

# Education

## AFROCENTRIC: Curriculum under attack, scholar defends

**PART II**

*By Jawanza Kunjufu*

However, the mission of the Afrocentric curriculum movement is much greater than that. It is a missions that aims to tell the history of the world that must be told. As Dr. Asa Hilliard, a prime figure and walking repository of African History in his own right, so clearly states, "It isn't even Black history. It's human history."

To think that uncover-

ing those elements of world history that have been hidden under the sheets to justify the domination of one group of people over another (whether that domination manifested in chattel slavery, unjust treatment on grape farms, colonial rule, or apartheid as it exists in South Africa today) could possibly be a simple task, is short sighted on our part.

We must expect resistance. On some level, we

must even look forward to it. Surely it is a sign that we are on the right track. As Frederick Douglass once said. "There is no progress without a struggle."

The mere vision of a just and humane society that can embrace the diverse cultures that make the world an exciting place (ask your most Eurocentric thinkers how much they enjoy the richness experienced through world travels), should keep the ad-

vocates and leaders of the Afrocentric curriculum movement inspired and motivated.

This motivation will allow us to continue to bring change to the existing school curriculum that supporters and opponents alike agree, fall short of providing the needs of its students. And the process of change has never been easy. Scholars have studied this process for centu-

One policy group meeting in Alexandria, Virginia this past January, concluded that the focus of this process of change will be in three areas: teachers preparation and staff development, curriculum and student learning styles. Unfortunately, most teacher preparation programs at the college level do not even get this process of change started. Hence, we have large numbers of teachers waiting until they get behind closed lounge doors to say, "I've been teaching 20 years without this Black stuff. Why should I need it now?"

The coordinator for Multicultural Education for Portland Schools, Carolyn Leonard, summarizes the challenge we face well in her statement, "People who have worked hard in school are traumatized by fear of this body of knowledge they never learned."

Based on my personal experiences as a student of educational administration, consultant, trainer and

classroom teacher as well as the research that is beginning to surface that supports the effectiveness and critical need for Afrocentric education for students of all ages, I will present seven critical elements in this "Process of Change" in a follow-up article. It is my hope that the presentation will help us feel more comfortable and eager, if you will, to change the injustice and all the theory, textbooks and teachers, that support it.

Which leads us to the critical question, "Should the aims of education, merely be for the maintenance of ideas and a knowledge base that maintains a status quo that leaves large numbers of the world's population feeling inferior, inadequate and at "higher risk" than a remaining small minority of the world's population?"

This advocate of the movement doesn't think so! In fact, under any circumstances, this Homey don't play that!

## CCSN Library Gets \$1500 Gift From Regent Sparks

Carolyn Sparks, Chair of the University of Nevada System Board of Regents, has made a \$1500 gift to the library fund of The Community College of Southern Nevada. The gift was accepted by Dr. Paul E. Meacham, college president.

Meacham said the funds would be used to add new books to the general library stacks.

"We are very appreciative of Regent Sparks' gift," Meacham said. "With our record enrollments, and the subsequent increased use of our library facilities, we are grateful for contributions that will help us keep our stacks current."

## NEW PUBLIC TV PROGRAM TO PROMOTE LITERACY IN CHILDREN

A new public television program designed to help millions of seven-to-ten-year-olds understand what they read and write is receiving funding from the Corporation for Public Broadcasting (CPB).

*Ghostwriter*, produced by Children's Television Workshop (TCW), a pioneer in educational programming with series such as *Sesame Street* and *Square One TV* (also funded by CPB), is a weekly series of dramatic programs targeted to help children develop reading and writing skills, with a special empha-

sis on economically disadvantaged and minority children. The program is tentatively scheduled to air in 1992.

Two out of five American adults—forty percent of the population—are either totally or functionally illiterate and about the same percentage of nine-year-olds in the U.S. lacks basic reading skills, according to CTW.

"CPB is actively seeking to support programming and other services that educate, especially those that encourage literacy," said CPB President Donald

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Carolyn Sparks, Chair of the University of Nevada System Board of Regents, presents a personal check for \$1500 to The Community College of Southern Nevada President, Paul E. Meacham, to be used to purchase books for the college's library.

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