drivers or dormitory counselors; all worked long hours.

Since individual needs of the students were expected to be so varied, it was the decision of the instructors to de-emphasize teacher input other than the meanial task of housekeeping and relatively brief introductory remarks to introduce units and to explain planned procedures, and to capitalize on student participation. This meant that they would have to sacrifice some "favorite lecture" material and to figure out other ways to enrapture the students. The students themselves,

then, would have to assume much of the responsibility for the planning of the lessons, the administration of the process and the evaluation--the teachers serving primarily as facilitators. Hopefully, the methodology utilized in this class might serve as a motivator for the student to use similar methods in his own classes when he begins teaching.

It was necessary to make a number of assumptions: that,

1. The instructors could anticipate the general needs of the students.
2. Activities could be designed and utilized to meet the anticipated needs of the students and thus fulfill the goals and objectives of the course.
3. The students would not only be receptive to such a plan, but would be willing to assist in its administration.

EVALUATIVE CRITERIA

The following criteria were presented to the students in the first class session and reiterated during the second session. Student reaction was encouraged and the criteria below were generally approved.

1. Attendance--perfect attendance is expected; allowances will be made for illness and emergency.
2. Punctuality--all work must be submitted on time.
3. All major and minor written and oral assignments must be completed.
4. The student is expected to be an effective, active participant in class.
5. The attitude displayed by the student should be appropriate and in good taste.
6. The student should be willing to help his peers become better communicators.
7. Most of the oral assignments will be treated as pass/fail, unless the student wishes otherwise--in which case, specific criteria will be subjectively assessed by the instructor.
8. All written assignments will be treated as pass/fail.
9. The student will assist in the evaluation process by evaluating himself and his peers.
10. Records will be maintained by the instructor and a final grade will be awarded based on the above criteria (which essentially suggests that the student receive an "A" if he attends regularly and does all of the work--with no significant concern about quality--the assumption being that the activities of the class are so designed as to yield expected results merely through active participation. Thus, failure then can be only for the instructors and not for the student.)

PROCEDURES

The instructors taught the first class on Monday, January 31; the class ran for three hours, beginning at 6:30 P.M. Thirty-five people attended the first session, with most of them forming the final core group of twenty-seven. The core consisted of twenty-two Navajos, two Hopis, one Sioux, and two Caucasions (a B.I.A. nurse and a special education teacher.) All of the Indian students were born on a reservation, most were in their twenties, most were married, most were women, and most were employed full time. Some of the class members drove nearly 200 miles round trip to come to class. The bulk of the students had had previous college experience and all of the students planned to teach some day.

The traditional concept of a "Who I am speech" was discarded for the first class session in favor of a human bingo game, a game designed to encourage interaction. The instructors took part in this exercise. Later analysis indicated that this exercise was highly successful in "breaking the ice" between both students and faculty.

After each class meeting, the instructors spent the bulk of the three-hour return trip to Flagstaff analyzing the class and planning the next sessions. (This discussion was interspersed with warnings about horses and sheep on the road--the reservation is open range.) This process was repeated after each ensuing class. The sessions, as they finally evolved, included:

SPECIFIC OBJECTIVES FOR CLASS SESSIONS

Class #	Objectives
1.	Explain course objectives, goals grading standards. Generate atmosphere of informality in communication cycle.
2.	Demonstrate that optimum communication takes place when all senses operate simultaneously, and that communication is a "team" process. Introduce listening unit.
3.	Continue listening unit. Explain central idea and present three concepts of audience analysis.

Class #	Objectives
5.	Explain effective utilization of visual materials. Explain discussion method as it applies to formal and informal situations. Explain non-verbal communication.
6.	Presentation of visual aid speeches. Discussion and peer evaluation.
7.	Processing of visual aid speech. Present units on oral interpretation and library research.
8.	Presentation of oral interpretation selections. Explain types of research available to communicators.
9.	Develop understanding of importance of persuasion in society and a grasp of persuasion fundamentals. Presentation of position statements. Prepare Personal Data sheets for next week.
10.	Explain interview techniques. Explain micro-teaching unit.
11.	Presentation of micro-teaching projects.
12.	Completion of micro-teaching projects. Evaluation of class.

A more detailed analysis of some of the classroom activities will demonstrate some interesting results. Each of the following examples will be discussed in terms of procedure, processing (a method which employs extensive student feedback,) and evaluation. The evaluation will include both student and faculty reaction.

SPECIFIC METHODOLOGY

ACTIVITY: HUMAN BINGO[3]
Session #1

PROCEDURE:

1. Each student was given a grid, resembling a bingo grid, on eight and one-half by eleven inch paper. Each student wrote his own name in the center square. (Appendix 1)
2. Each person was to approach another person, exchange introductions and become acquainted with him.
3. Each exchanged grids, wrote his name in one of the squares of the other's grid, returned it.
4. Each discovered at least one thing that would help to remember that person. Each made a note of that information on the grid below that person's name.
5. Approximately two minutes were allowed for each interview contact.
6. Students moved person to person until they reached every other person in the room.
7. Time signals were announced periodically. (Note: From our experience, students became engaged in conversations and discovered that they were interested in each other and the conversation went on for some time without regard for time limitations.)
8. Upon completion of this phase of the exercise, the class reassembled.
   a. The instructor called out a name.
   b. The students were to "x" the names as they were called.
   c. The students volunteered information about that particular individual in a sharing manner (students could add information to their charts during this phase).
   d. The instructor called out a second name, and the procedure continued until someone completed five in a row and called "Bingo."
   e. The student read his five names to "verify" his "Bingo" --a step which is not very important.
   f. If a name is called that the student did not have on his grid, he wrote it in and recorded pertinent data.
   g. The calling of names continued until all had been called or until the instructor felt the need to "move on."

PROCESSING:

As with so many of the exercises in this class, the game itself--the outcome was not of major importance. Even though it may be fun to see the game through to completion, of more importance is the answering of the question: "What happened in the process of the activity?"

1. The students became engaged in interviewing.

2. They tested their ability to formulate and ask questions.
3. They were establishing friendships.
4. They were breaking down barriers.
5. They were realizing some of their strengths and weaknesses in communicating.
6. They were getting to know each other.
7. The instructors were actively involved in the game; they introduced themselves as "Dan" and "John" without the labels of "Dr." or "Mr."
8. Each student participated in fifteen to twenty interviews.
9. Each student asked fifty to seventy-five questions (which we thought was a major accomplishment since many students don't ask that many questions in an entire semester in most classes).
10. During the "processing" session which immediately followed the game, the authors explored such questions as:
    a. What did you learn?
    b. Why was the game effective: in what ways was it effective?
    c. Were there shortcomings, did you experience problems?
    d. Did you feel that anything of significance was accomplished?
    e. What were some of the things you wished you had done differently, or if you were to play the game again, what would you do differently?
    f. What did you observe in your peers that were strengths or weaknesses; in yourself?
    g. What do you feel were some of the things we should work on in this class to help you to become better communicators, better interviewers, better question-askers, better question-answerers?

EVALUATION:

Following each class session, the instructors processed that class session and attempted to draw conclusions relative to the attainment of the course objectives.

1. The students did become acquainted with one another.
2. A need was recognized for the learning of questioning strategy.
3. Interviewing techniques needed to be refined.
4. Central idea and purpose needed work.
5. The students seemed to recognize the need to improve communication skills, as was reflected by their observations during the processing phase.
6. The instructors were able to remove some anxiety that the students might have held toward them.

ACTIVITY: COMMUNICATION CYCLE AND RECTANGLES
Sessions #1&2

PROCEDURE:

1. The instructors obtained a student volunteer.
2. The student was assigned the task of describing a set of rectangles on a sheet of paper. (Appendix 4)
   a. He had his back to the class.
   b. He received no feedback.
   c. The rest of the students could not laugh, interrupt, groan, ask questions, or react in any other way.
   d. The students attempted to follow his descriptions and to duplicate the exact pattern on their own sheet.
   e. The student was then asked to describe the rectangles on a second sheet, this time allowing: eye contact, free feedback, interruptions, questions, etc.; however he was not to show them the pattern. (Appendix 5)
   f. After he had finished the description he drew the two sets of rectangles on the board and the students corrected their own papers.
3. The instructors led discussion using such questions as:
   a. Under which conditions was the source most threatened?
   b. Which conditions were most frustrating for the receivers?
   c. What were the sources of the frustrations?
   d. What were the reasons that the second set was easier to follow?
4. Distribution of dittoed sheet diagramming the communication cycle.
5. Instructor synthesization of the material.

PROCESSING:

1. The students effectively recognized the need for the full cycle of communication.
2. Several principles of communication theory were pointed out by the students.

EVALUATION:

1. The instructors were pleased with the results of this activity; the objectives were effectively reached.
2. This activity led into succeeding assignments and served as motivation to practice sound communication theory.

ACTIVITY: SMALL GROUP INTERACTION [4]
Session #2

PROCEDURE:

1. The class was broken into small groups of not less than three each.

2. Rotating roles were assigned or assumed by the members of each group.
   a. Focus - the presentor or speaker.
   b. Facilitator - the helper, kept the group moving and on course, assisted the focus.
   c. Recorder - recorded pertinent data.
   d. Observers - listened, asked questions, volunteered information, helped when needed.
3. The role of the facilitator varied, i.e., in the discussion unit he became the leader of the discussion.
4. The role of the recorder also varied, i.e., he would record data, he would feedback (completing the communication cycle), he would be a paraphraser for the focus.

PROCESSING:

1. The students observed that the small group atmosphere was reassuring and built confidence: they felt secure.
2. They felt that the activity was helpful, especially in finding topics for talks.
3. Relationships were reinforced.

EVALUATION:

1. The major difficulty was that the instructors could not observe all of the interaction in all of the groups since they were going on simultaneously.
2. The only equitable way to evaluate was pass/fail.
3. The enthusiasm of the students was refreshing.
4. The respective unit goals were successfully accomplished via the small group vehicle.

ACTIVITY: TEAM BUILDING VIA SIX-INCH SQUARE[5]
Session #2

PROCEDURE:

1. A case was built for the need for team work in communication.
2. The Six-Inch Square was introduced. (Appendix 3)
   a. Students were arranged in groups of five around a table.
   b. Each group was given an envelope with pieces for five, six-inch puzzles.
   c. Goal was explained: each player was to form a six-inch square.
   d. Ground rules were explained.
   e. Signal to begin was given.
3. The groups worked at their own rate.
4. As soon as a group was finished, the instructor scrambled the pieces and asked that the student do it again.
5. When the group had finished for the second time the members were encouraged to move about the room and observe the progress of the other groups without coaching.

6. After all groups had finished, the small groups re-assembled to process the activity.

PROCESSING:

1. The need for verbal and non-verbal communication was realized.
2. Human traits which inhibit team work and the communication process were realized.
3. The students recognized the need to help by sharing as well as receiving.

EVALUATION:

1. The students were excited about the exercise and felt that it was meaningful.
2. The communication cycle was made more meaningful.
3. Individual traits became conspicuous.
4. This was felt to be a very worthwhile activity, it accomplished more than was anticipated.

ACTIVITY: QUESTIONING STRATEGY[6]
Session #2

PROCEDURE:

1. Instructors lectured and led discussion in an attempt to re-vitalize the earlier recognized need for better questions.
2. Instructors distributed a dittoed sheet of question categories, i.e., descriptive, comparative, causal, value, creative, etc. (Appendix 2)
3. Student questions and follow-up discussion terminated the unit.

PROCESSING:

1. The unit increased awareness of value of various kinds of questions.
2. The students indicated that they would handle the bingo game differently, by asking more creative kinds of questions.

EVALUATION:

1. Motivation was difficult--instructors should have covered the material when the need was first realized.
2. The dittoed sheet was of value.
3. The "lecture" was cooly received.
4. The instructors should have had a follow-up exercise to test new knowledge of question-asking.

ACTIVITY: CENTRAL IDEA AND AUDIENCE ANALYSIS
Session #3

PROCEDURE:

1. The instructors lectured and led discussion on background material:
   a. Concept of central idea in communication situations.
   b. Three concepts of audience analysis.
2. The instructors made extensive use of chalkboard.
3. The skills acquired were to be practiced on listening unit.

PROCESS:

Processing was incorporated into discussion.

EVALUATION:

This material was essential, but perhaps could have been more creatively disseminated.

ACTIVITY: LISTENING
Session #3

PROCEDURE:

1. The instructors reviewed listening problems experienced earlier and re-established need for improvement via teacher-led discussion.
2. The students and teachers decided to use the Xerox tape program by Ralph Nichols as the instructional vehicle.[7]
3. Nearly two full periods were devoted to listening instruction.
4. The tapes were presented according to instructions in large groups and included a pre-test and a post-test.
5. The students gave their responses according to directions: oral or written.
6. Periodic reviews of objectives and skills were pointed out by the instructors.

PROCESSING:

1. The students progressively found the items on the tapes to be easier.
2. Their performance on the pre-test was very low.
3. They had difficulty with the language, rate, dialect, cultural orientation, etc.
4. They felt more confident in picking out central idea, main points and following organizational pattern.
5. They became fatigued.
6. Several suggestions were offered (see Evaluation).

EVALUATION:

1. A marked improvement was reflected in the post-test.
2. The students felt more confident as effective listeners.
3. The rate of speech was far too fast for the average student.
4. The dialects were difficult for students to handle and may not have been necessary.
5. The tapes were culturally oriented to a white community and not to the Indian culture.
6. To be really effective, the instructors should have prepared a series of tapes designed specifically for this group.

ACTIVITY: INFORMATIVE SPEAKING
Session #4

PROCEDURE:

1. Background information was introduced by the instructors, stressing: organization, central idea, main topics, introduction, body and conclusion.
2. Assignment: prepare a short informative talk stressing the items listed in #1 above.
3. During the next class session, the small group activity was utilized.
4. The roles of focus, facilitator, recorder rotated until each person had filled each role.
   a. The focus presented his informative talk.
   b. The facilitator helped if help were needed.
   c. The recorder wrote the central idea and main points.
5. The group could become involved in a discussion of the subject presented by the focus.
6. The group processed the presentation in terms of strengths and weaknesses.
7. The recorder served as an evaluator and presented either a written or oral critique. The other members of the group reacted to the evaluation.
8. The focus wrote a composite self-evaluation in light of his own feelings and the reactions from his peers.

PROCESSING:

1. Earlier positive reactions to the small group arrangement were reaffirmed.
2. The students found the talks to be very informative.
3. The students felt rushed, pressured by time.

EVALUATION:

1. Because the instructors floated between groups, parts of, if not all of, given presentations were missed; thus, instructor evaluation was a difficult, if not an invalid, task.

2. Peer and self-evaluation were effective.
3. Students were reluctant to give themselves a letter grade for fear that it might be unreasonably high.
4. Strengths and weaknesses were recognized.
5. Certain communication skill needs which were identified earlier were re-stated as how being partially fulfilled:
   a. Organization.
   b. Questioning strategy.
   c. Listening.

ACTIVITY: DISCUSSION
Sessions #5&6

PROCEDURE:

1. Background information was presented by the instructors.
2. Stress was given to informal, small group kinds of discussion as opposed to formal, public forms of discussion.
3. The instructors led a large group discussion for demonstration purposes.

PROCESSING:

This activity received little formal processing.

EVALUATION:

1. The decision was made to incorporate the discussion process informally into the succeeding assignments rather than to artificially set up panels, etc.
2. This treatment of discussion may have left some confusion as to role responsibilities.
3. Even though one of the objectives was to show the value of involvement, the above method of presentation needs to be re-evaluated.

ACTIVITY: NON-VERBAL COMMUNICATION
Session #5

PROCEDURE:

1. Orientation to non-verbal communication was made by the instructors.
2. A film strip and accompanying tape were presented.[8]
3. Teacher-led discussion ensued.

PROCESSING:

1. Students became aware of reality of non-verbal communication.
2. Students recognized the need to control non-verbal communication.

EVALUATION:

It was felt that the above exposure adequately introduced the students to the effects and values of non-verbal behavior in the communication process.

ACTIVITY: VISUAL AIDS
Sessions #5&6

PROCEDURE:

1. One instructor presented a visual aids talk, deliberately building in certain faults, i.e.:
   a. The aid was too small (HO model train engine).
   b. Details were not pointed out.
   c. He did not move about the audience.
   d. He did not pass the aid around for the students to handle.
   e. The students were not invited to move to the front to examine the aid.
   f. Too much factual, technical information was used.
2. The other instructor critiqued the presentation.
3. Teacher-led discussion on the use of visual aids ensued.
4. A second demonstration of a visual aids talk was presented which utilized some of the visual aids used by former students.
5. This information and experience became the foundation for the micro-teaching unit.
6. Assignment: Next week present a talk that will primarily utilize visual aids.
7. The students worked in their small groups (focus, facilitator, recorder) to determine subjects for their talks --the presentations were made to this same group.
8. Some of the presentations were recorded on video tape.
9. Students alternately served as speaker, discussion leader, and discussants during the assignment.

PROCESSING:

1. It was interesting to note that the majority of the presentations were on subjects relative to Indian culture, i.e.: rug weaving, pottery-making, basket-making, fabric dyeing, etc. The students' interest reflected a lack of familiarity with phases of their own culture.
2. The students openly enjoyed this activity, often exceeding the alloted time.
3. Some students asked that they not be put on video tape for personal reasons (probably religious); others were not at all inhibited and reacted much the same as any other university student would.
4. The students felt that this was a good information-sharing experience.

EVALUATION:

1. The authors had erroneously assumed that these Indian students had much more in common than they really did, even though many of them came from the same reservation, tribe and culture.
2. The instructors were pleased with the results and felt that they had made significant progress.
3. The students were now performing with relative ease--the visuals helped.

ACTIVITY: LIBRARY AND ORAL INTERPRETATION
Sessions #7&8

PROCEDURE:

1. The class was moved to the school library. A guest librarian from the University[9] served as a resource person and discussed the following:
   a. Research that would be available to Indians on Indian culture.
   b. How to use libraries and indexes.
   c. Introduction to the Mobile Library; membership cards were distributed and filled out.
   d. Introduction to the N.A.U. Library since most of the students would be on campus to complete their program requirements.
   e. Background material to be utilized in finding material for the interpretive reading assignment.
   f. A display of various books and indexes.
2. The instructors presented background material on the oral interpretation of literature.
3. An oral interpretation evaluation form was discussed.
4. A Navajo student from campus was brought in as a resource person to demonstrate effective reading practices.[10]
   a. She was an exceptionally fine reader and an attractive person.
   b. As a special surprise to the class, we had asked our guest to read, in Navajo, a short story written by one of the students in the class.
   c. She also read several other short selections and a longer cutting from "Glass Menagerie" by Tennesee Williams.
5. Between selections, the reader and the instructors elaborated on technique.
6. Records were played to demonstrate special effects, especially in the reading of children's literature.[11]
7. During the break and at the end of class, the students examined the books and records.
8. The assignment:
   a. Prepare an interpretive reading presentation.
   b. Select "good" literature, but choose literature that you enjoy.

c. Locate the material in the manner suggested by the librarian.
d. Either select a variety of material and present it in the form of a program, or select a theme and present one or more selections on that theme.

9. The class was divided in half. The student presented his selection before half the class and one instructor in a rather formal manner. The instructor wrote an extensive evaluation for each reader, and gave it to him/her following the reading.

PROCESSING:

In teacher-led discussion, the students were made more aware of the relevancy of reading in the classroom.

EVALUATION:

1. Even though nearly two full class periods were devoted to this unit, the instructors felt hampered by a shortage of time.
2. The instructors were surprised at the cool, negative response to the Navajo selection read in Navajo. It seemed that our guest reader did not use the same Navajo with which our students were familiar--it apparently was a "text-book Navajo." Perhaps the Navajo selection should have been omitted.
3. Earlier in the course, some of the students had indicated apprehension to the reading assignment stating: "Indians cannot read with feeling and expression." It was felt that that doubt could be eliminated by the building of confidence and self-image. Five students failed to show up to do their readings, and did not return for any additional class sessions--this group included the author of the Navajo short story and some of her friends.
4. The formality of the atmosphere was not common in the class up to that point; it may have inhibited the readers.
5. The readers read with enthusiasm and read very well.
6. Many students read Indian stories and legends.
7. The students needed much more work with oral reading; however, not in the traditional formal manner in which it is normally taught.
8. The library material seemed to be well received. Several students checked out books from the guest librarian.

ACTIVITY: PERSUASION AND CLENCHED FIST
Session #9

PROCEDURE:

1. Minimal background information on persuasion was presented by the instructors.

2. The class was broken into small groups of three: facilitator, focus, recorder.
3. The facilitator sat opposite the focus with a tightly closed fist.[12]
4. The focus attempted to persuade the facilitator to open his fist; he could use any reasonable means at his disposal.
5. The recorder wrote down the various methods used by the focus to persuade.
6. The recorder also made note of the reactions of the facilitator: at what points did he weaken? did he become even more determined?
7. At a given signal from the instructor, or after the focus had succeeded, the group was directed to process what had happened:
   a. What means were effective; ineffective?
   b. What caused the person to open his fist?
   c. What alienated the person, etc??
8. The class reconvened to process the entire exercise.
9. The instructors capitalized on the basic persuasive concepts which came from the students and extended them into an extensive discussion of persuasion.
10. Immediately following the presentation by the focus, the facilitator led a discussion with the focus becoming a resource person.
11. The recorder wrote an evaluation for the focus.
12. The groups processed the activity.
13. The students were assigned to prepare a short position statement to be presented to a small group (focus, facilitator, recorder, observers).

PROCESSING:

1. Some of the experiences and the persuasive concepts reported by the students are listed below:
   a. "open your fist or you will cut off the circulation" (logic and invitation).
   b. "...the pain will go away, it will not hurt you" (find personal comfort).
   c. "Why do the exercise? We see no purpose in it" (lack of logical motivation).
   d. "...we will get out earlier; you will be able to wash your hand; let me try to read your palm" (bribery, logic, trickery). This group finally resorted to physical force.
   e. "...shake my hand; remove your ring" (personal, emotional, trickery). In this group, the focus took the facilitator's purse and threatened to look in it.
   f. The focus spoke in a pleasant voice and threatened to become angry (reward and threat).
   g. "...I will give you $1, $5 (bribe); your watch is pretty (praise); now that I have it I will smash it unless..." (threat and security).

2. The students enjoyed the exercise even though they were initially hesitant to use overt persuasion on their peers.
3. The students seemed to be able to relate the opening of the clenched fist to the opening of closed minds in a classroom.

EVALUATION:

1. The discovery method proved to be an effective way to teach persuasion.
2. The instructors were pleased, if not amazed, with the communication theory that evolved from the small group processing.
3. This was felt to be one of the more successful exercises used in the class.

ACTIVITY: INTERVIEWING
Session #10

PROCEDURE:

1. The teacher served as the resource person.
2. Various forms and purposes of interviews were discussed, with emphasis being placed on the job interview.
3. Several publications were introduced.[13]
4. Materials from the N.A.U. Placement Office[14] were distributed with instructions. The students could initiate their placement file if they wished (not many did).
5. Each student was asked to type a Personal Data sheet using the New York Life suggested format.
6. Demonstration interviews were conducted by the instructor with several of the students.
7. Teacher-led discussion followed.

PROCESSING:

1. Many students were unfamiliar with the concept of interviewing, especially the job interview since the B.I.A. uses other methods for screening.
2. The students liked the idea of preparing a personal data sheet since they had not done that before.
3. The materials from the Placement Office were well-received and the students were pleased to learn of the extensive service provided by the Placement Office.

EVALUATION:

1. The placement files were premature, the students should have only been exposed to the materials.
2. The content of the material was adequate.
3. The demonstration was effective; however, the effectiveness would have been increased if all students had engaged in an interview.

4. The Personal Data sheets were well-prepared and will be useful in the future to the student.
5. The presentation of the material and the unit in general may have been too formal.

ACTIVITY: MICRO-TEACHING
Sessions #11&12

PROCEDURE:

1. This unit was designed to be a culmination of many of the activities covered previously in the class.
2. The assignment:
   a. Present a fifteen to twenty minute teaching unit designed for the grade level and subject area with which the student plans to work.
   b. Utilize the skills acquired in earlier units, i.e.: visual aids, informative and persuasive speaking.
   c. In advance of the presentation, the student submitted an outline of his plan to the instructor. (Appendix 6)
   d. During and following the presentation, there should be inter-action with the class, involvement of the "students," and considerable use of audio-visual aids.
   e. The unit may be a segment of a larger unit, if so, the class should be oriented to the place of the segment.
   f. The speaker role-played the teacher; the students in the audience role-played the students at the appropriate level.

PROCESSING:

1. Many teaching and speaking ideas were shared and learned--peer instruction.
2. Nervousness was virtually overcome.
3. Involvement and inter-action were effectively executed.
4. This activity was "fun."
5. Inter-action and use of visuals made the assignment easier.
6. Students and faculty demonstrated rapport; they communicated as friends.

EVALUATION:

1. More time was needed.
2. The presentations should have been recorded on video tape.
3. The "teachers" and "students" effectively played their roles.
4. A surprising number of "teachers" taught the same kinds of activities commonly used for this assignment on campus.
5. Visual aids were superbly prepared--these students are quite artistic.

FINDINGS

A careful analysis of the Toyei results indicates some interesting findings.

The students in the class accomplished most of the eight overall goals established at the outset. Specifically:

1. To understand and utilize the communication cycle: Students alternated throughout the class as encoders and decoders; they were successful in these aspects. They expressed a new-found awareness of the variables present in the cycle.
2. To score a 25% improvement on a listening test: Some of the students experienced a great deal of difficulty with the English language employed in the test; they were forced to translate from the English into their own language and then back into English for responses. Nevertheless, the overall results were outstanding: the average individual scored at least 100% better on the post-test than on the pre-test.
3. To understand and utilize good "rules" of visual aid usage: Not only did the students demonstrate a grasp of usage fundamentals in their own presentations, but their critiques of their peers indicated keen awareness of how aids should be used and when they should be used.
4. To understand and improve vocal and visual aspects of delivery: The instructors had expected student difficulty with projection--a problem often encountered on campus. No difficulty was encountered with this item nor any general problems with other items of delivery. Possibly the students' on-going experience as teacher-aides, etc., had already enabled them to achieve a degree of success in this area.
5. To understand and utilize basic patterns of organization: Again, campus experience did not hold true at Toyei. The students showed little difficulty in organizing a presentation.
6. To appear confident in front of a group: Students communicated to various size groups, varing from five to twenty-five persons. Increased self-confidence was noted as the course progressed. Students expressed satisfaction with their improvement in this area; instructors attempted to incorporate this satisfaction into a more positive self-image.
7. To understand the discussion method and to be able to function as leader and/or discussant: Moderate success was achieved in this area. Students were more aware of the components of discussion, but the bulk of their understanding came in informal discussion; there was no opportunity to go into formal discussion in depth.
8. To improve ability to communicate through oral reading: This goal was accomplished for some students who became aware of the opportunity to convey meaning by the way in which something was read. For others, the assignment was extremely traumatic and at least four students dropped

the course rather than complete the assignment (this was done without notification to the instructors). Indian culture downplays expressiveness while speaking and, consequently, most of the class felt ill at ease in a situation which called for expressiveness. Extensive class discussion indicated the above, although most of the class was willing to try the assignment. Any future courses on the reservation will have to approach reading from a different point of view, recognizing the cultural problem but also making clear that Indians who plan to teach in non-Indian schools may have to play two roles.

Professor Lynn Osborn wrote an article in 1967 entitled: "The Indian Pupil in the High School Speech Class."[15] Although Osborn dealt only with high school pupils, a comparison with the Toyei students might prove profitable. Osborn noted feelings of insecurity and inadequacy, irregular attendance patterns, insensitivity to audience response, and a natural reticence and shyness. These factors were noted at Toyei, especially the items related to insecurity or, as the authors describe it--self-image.

Most of the students in the class initially seemed to lack a positive self-image. This was especially obvious when the interpretative reading unit was introduced. A typical reaction was, "Indians can't read." Class experience proved this concept false, but the comment does indicate a problem with self-image. Any teacher of Indians will need to discover learning experiences which will improve self-image. A review of the Toyei classroom activities will reiterate the authors' attempts to solve this problem.

Attendance was a continuing problem at Toyei. Twenty-three of the twenty-seven students were absent at least once; and eight at least four times; only four had perfect attendance. An accurate analysis is virtually impossible, however, when one considers that most of the students depended on rides, some were detained by family problems such as sick children, or some might have been too physically exhausted to drive the distance to class after completing a full day of work.

The insensitivity to audience response and the natural reticence and shyness is probably a result of cultural mores. The students, when discussing these phenomena, noted that Indian children are taught never to look an adult in the eye when talking to him and to keep the voice level low during the conversation. In addition, the instructors were told, some of the more traditional Navajos even consider it immoral for an unmarried man and woman to look each other in the eye. Such mores undoubtedly have some carry-over into adult life and probably account for what was observed.

Osborn also noted student difficulty in choosing topics; inadequate background training in necessary research techniques, idea development, and organizational skills; serious stage fright problems; and vocal impediments (mumbling, projection,

etc.). The authors experienced none of these at Toyei, possibly because the students were already engaged in daily teaching activities and possibly because of the manner in which topics were selected and speech situations established. Every effort was made to establish realistic speaking situations at Toyei.

In addition to the above, there were other significant findings. The first of these was a growing awareness on the part of the instructors that it is difficult to define the term Indian. Should it be done in terms of culture? race? tribe? There were Indians in the class who were very traditional, such as those who preferred not to be video-taped (the soul must not be captured on film); there were Indians in class almost totally ignorant of their cultural mores and customs. Obviously, acculturation was difficult to measure. As one drives across the reservation observing the ancient hogans, tents and tar-papered shacks, the pickup truck seems as much of a puzzle as did the identity of many of our students. Somehow, we had become involved in an anachronistic setting. Our students seemed to be engaged in a struggle between the old and the new. The students, with whom we were working, were for the most part, employed in roles which imposed Caucasion values. Their attire would be more commonly found in the neighboring villages off the reservation. Wealth, often measured by the size of the flock, now became a matter of the hourly rate. A couple of our students talked Indian culture, but seemingly did not practice it. Aside from striving to improve basic communication skills, no attempt was made to acculturate our students, as a matter of fact, they were encouraged to perform within the realm of their culture and experience with their newly acquired skills. There is always a real need for the instructor to get to know each person as an individual before establishing specific learning goals.

The students in the class expressed a real desire to get to learn the communication process better and, at the conclusion, expressed satisfaction with the practical outcome of the course. The Toyei experience clearly demonstrates a need to adapt communication teaching to the reservation. There is a need to assess just how communication functions within the Indian culture and to discover means by which the Indian can improve himself.

Various writers have remarked about the Indian difficulty with abstract concepts. Most of the students in this class seemed to have the same problem. Lectures needed to have numerous examples and illustrations in them if comprehension was to take place. Presentations which revolved mostly around theory would not work. In addition, examples and illustrations needed to be relevant to the reservation; many of the students had not traveled far from home and many were not familiar with experiences and events which educators often take for granted.

Finally, any course taught in this type of context,

needs to take physical hardships into account. The students were tired after already working a full day (so were the instructors!); a three hour class can be a significant additional burden. Expectations and assignments must be geared to this type of situation.

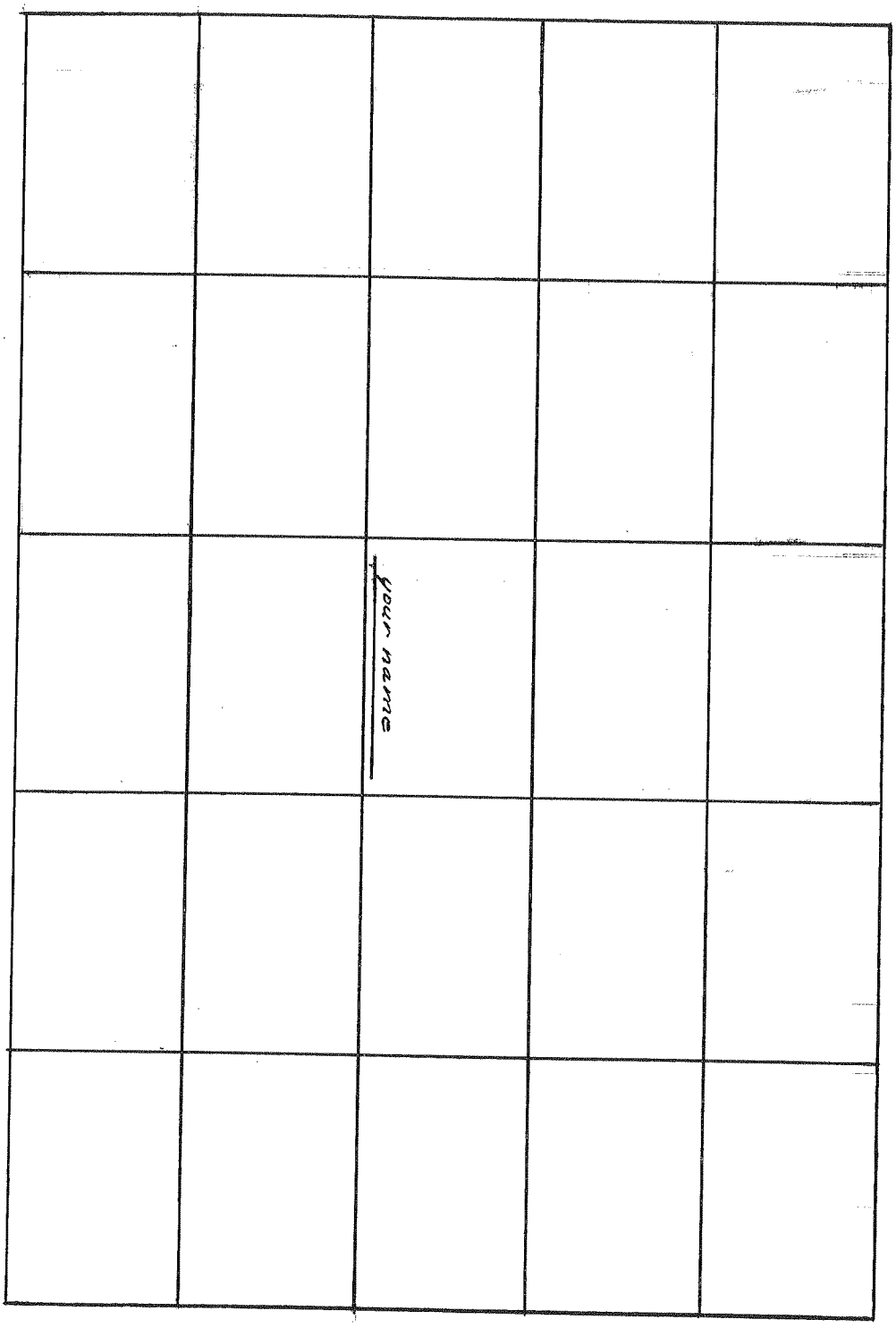
The Toyei experience was thrilling. The challenge was real, the results were obvious. There is an exciting opportunity awaiting universities who are willing to get involved with teaching communication to Indians. The work is difficult; teachers must be able to abandon traditional methods of teaching and rethink on-campus criteria. The reward, however, is real as one observes a student improving both his self-image and his communication skill, knowing that he will now be a more effective classroom teacher.

Some think that the reservation is a lonely place; the authors found it to be inviting and attractive. Some look at Indians with celluloid sterotypes; the authors found them to be real people. More faculty need to leave their sacred halls and go where people have need!

-APPENDICES-

HUMAN BINGO

Appendix 1



QUESTION CATEGORIES Appendix 2

Too often conversations drag and we fail to elicit desired information because we are unable to frame questions to accomplish these ends. Too often the answers gained are merely variations of, if not explicitly, "yes" or "no". Some kinds of questions will usually stimulate a person to reveal more of himself and of his experience. Awareness of such categories can go far in enabling an individual to become a more successful conversationalist, to get better acquainted, and to gain desired information.

These include:

1. DESCRIPTIVE--What is it like? What kind of situation is it?

2. COMPARATIVE--How are two or more things different or alike?

3. HISTORICAL--How did things get the way they are?

4. CAUSAL--What is the reason for such a thing?

5. EXPERIMENTAL--If you do this, what will happen?

6. PREDICTIVE--What will it be like ten years from now?

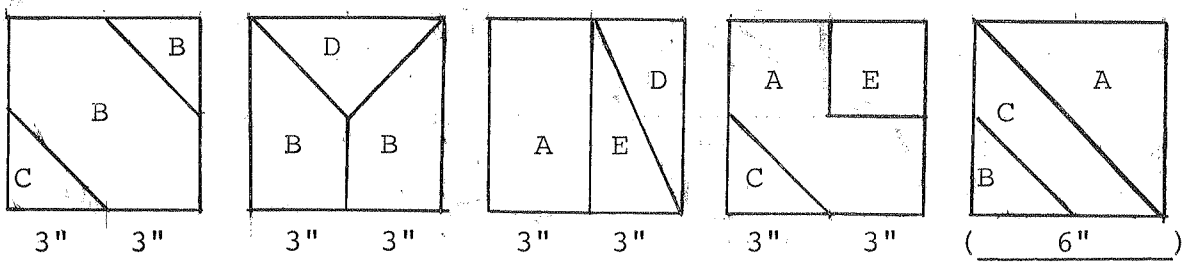
7. VALUE--What is good, better, best? What do you like about it? What do you dislike about it?

8. APPLICATION--How is this relevant to your situation? How can this be changed to fit your situation?

9. METHODOLOGICAL--How can I find out? How can I do this?

10. CREATIVE--How can this be improved? How can it be changed?

FIVE SQUARES--SIX-INCH PUZZLE Appendix 3



DIRECTIONS FOR MAKING:

Cut from tag board or other substantial material according to patterns above and mark with appropriate letter. All measurement must be precise (3" x 6") so that pieces will interchange accurately. Place one complete set of five squares in an envelope.

PROCEDURE:

Arrange in groups of five around table or other hard surface. Each group is given envelope with pieces. Each player takes all of the pieces marked with a single letter of the alphabet.

GOAL:

To have each player form a 6" square.

GROUND RULES:

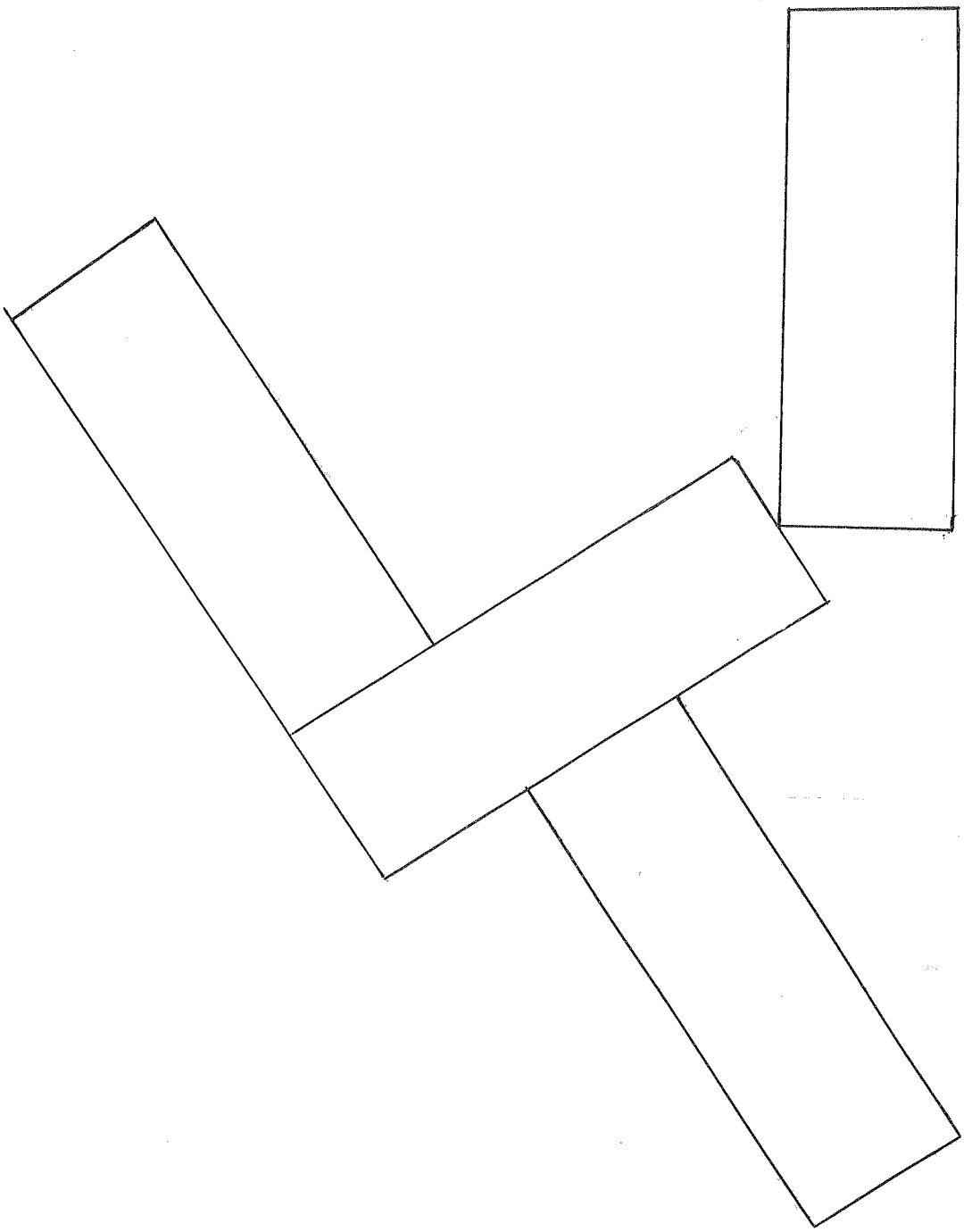
1. You may pass one of your pieces to another player at one time.
2. You may <u>not</u> talk.
3. You may <u>not</u> gesture.
4. You may <u>not</u> touch another person's pieces.

PROCESS:

Discuss how goal was achieved. Feelings about helping. Why pieces were passed. How to help. What are the implications for communication? In what ways does this exercise the need for teamwork in the communication process? What were some of your frustrations? Did you willingly give? receive?

NO. I ONE-WAY COMMUNICATION Appendix 4

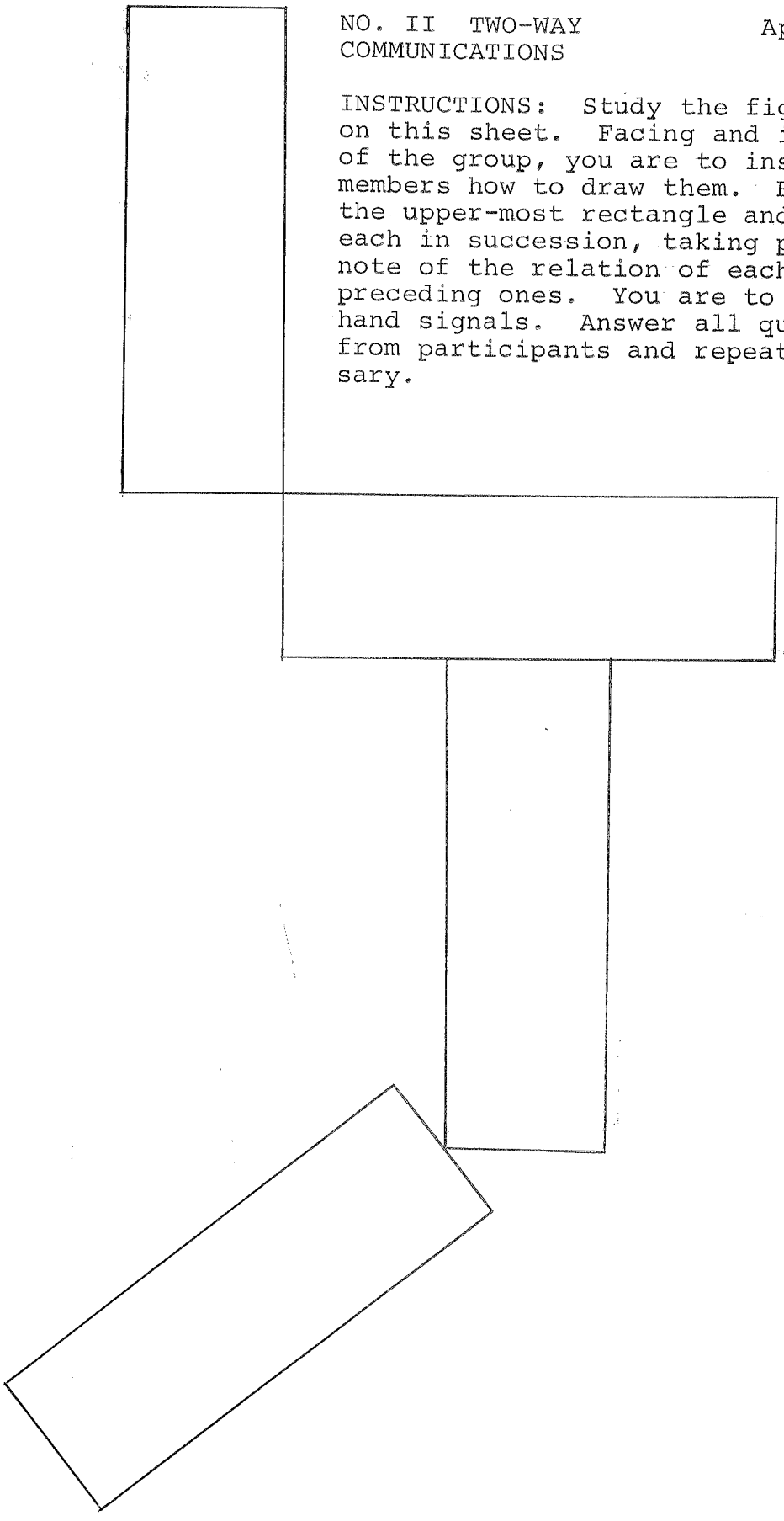
INSTRUCTIONS: Study the figures drawn on this sheet. You are to instruct the members of the group how to draw them. Begin with the uppermost rectangle and describe each in succession, taking particular note of the relationship of each to the preceding one. No questions are allowed. No hand signals are allowed. You are to be seated with your back to the audience.



NO. II TWO-WAY COMMUNICATIONS

Appendix 5

INSTRUCTIONS: Study the figures drawn on this sheet. Facing and in full view of the group, you are to instruct the members how to draw them. Begin with the upper-most rectangle and describe each in succession, taking particular note of the relation of each to the preceding ones. You are to make no hand signals. Answer all questions from participants and repeat if necessary.



MICRO-TEACHING
Evaluation

Appendix 6

Name _____

Title _____ Grade Level _____

Central Idea _____

_____

Topical Outline:

Audio/Visual Aids used: _____

_____

- -

Evaluation: Name _____

Voice _____

Movement _____

Content _____

Organization _____

Appearance _____

Use of Audio/Visual Aids _____

_____

Appropriateness/Effectiveness _____

Inter-action with Audience _____

_____

Additional comments and suggestions _____

Grade _____

-FOOTNOTES-

[1]Credit is due to many individuals who provided stimulus and professional assistance during this program, especially Dr. Edward Dejnozka, Dr. Gordon Foster, and Dr. Clifford White.

[2]Exceptions to this would include the work done at the Communications Research Center of the University of Kansas.

[3]This activity, as well as several others which were used in the Toyei experience, were first encountered by one of the authors in a summer school class in Secondary Education Curriculum at Arizona State University taught by Dr. Nelson L. Häggerson.

[4]Ibid.

[5]Ibid.

[6]Ibid.

[7]"Effective Listening," Xerox Corporation, 1964.

[8]"A Primer of Non-verbal Communication," by Mark Knapp and Warren Wandling.

[9]Mrs. Jane A. Julien, Government Documents Librarian, Northern Arizona University.

[10]Miss Ruth Grant, Speech-Theatre major, N.A.U.

[11]"A Gathering of Great Poetry for Children," Caedmon Records, Inc., 505 Eighth Avenue, New York, N.Y. 10018

[12]James C. McCroskey, Carl E. Larson, Mark L. Knapp, An Introduction to Interpersonal Communication, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1971.

[13]"Making the Most of Your Job Interview," New York Life Insurance Company; "ASCUS" (Association for School College and University Staffing), ASCUS Communication and Services Center, Inc., Hershey, Pa.; "College Placement Annual," College Placement Council, Inc., Bethlehem, Pa.; "Career Opportunities," Careers, Inc., New York, N.Y.

[14]Dr. Lewis J. McDonald, Executive Director of University Relations, Northern Arizona University.

[15]Lynn R. Osborn, "The Indian Pupil in the High School Speech Class," The Speech Teacher, Vol. XVI, No. 3, 1967, pp. 187-189.

TEACHING COMMUNICATION TO INDIAN EDUCATORS: A REACTION

by
Lynn R. Osborn

Although it might appear incongruous to some, the writer would like to introduce his comments with brief excerpts from the concluding paragraphs of the preceding article by Professors Julien and Monsma. These thoughts reveal the prerequisite frame of reference upon which efforts such as they describe must be formed.

> The Toyei experience was thrilling. The challenge was real, the results were obvious....The work is difficult; teachers must be able to abandon traditional methods of teaching and rethink on-campus criteria....Some look at Indians with celluloid stereotypes; the authors found them to be real people. More faculty need to leave their sacred halls and go where people have need!

The experiences of the authors and the measure of success they achieved at Toyei are strong testimony of their own acceptance, as well as their articulation, of this philosophy. It is a stance which the writer, in his personal contacts with Indian people of many tribes in similar undertakings over the past several years, has found to be a viable and appropriate one.

There are, of course, a variety of approaches which might be employed in responding to the article. In the interests of conciseness and economy of space, a comparatively brief one has been selected in this instance. Rather than attempting a detailed, item-by-item, analysis and commentary; the writer has chosen to treat a few of what he judges to be the most critical issues raised by Julien and Monsma and accompany these reactions with some general thoughts.

In those sections of the article concerned with "philosophy" and "evaluative criteria," it particularly was interesting to note the authors' liberal (and to the thinking of the writer, enlightened) approach to evaluation. Two specific observations appear to be in order with regard to this matter....one in broad support of their position and the other in the form of a question regarding one aspect of it.

Lynn R. Osborn (Ed. D., University of Kansas, 1962) is a Professor of Speech Communication, Central Washington State College, Ellensburg, Washington.

First, the "lenient" concept of evaluation of student performance employed in the Toyei class certainly may be substantiated insofar as it is related to at least some Indian perceptions of formal assessment of communication behavior.

In a dissertation study conducted by Timmons[1] under the direction of the writer and involving post-high school students at Haskell Indian Institute, it was found that both written and oral criticisms were received in a negative manner. In contrast, however, was the finding that these same students did not object to receiving a "grade" for speech performance.[2]

The aforementioned question on the part of the writer concerns the final item in the list of "evaluative criteria." While he does not fault the motivation behind the grading practices outlined, he does have certain reservations with regard to the apparent dichotomy involved in employing the routine "pass/fail" system on most assignments and then using a scale of letter-grades for the final evaluation. Also, he wonders about the validity of a system which results in the assignment of letter-grades with (in the authors' words) "....no significant concern about quality." The traditional A-F scale is essentially quality-oriented, and the various letter-grades are intended to reflect distinguishable, qualitative differences in levels of observed behavior.

In fairness to Professors Julien and Monsma, it should be noted that the perceived disparity in this instance may be entirely semantic. A more complete disclosure of the matter might well provide a full justification and totally allay the writer's concerns.

The authors are to be complimented highly for the very complete and amply detailed statement of "procedures" to be found in their article. It becomes readily apparent to the reader that a great deal of time and effort went into the planning and execution of each class session....planning and execution which reflect a concerned awareness of the peculiar communication motivations, needs, and practices of the American Indian. Many of the non-traditional activities....for example, the human bingo game....employed in the conduct of the course are worthy of particular praise.

Several culturally derived differences in communicative behavior cited by Julien and Monsma necessitate the open-end and flexible approach which they describe. The writer himself time and time again has observed its efficacy in similar efforts of his own working with Indian people from various areas in the United States.

Without rehearsing the specifics of the "findings" set forth by the authors, suffice it to say that, without exception, these are reinforced by a general consensus of those writing in the limited literature treating speech communication of the American Indian. Specific programs organized and con-

ducted by the writer for groups from....to name only a few... the Chippewa, Iowa, Kickapoo, Potawatomi, Sac and Fox, and Yakima tribes have been characterized in a remarkably like manner.

A summary reaction to the total project reported in the article is one of professional praise for an innovative, relevant, and greatly-needed effort and of personal gratitude on the part of the writer for the interest and commitment of Professors Julien and Monsma in an area neglected far too long by those in our discipline! It is hoped that such pioneering activity will motivate other Speech Communication teacher/scholars to move in like directions.

There is perhaps no more fitting conclusion which might be made to this brief commentary in reaction to the article herein considered that to quote from the writings of a young Indian writer...himself a Navajo....as he reflects upon his own recently acquired skill in communication through the medium of spoken English. In these few words, still flavored by his native language and thought patterns, he bears eloquent witness to the fruits of such labors as those detailed by the authors.

> At last, I know a little, I have accomplished and achieved the knowledge and wisdom of my distance (sic.) friends. Ever shall I use their tongue to understand and to communicate, exchange gifts, for their tongue is the barrier of destruction to my people.[3]

-FOOTNOTES-

[1]Barbara J.Z. Timmons, "An Exploratory Investigation of Attitudes Toward Certain Speech Communication Variables Found Among Male Post-High School Vocational Students At Haskell Institute, Lawrence, Kansas," Diss. University of Kansas, 1965, pp. vii & 132.

[2]Op. cit., p. 98.

[3]Emerson Blackhorse Mitchell and T.D. Allen, Miracle Hill: The Story of a Navajo Boy, Norman: University of Oklahoma Press, 1967, p. 222.

LA RAZA: AN EXTRINSIC AND INTRINSIC ANALYSIS

by
Steve Villaescusa

Who is La Raza? The question is interesting, but difficult to answer. Perhaps the term could be rendered best and most simply as "my people"-the socio-economic-ethnic community in which I have my roots. Thus, La Raza is not wholly an ethnic grouping. For some it is partially a matter of cultural heritage. For others, the concept of La Raza is in part a defense mechanism, a device used by people who want to be Americans, but in their own way, not with all the prescriptions of the larger Anglo society. Members of La Raza accept that there are differences in patterns of culture, but they assert that there is nothing wrong with these differences, either in life style or language. They believe in the virtues of cultural pluralism instead of a "melting pot". This paper, therefore, will consider La Raza as the united effort of the Chicano people to solve their problems and achieve cultural and economic equality.[1]

The history of La Raza in terms of years is short, but in terms of actions, quite large. Following World War II, the Modern Mexican-American Movement began to take shape, evolving from pre-World War II Movements which were characterized by smallness, disorganization, and provincial concerns (ie, upgrading migrant wage scales). These had been easily suppressed.

The post-World War II Mexican American organizations focused their interests on neighborhood improvement, protest against police harrasement and brutality, election reforms, naturalization, and economic protection.[2] Underlying these interests, two factors conditioned the present form of cooperative action: The preference for self-help, and the yet unabridged gap between social service institutions,welfare agencies, and similar bodies and their clients.

The effectiveness of these organizations were often checked by failures and discouraging frustrations. Nevertheless, they laid an important groundwork of accomplishments and experience. Consequently, many of the groups can now estimate their survival in years instead of in months. Consider the following examples:

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In the twenty years between 1950 and 1970, the various Mexican-American organizations in California, achieved a voter registration of over 500,000 Mexican-Americans. In other areas, they have won recognition through local efforts of civic improvement with respect to policing, health services, street lighting, garbage disposal, and the like.

From within the Mexican community, there have also come voices and organized protest against job discrimination, exclusion from public services, and segregation in the schools.

No less significant was the prolonged and finally successful campaign against the bracero system of labor. Over a twelve-year period this campaign, launched in the Mexican barrios of California and sustained practically without funds, concluded with the repeal of Public law 78 (which allowed for the system of work).[3]

Several cliche's about the Mexican-American's have dissolved with the unfolding of the preceding events. One was that they have no will to resist economic distreatment or social discrimination. Another was that they have no capacity to organize. And finally, that there is a lack of leadership ability among Mexican-Americans.

The nature and the intensity of actions by La Raza has matured, passing by stages through local and state organizations. Through political orientations, Mexican-Americans have begun to form themselves into viable leagues and forms with regional and national aspirations. Their organizers range from the professions to the grassroots level.[4]

The political organizations raise issues dealing with appointment to political posts of Mexican-Americans, participation in the elctoral process, broadening of professional opportunity, and election of Mexican-Americans to legislative bodies. The non-political groups target migrant conditions, discriminatory practices, deficient educational services, civil liberties, housing, and other barrio conditions.

Recently, however, we have seen a curious combination of the political and non-political organizations in the Recall Williams movement. And quite probably this type of combination will continue into the forseeable future.

The achievements have not been without problems though. The Mexican-Americans are aware that as of now, their individual assets do not accord them predominance in the affairs of the minority community. Hence, the groups are constantly in search of unity.

There has been, for a long time, a precarious balance of personalities rather than a compromise of forces and ideological positions.[5] This gap, for a large part, however, has been bridged. The widespread support of the Delano and Rio Grande Valley strikes has served to unite the great majority of Mexican-Americans.[6] The sympathy and support

the strikes received coupled with the success it enjoyed dissolved much of the pessimism the people had. It served as a motivation in the beginning of a long battle towards social equality.[7]

In these and other maneuvers, the Mexican-American leaders have shown a refined mastery of rhetorical and organizational tactics. The tactics are few but they are effective.

The primary common denominator used to unite the people is Nationalism. In the sense of La Raza, Nationalism comes first out of the family, then develops into a form of tribalism, and finally blossoms into alliances and organizations.[8] This Nationalism seeks to unite the people strongly in the common cause. It appeals to their strong sense of ethnic and cultural pride.[9]

The hope of this tactic is that the people no longer consider their fellow Chicanos as Democrat or Republican, but in turn, an ally in a long hard struggle against oppression. Quite simply, Nationalism seeks to bridge the petty differences among the people and hopes to unite them in an emotionally strong force.

If we were to consider a United Farm-workers rally with Ceasar Chavez speaking we could easily deduce how this Nationalism works. In his speech we would find him making references to Mexican heritage, Mexican pride, and a variety of more subtle things which are common among his audience. Non-verbally, he would also be invoking this Nationalism. The United Farm Workers flag with its black eagle, the signs and banners in Spanish, the way in which Chavez is dressed, and ultimately the entire atmosphere at the rally would serve as stimuli to the desired response.

In line with this Nationalism, the Mexican-American Movement seeks to play educational roles in three areas; Educating the people (Mexican-Americans) regarding their political and economic status-educating them in their heritage, history, and customs-thereby increasing their self-awareness, pride, and effectiveness as individuals; and, finally, promoting institutionalized education within the communities where little enthusiasm existed before.[10]

In attempting to increase or instill the common denominator of Nationalism, the speaker must build common grounds with his audience. The Mexican-American leaders seeking to motivate the people try to relate to them on their level. Their belief is that psuedo-intellectuals and pretentious superiority serves more to polarize than to unite the people.

This belief is both logically and realistically correct. In a culture of poverty, there is an everpresent suspicion of authority, be it governmental, political, or non-political.

The people also distrust the intellectuals and successful persons who have moved away from the barrio and disclaimed their heritage.

In countering this suspicion, the Mexican-American leaders attempt to demonstrate their sincerity. Ceaser Chavez is especially known for this. Besides fasting for twenty-five days during the grape strike and twenty-nine days in protest of the new Arizona Farm Labor Law, he has been equally sincere in his other actions.

The distrusting people are very receptive to such sincerity. They have been too often fooled by politicians, employers, and businesses and are initially very wary before becoming involved, but this strategy is appealing.

In their oratory, the Mexican-American leaders are extremely fiery. Their appeal is logical and strongly laced with emotion. They appeal directly to the people by violently attacking the problems that surround them. They advocate self-help, self-pride, and self-achievement for the Mexican-American people.

The force and frustration of the Mexican-American's environment combined with both a Nationalistic and logical emotional appeal provide him with a strong basis for hope and a new sense of motivation.

The Crusade For Justice in Denver is a prime example of this. In a very Nationalistic reverse-psychology method it preaches that you cannot condemn the Anglos for your problems. You have to blame yourselves. In the same manner, if you want to solve your problems, you have to solve them by yourselves and not wait for the Anglo to do it for you.[11]

In appealing to the larger mass of the Anglo society, the Mexican-American leaders become very rational and articulate. Their appeal is for sympathy and sometimes aid in the struggle.[12] In the grape strike, for example, leaders sought aid in the form of a boycott and sought to convince the public in a grassroots logical appeal.

When dealing with the bureacracy, again, the spokesmen are rational and articulate. But they demand action and avoid compromises. The leaders realize that compromise and plans of gradual solvency undermine their credibility, and, even more importantly, usually lead to inaction.

Ultimately, the strategy of La Raza appears to be threefold: First, to unite and motivate the Mexican-American people; second, to develop sympathy and support from the Anglo society; and third, to hold a hard and rational stand with the bureacracy, utilizing all the power they have.

In retrospect, La Raza is much larger than most people assume. It consists of hundreds of local and nation-wide organizations, from community and area councils to national alliances. Although the future of La Raza is unclear, several things may be rationally postulated.

La Raza is almost certain to expand rapidly. The rapid growth it has gone through in the past twenty-five years seems to be consistant with the future. The increasing social conciousness of the Mexican-American people as well as the Anglo society leads the author to believe that this will further the need and participation in the future.

As the skepticism dwindles away, La Raza is granted another advantage in expanding. The Chicano community is developing more leaders than it has ever known. But above all, the will to resolve the problems of the Mexican-American community by the Mexican-American community is here to stay.

La Raza will probably become more Nationalistic in the future. The successful appeal to Nationalism in the past will continue to be used. As the Nationalistic programs presently being initiated begin to work and develop, a sense of ethnic, cultural, political, and historical awareness will come. With this will come a tremendous surge in Nationalism.

La Raza will also become more diversified. At the present time, La Raza programs are fairly general. Their aim is at setting up a basis for solution, rather than providing one. In the future, as this basis develops, the need for diversification and specialization will become apparent and this change will ultimately have to come.

The rhetoric of La Raza will become more refined. The rhetoric of most Mexican-American organizations now is fairly standard. They have predominantly the same needs, the same problems, the same goals, and hence, they use similar rhetoric. As La Raza becomes more diversified and specialized, the situation will drastically change. The different organizations will have different goals and seek a different audience, and, consequently, will use different forms of rhetoric.

Without doubt, La Raza is here to stay.

-FOOTNOTES-

[1]Moquin, Wayne, A Documentary History Of The Mexican-Americans, Praeger Publishing, New York, 1971.

[2]Galarza, Ernesto; Gallego, Herman; Samora, Julian, Mexican-Americans In The Southwest, McNally & Loftin, Publishers, 1969.

[3]Public law 78 allowed farms the use of bracero labor.

[4]Moquin, op. cit.

[5]Galazo, et. al., op. cit.

[6]The Delano and Rio Grande Valley strikes refer to the grape picking strike of 1965 which inevitably led to the grape boycott.

[7]Steiner, Stan; La Raza, The Mexican-Americans, Harper Colophon Books, 1970.

[8]Moquin, op. cit.

[9]Steiner, op. cit.

[10]Moquin, op. cit.

[11]Steiner, op. cit.

[12]Ibid.