

CLASSROOM

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 come the hallmark of 21st century American education. With such learning, our students will be cognitively, democratically, and economically competitive in the new century.

If educators had set out to select the most boring, intellectually bitter, least motivating way to teach and learn, then we could hardly have done worse than to choose the one-dimensional, sequentially-oriented, rote-inducing approach to teaching and learning we use today. Such a rote-inducing approach is an intellectual dead-end. It provides students with no conceptual framework for developing analytical/critical thinking, reading,

and writing skills. The spontaneous growth in self-sufficiency at learning that students bring to the classroom is arrested, diminished, and eventually lost because the teacher's rote methods, and not the students innate analytic intellect and the subject matter to be learned, become the major force in the learning environment. Since the sequential approach to subject matter is the least interesting and intellectually stimulating, since it is an intellectual dead-end, we end up "Preparing a generation of robots. Kids are learning exclusively through rote. We have children who are given no conceptual framework. They do not learn to think — "(high school

principal Ruthie Green-Brown as quoted in Savage Inequalities, Kozol, 1991).

The sequential approach to teaching, learning and instructional materials development brings with it these severe social, economic, and educational penalties.

The rote-inducing, analysis-defeating, sequential approach to education denies intellectual access to special populations with literacy problems. The skills required by rote learning are passive acceptance, note-taking, textbook underlining, and cramming (all without a critical framework). These are exactly the skills those with limited English proficiency, the disad-

vantaged, and the under-prepared lack. They therefore do not respond well to the sequentially conceived teacher-centered lecture method and rote learning. There is evidence that African-American and other ethnic/minority students are disproportionately affected by rote-inducing classroom and textbook practices. According to Nelson-Barber and Meir (1990), many African American students underachieve because they see the classroom as serving no practicable purpose. If we are serious about empowering the underprepared then we must allow them to access, use, and develop their natural analytical abilities. This is a job for teachers and students, not politicians, managers, or social scientists.

For the most part teachers

and textbooks deliver, and students process crystalized intelligence. The task of the prepared student (that is, a student who is good at rote learning), is to gain possession of the crystals in a given content area in order to pass the course. Going from class to class, students gather a handful of crystals which they ultimately present as a justification for going on to the next grade or level. The trouble with crystalized intelligence is that it serves only to pass the course. Gathering a crystal requires no independent and analytical thought. Because they are asked primarily to memorize, not to analyze, students see no intellectual cognitive framework within or among the crystals, no way of merging them into a comprehensive and dynamic

understanding of subject matter. Indeed, the very idea of integrating crystals within or among courses is antithetical to the rote-inducing authoritative absolutism that crystalized intelligence represents. So the cycle continues, down through the ages, over hundreds and hundreds of years, until one day we look up and discover that really nothing in the way of teaching and learning has changed in the last 2,500 years when Corax started to teach oratory in Sicily.

To Be Continued.

Victor P. Maicrana teaches in the City University of New York at Queensborough Community College. He is the originator of the Whole-Teaching - Whole Learning concept and of the principles and practices of *The Analytical Classroom*.

NEVADA PARTNERS

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 cause Nevada Partners is funded by the private sector and not by taxpayer's dollars (ie block grants or other government funds), there is less hassle with red tape and programs are initiated more expediently.

"Because Nevada Partners is privately funded we have fewer hassles with red tape than in many instances can slow down the job placement process," he said.

The main ingredient in the concept wrought by Nevada Partners, and in their mission statement it is emphasized: "Nevada Partners will work with business, industry, government (at all levels) and the private sector to identify and dedicate job slots in business and industry to be filled by this targeted group. In concert with each of these entities, Nevada Partners will work to provide a comprehensive skills and training component designed to support each new employee and provide him/her the professional assistance needed to succeed at their new place of employment."

Other efforts involving Nevada Partners is strategic training and employment assistance program (STEP), a program which targets ex-felons, ex-offenders and previously incarcerated

ated individuals in cooperation with Nevada Business Services, the City of Las Vegas, the State Department of Parole and Probation and the Union Culinary Trust Fund. It seeks to place two-thousand of these individuals in entry-level positions. With the success that the program has had in the past several months, the prospects for future employment is becoming increasingly optimistic.

STAY IN SCHOOL

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 years, since being released from Colorado State Penitentiary. Andrews, who is the president and founder of 4-U Productions, a non-profit youth organization, passes on the guidance needed of having an education and staying away from drugs.

Former UNLV Runnin' Rebels Dexter Boney and Sidney Green, of the NBA's Charlotte Hornets, and UNLV Head Coach Rollie Massimino will highlight the afternoon, visiting with the kids and also delivering speeches on staying in school, staying off of the streets and most importantly staying away from drugs.

Boney, who recently returned from Los Angeles after participating in the Southern California Summer Pro League and Sid-

The Life Skills Training Center will have it's grand opening on August 13, 1993 from 11 a.m. until 12 noon. The public is invited. For more information call (702) 385-2500.

In the coming weeks, the Sentinel-Voice will cover specific programs and workshops that are being conducted daily to help those in search of employment to get employed and stay employed.

ney Green will also stick around, following everyone's speeches, to shoot around with the kids, on the facility's basketball court.

A.D. Guy Unit Director Brenda Young stressed that it is very important for the community to understand that the A.D. Guy Unit maintain its fair share of donations and money grants. Young would like to see the Black community get completely involved and know that the kids that attend the A.D. Guy Unit are a major part of the area.

The program is scheduled to start at 12:00 noon and is open to any youths that wish to join the A.D. Guy Unit. Membership costs only \$2, and can prove beneficial in leading your child down the path of success.

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