

FACTORS AFFECTING THE EDUCATION OF MONTANA INDIANS

by

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CHAPTER I

INTRODUCTION

Indian reservations, wherever they may be found, possess many common characteristics. Poverty exists in abundance on all reservations. The attitudes, values, and aspirations of Indians located on the various reservations tend to be similar although their dress, language, and background may vary from reservation to reservation. Reservations have been compared to concentration camps where the inhabitants are kept in line and forced to remain a dependent society by the many federal regulations under which reservations must function. They have also been described as "human zoos" where a race of people are kept in isolation to be viewed by the dominant culture as second class citizens or "wards" who are legally incompetent.

Living conditions on reservations are as bad or worse than those found in urban ghettos. Little attention has been focused upon conditions existing on reservations in the past because the Indian has not complained. A great majority of Indian homes are one- or two-room cabins, poorly furnished, and commonly constructed of rough plank or logs with the roof made weather resistant by a cover of tar paper or sod. A wood-burning stove centrally placed supplies heat. Those with jobs and a steady income can afford electricity and gas heat. Auxiliary buildings usually include an outhouse and a shed. These homes may house one or more families. Often the grandparents keep children of unwed daughters or children

from broken homes. Conditions are thus very crowded and the occupants susceptible to many illnesses and diseases.

Unemployment among Indians on reservations is very high. Often, as high as 80 percent. Seasonal employment may exist with farmers or ranchers in the local area. Some Indians are fortunate enough to obtain employment with the BIA or tribal council. Other employment is available only if the Indian is willing to leave the reservation and can find employment in the outside world.

Almost 434,000 of the 572,000 Indians identified are termed as "societal" Indians. (6:19) These are Indians who associate principally with other Indians in tribal communities or reservations. The Bureau of Indian Affairs estimated that in 1910, there were 236,000 Indians who resided in and considered themselves part of tribal communities or reservations. (6:19) If these figures are accurate then in forty years Indians who are within this category have increased nearly 80 percent. (6:19)

For the majority of Indians the reservation is the only home they have ever known. Many of these reservations are like small nations in that they retain their own police force, tribal courts, and a tribal council which formulates the policies and regulations under which the tribal members on the reservation live. Their tribal organization is their formalized society and it is understandable that they would resist any effort to deprive them of their home and identity. "They have the same attachment to their homeland as a Frenchman has to the sacred soil of France, or a German has to the Fatherland." (6:20) When viewed in this

manner, it is easier to understand why the Indian has resisted the efforts of the dominant society in its attempt to make a "white man" of him. This resistance in addition to the environmental factors have created many problems for those engaged in Indian education.

Statement of the Problem

There are many problems facing those involved in Indian education at present. Many of these problems are products of the environmental background of Indian reservations and the cultural heritage of the individual Indian. These problems need to be identified and attacked with planned approaches based upon research, experimentation, and understanding. This can be effected only by research and study in the field of Indian education. This study was conducted to identify some of the problems confronting educators of Indians in Montana.

Objectives of This Study

The objectives of this study were: (1) to review the past and present aspects of Indian education on a national level; (2) to determine selected future national trends; (3) to outline special problems faced by state educators; (4) to compare the goals of Indian children with the goals of white children; (5) to compare the attitudes of Indian and white children toward one another; and (6) to obtain the opinions and suggestions of citizens concerning the educational problems of Indians in a selected local area.

Procedures

The methods employed to conduct this study were designed to satisfy the objectives as outlined above. Historical publications were reviewed to determine the past and present aspects of Indian education on a national level. Current publications and pamphlets published by the Bureau of Indian Affairs were surveyed to determine selected future national trends. The annual reports on Indian education published by the State of Montana, Department of Public Instruction, were studied to find the most pressing problems experienced by educators of Indians in the state of Montana. A study comparing Indian and white pupils of Montana with respect to goals and attitudes toward one another made by the Montana State University Agricultural Experiment Station was used to identify further problems on the State level. A questionnaire was prepared by the author to determine the problems on a selected local level.

The data from the above sources is compiled and discussed in this report. Charts and tables are employed to present much of this information. Some of these tables are presented in the text of this study and others are placed in the Appendix.

Limitations

This study is intended only to identify problems and not to solve them. Some recommendations will be made as a result of this study. A solution, however, would require more research and experimentation on both a local and state level.

Definition of Terms Used

BIA. Bureau of Indian Affairs. One of the Bureaus within the Department of the Interior managing the affairs of Indians.

Boarding School. School with boarding facilities where Indian children live and attend school with enrollment usually from broken homes or isolated areas without schools.

Indian Day School. School which Indian children attend during the day, returning to their homes after school.

Indian Education. Our Indian education of past, present, and future.

Indian Relocation. Individuals and families are moved to a city or location where they receive vocational on-the-job training with salary and expenses paid by the BIA.

Reservation. Land set aside for Indian occupancy.

CHAPTER II

REVIEW OF LITERATURE

The research data used in making this study consists of:

(1) historical and research publications found in the Montana State Library; (2) Bureau of Indian Affairs publications and pamphlets obtained from the Fort Belknap Indian Agency; (3) annual reports on Indian education for the years of 1964 and 1965 prepared by the State of Montana Department of Public Instruction; (4) a study comparing Indian and white pupils of Montana with respect to goals and attitudes toward one another made by H. E. K. Herrington of the Montana State University Agricultural Experiment Station; and (5) questionnaire prepared by the author concerning Indian educational problems on a selected local level.

Historical and Research Publications

Publications used in this study were written by individuals who have been actively involved with community improvement, education of Indian children, or adult education programs for Indians; or by individuals who conducted research studies of Indian communities and educational problems. These books are the works of specialists chiefly in the fields of anthropology, sociology, psychology, psychiatry, medicine, linguistics, education, and administration. At least one of these persons, Dr. Robert A. Roessel, Jr., presently director of the Indian Education Center, Arizona State University, lived and worked among Indians on a reservation for several years.

Bureau of Indian Affairs Publications

The books and pamphlets obtained from Fort Belknap Agency were publications of the Bureau of Indian Affairs. These publications were written for the use of BIA employees who are connected with or actively engaged in Indian education. These publications evaluated many of the past and present Indian educational practices and were of great help to the writing of this paper.

Reports on Indian Education

The annual reports by the Montana Department of Public Instruction on Indian Education presents data relative to Indian education in Montana. The information for these reports is collected from teachers, school administrators, college registrars, and the Bureau of Indian Affairs. The reports are then published and distributed to the above schools and agencies involved or concerned with the education of Indians.

Montana State University Agricultural Experimental Station Study

The study comparing Indian and white pupils of Montana with respect to goals and attitudes toward each other was made by the MSU Agricultural Experiment Station in cooperation with the BIA. The questionnaire for this study was devised and administered by George V. Douglas, formerly assistant Professor of Sociology, MSU. All schools enrolling Indian Children in Montana except the public

school at Wolf Point participated in the study. Only pupils who claim one-quarter or more Indian ancestry are considered Indian. On this basis 83% of all eighth grade and 81% of all twelfth grade Indians in the state participated in the survey. The results of this study were reported by H. E. K. Herrington and edited by Dr. W. R. Lassey.

Questionnaire

The questionnaire concerned problems in Indian education as experienced on a selected local level in Montana. This questionnaire was distributed to the following groups of individuals who are directly involved or concerned with Indian education in the local area selected; local school board members; local school teachers; tribal council members; and local Bureau of Indian Affairs employees. Due to the length of this questionnaire, and the type of responses solicited, it was decided to limit the number of persons interviewed to three from each of the above groups. The questionnaire was open-ended with its purpose being to obtain from these individuals their opinions and suggestions regarding educational problem areas.

All of the persons interviewed with the exception of the BIA personnel lived in the local community. All who were interviewed were directly involved with the education of the Indian children in the local school. A copy of this questionnaire is found in the Appendix with the results tabulated in Table II.

CHAPTER III

HISTORY OF NATIONAL INDIAN EDUCATIONAL DEVELOPMENT

This chapter will review some of the past history, present policies and future trends of Indian educational developments on the national level.

Past History

7 Most of the treaties negotiated by the government in assigning reserved lands to hostile Indians contained a promise to educate the young Indians to become self-supporting citizens. However, the early Indian schools sometimes confused this obligation with the self-appointed task of converting them to Christianity. Many of the earlier teachers felt that schools were primarily the agencies of White culture, and that the mere problem of making a living should take care of itself. They also felt that the Indian should be made over into a white man, so far as habits and beliefs were concerned, just as quickly as possible.

In 1819 Congress made a permanent appropriation of \$10,000 for the purpose of instructing Indians in agriculture and for the teaching of reading, writing, and arithmetic to their children. Although this annual fund was apportioned among missionary organizations, there was no plan of education for its use. Little more was done by Congress in the next fifty years. (10:423).

The Five Civilized Tribes established schools of their own, beginning in 1841 with the Cherokee Nation. In 1849 these schools

were operated almost entirely from tribal funds and independent of Federal oversight. After the Civil War Congress showed more interest. In 1870 the first general appropriation was made--\$100,000. This was gradually increased and reached, in 1887, \$1,226,415.00. (10:423)

Gradually, government day schools were established on reservations and in 1860 the first resident boarding school was opened on the Yakima Reservation in Washington.

After 1878 the nonreservation boarding school became important. It was thought that the educating of Indian children in the ways of the White man was best accomplished away from the reservation and parents. These boarding schools combined a militaristic routine to enforce strict discipline with an emphasis on the three R's. Teachers were appointed by agents of the Indian Service and were largely selected on a political basis. No effort was made to provide a uniform course of study and each teacher pursued his own way. In 1882 a Superintendent of Indian Schools was appointed and in 1890 the first field supervisor was appointed. However, these, too, were political appointees. Also in 1890 the Office of Indian Affairs reimbursed public schools for the actual increase in cost incurred by instructing the Indian children.

In 1892 the Commissioner of Indian Affairs was authorized to enforce rules and secure attendance of Indian children in school, and in 1893 rations were to be withheld from parents who did not send their children to school. However, these two conditions were not enforced.

In 1906 the schools of the Five Civilized Tribes were put under the charge of the Office of Indian Affairs, and a uniform course of study was provided for Indian schools in 1916. The Compulsory School Attendance Laws and Regulations of each state were adopted in 1920.

The Merriam Report, 1926-28, did much to aid in changing the educational policies prevalent at the time. This Report recommended that the schools show more understanding and plan the school systems so that most young Indians could be educated without having to leave the natural setting of their home and family environment. (12:346) Merriam also urged less concern with the conventional school system and more emphasis on human understanding with methods adapted to individual abilities, needs, and interests; development of vocational education; better qualified and more efficient teachers; secondary level boarding schools to emphasize training in health, family and community life and management; and use of property and income. These schools should also meet the standards set for accredited high schools.

Because of the report, Congress was persuaded to raise educational appropriations from \$3 million in 1929 to more than \$12 million in 1932. An administrative reorganization which was designed to create a recommended planning and development division, became effective March 30, 1931.

In 1931, five recommendations were made by the National Advisory Committee on Education: (12:40)

1. Establish in the Office of Indian Affairs a planning and development division, freed from administrative responsibility, which should be concerned only with basic investigations, planning, and accurate checking of results.
2. Create a special subcommittee of an Inter-departmental Council for Education; this subcommittee to consider all primitive and native peoples under the jurisdiction of the Federal Government.
3. Delegate the management of Indian affairs to local officials as much as possible and as rapidly as a new and retrained personnel is available.
4. Transfer responsibility for the Alaska natives to the Territory of Alaska as soon as the Territory is willing and able to take it over.
5. Provide special facilities and financial support for the proper recruiting, training and retraining of personnel for this service, a trained personnel being the strategic point for all improvement in the Office of Indian Affairs.

The Indian Reorganization Act of 1934 was based on the social philosophy that Indians should govern themselves and determine their lives. The Federal Government recognized an obligation for the rehabilitation of Indians in civic and economic resources and pledged itself to assist them by providing the kind of education needed to more speedily attain these goals. (3:43) This Act also recommended that Indian day schools should be increased in number and improved in quality and should carry the children at least through the sixth grade and that the schools should also be made community centers for reaching adult Indians.

Present Policies

Recent years have witnessed a great change in the policy regarding the education of Indians.

The Indian Service operates two kinds of elementary schools; day schools and boarding schools. By and large, the boarding schools enroll only children from broken homes. All the children who have a home environment which permits them to live with their parents or relatives or for whom some form of foster home is found, attend school on a day basis. (1:41)

The greatest advantage of the Federal day school is the influence it exerts upon the Indian parents in introducing the mothers and fathers to the culture pattern of the dominant society.

The number of Federal high schools increased very rapidly in the years following 1930. Prior to that time there were only three or four Federal reservation high schools. After 1930, many of the older nonreservation schools became high schools, and after 1936, high school departments were opened in practically every reservation central school. In 1951, there were 33. Wherever possible, the reservation children are encouraged to attend on a day basis, and enrollment in the boarding departments of these schools is limited to dependent children and to those who live too far away to be reached by daily bus service. (1:43)

Education is "importantly and intimately related to all Bureau programs and activities....The fact that over two-thirds of the Bureau's annual budget goes into educational programs indicates the relatedness of education to everything the Bureau does." (19:11)

The Bureau assists Indians with direct educational services when the problem is primarily one of overcoming serious educational deficiencies. In this connection, the Bureau operates 263 Federal schools, enrolling over 42,000 pupils, primarily in the Southwest, the Dakotas, and Alaska; provides scholarship programs for over 12,000 Indian youth; and makes vocational training programs available for eligible adult Indians who wish to acquire trade skills or upgrade present skills. (19:12)

Bureau aid can be awarded only to students of one-fourth or more Indian blood who reside on or very near their reservations. The students must have ability and financial need.

The present policy of the Bureau of Indian Affairs is continued acceleration of programs that lead to the inclusion of Indians in American life. It emphasizes a balanced program aimed at development of Indian people and their resources as the way to prepare them to assume full citizenship privileges and responsibilities, and thus achieve full participation in American life. (10:423)

Future Trends

The Bureau's function in the field of education is to develop and to carry out an educational program that meets the special needs of approximately one-third of the Indian children who are enrolled in school. The other two-thirds are enrolled in public and church-sponsored schools, with a majority of the enrollment in the public schools. The special needs of the third of the Indian school population in Bureau schools grow out of geographical and social isolation, poverty, language, and cultural differentiation, poor health, and poor social conditions. The Bureau's special function is to provide for these children and youth a program that will compensate for the deficiencies growing out of their special conditions of life. (10:424)

Goals for 1970 are: (1) high school completion for 90 percent of the high-school-age youth; (2) college for 50 percent of the high

school graduates; and (3) vocational and technical education beyond high school for 50 percent of the high school graduates. (10:392)

In order for each school to meet these goals, they can (1) improve guidance services which should begin with the elementary grades and carry through the high school; (2) emphasize vocational guidance throughout the high school; (3) improve techniques in teaching English in all grades, with a larger share of the high school time devoted to English and reading and study skill; (4) require courses at the high school level in practical arts, with offerings at each level preparatory to the next; (5) postpone vocational training to post high school years; (6) make a thorough study of the type of post high school courses to be offered, and where each should be offered; (7) improve placement and followup service in all schools; (8) conduct a series of inservice training sessions to reorient the thinking of BIA officials and Indian leaders with respect to employment and training; (9) plan a series of curriculum workshops to lay out new content and curriculum offerings in high school; (10) coordinate budget planning, school facilities, and school management practices to upgrade educational achievement. (10:392)

Much legislation has been passed by Congress to promote and assist the establishment of such programs. The following chapter will discuss some of this legislation.

CHAPTER IV

CURRENT LEGISLATION

Indian families living on Indian reservations need special attention and special educational programs to compensate for past and present living conditions. This chapter will review legislation designed to establish and aid these programs.

Federal Funding

Congress has passed legislation and appropriated funds which enabled the Bureau of Indian Affairs to establish programs offering financial assistance to establish more educational opportunities for Indian students living in reservation areas. Three Bureau schools now offer advanced vocational and technical education courses. Over the years many individuals from low-income Indian families have been able to achieve a higher education and to sustain themselves in many areas of work through scholarship grant and loan programs for college education and the Adult Vocational Training Program for technical and vocational education.

As a result of the Indian Reorganization Act, the Federal Government is making available approximately \$100,000 annually for loans to Indian high school graduates to pursue advanced vocational training and to study in colleges and universities. Additional appropriations totaling \$30,000 are also available for the stimulation of advanced study, partially through loans to representatives of unorganized tribes and partially through scholarship grants. Since

the passage of the Reorganization Act, more than 1,000 Indian boys and girls have secured educational loans, and by 1941 Indian college graduates were finding employment in the professions both within the Indian service and the world outside. More than 100 students a year are graduating from the postgraduate secretarial courses at Haskell Institute, and large numbers of Indian young people are securing post high school training in many of the skilled trades. In this manner it is believed that a balanced educational program is in the making.

The National Defense Student Loan Program enables students to borrow up to \$1,000 each academic year for five years. Borrowers who become teachers may have as much as half the loan amount forgiven at the rate of ten percent for each year of teaching service. Those who teach in designated "hardship" schools may have the entire loan amounts cancelled.

The Guaranteed Loan Program enables students who may not qualify under the family low-income provisions of the National Defense Student Loan Program to borrow funds from a bank or other financial institution so that they may attend an eligible college, business college, or technical or vocational school.

Educational Opportunity Grants may be made to undergraduate students of exceptional financial need in amounts from \$200 to \$800 a year. If needed, an additional \$200 can be given to students who were in the upper half of their college class the preceding year.

The College Work-Study Program enables colleges to employ students on a part-time basis, especially those from low-income families

who need help with college expenses. Other Federal programs for assistance to students are the Nursing Student Loan Program and the Health Professions Student aid Program. The latter has both grants and loans for students enrolled in professional schools of medicine, dentistry, optometry, osteopathy, and podiatry.

With the scholarships established specifically for Indians, the Federal programs listed above, and other scholarships established by states, organizations, and schools, all Indian students who want and can qualify for advanced education can locate the financial help they need.

There is Federal financial aid available to help states and localities assume the responsibility for students living on Indian lands. Under Public Law 874, as amended in 1950, which is administered by the Department of Health, Education, and Welfare, school districts that enroll Indian children residing on tax-exempt lands may receive financial aid from the Federal Government.

Supplemental aid is provided by the Bureau of Indian Affairs under the Johnson-O'Malley Act to needy school districts which serve Indian children. In 1964, the Bureau provided financial assistance for Indian education under this Act in eighteen states. A total of \$7.4 million was expended under this program for the education of Indian children during the 1964 fiscal year. (14)

Under Title 1 of the Elementary and Secondary Education Act of 1965, commonly known as Public Law 89-10, the most substantial Federal assistance will be given. This bases local entitlement primarily on the number of children of school age who are members

of families with an annual income level of less than \$2,000. Since PL 89-10 funds are to be used to upgrade the educational offerings to pupils who are economically and socially deprived, Indian pupils in public schools receiving such funds are bound to benefit.

There is, however, another reason why we consider the Act to be of great significance to Indian education along with such Economic Opportunity Act programs as Operation Head Start and the Neighborhood Youth Corps. These Acts are evidence of national recognition of something the Bureau has long known; that deprived children require something extra in the form of enriched programs. In the past, more often than not, they have not received such extra attention. (10:430)

The fact that the reservation Indian population is on the increase and that this is a young population persuades the Bureau to believe that the cost of the education program for Indian children will require further outlays of capital funds for construction and maintenance of educational facilities and increased funds for their operation. This will be true even if some other Federal agency could be persuaded to take over the function and none seems interested in doing so at present. Planning designated to transfer this responsibility to State and local public school districts will continue as it has in the past. However, the public school education of Indian children requires a heavy input of Federal funds through Public Law 874, Public Law 815 which provides for school construction, and the Johnson-O'Malley Act, in addition to the Elementary and Secondary Education Act. It can be expected that costs to the Federal Government for the education of Indian children will continue to rise. The fact needs to be faced that Indian children have special educational needs and if these needs are to be met as well as they should be, it will require increased expenditures regardless of who conducts the educational program. (2)

Vocational Education

Vocational programs for Indians started with the Indian industrial school established during the early half of the Nineteenth Century. The purpose of these programs was to teach Indians to read and to work.

There is now a need on the part of many Indian youth for well-developed, marketable, vocational skills which will permit them to enter and succeed in a wage economy. To meet this need, the Bureau of Indian Affairs operates a number of coeducational high schools and a special program for average Indian youth.

Post high school vocational and technical courses are offered at three Federal schools; commercial work and business practices and a variety of trades at Haskell Institute; cosmetology and heavy equipment operation at Chilocco Indian School; and vocational courses related to the arts at the Institute of American Indian Arts.

Needy Indian students, along with other students from low-income families now may receive help through Federal programs administered by the institution in which they are enrolled or to which they have applied for admission. These provisions for grants and loans are discussed more fully under the heading "Federal Funding".

Expansion of special Indian relocation and vocational training programs is being undertaken to meet the growing market for skilled workers. We are reaching also to the young adults who have serious education handicaps and setting up programs in cooperation with Federal and State agencies to provide pre-vocational training. After this period of training these individuals will be qualified to enter into vocational training. (2)

Adult Education

Many adult Indians have had no formal education. Some of them, not realizing the values of an education, passed up the opportunities they may have had in their youth. Many others did not even have the opportunity to go to school.

Resources for the adult education training program are authorized by Public Law 959.

In 1958, when this program began, there were \$3.5 million available for adult vocational training. Demand by Indians for this type of training has been such that the Bureau found it necessary, three times since 1958, to ask Congress for increases in funding. The latest increase came in April of 1965 with a new Act which gives us \$15 million annually for Adult Vocational Training.

The Bureau of Indian Affairs has stimulated adult vocational training for Indians who need to acquire new skills to qualify for employment. Under the Employment Assistance Program during the fiscal year 1964, approximately 3500 Indian adults received training in occupations ranging from auto repairman to medical technologist. Cost of training in public or private institutions and all family expenses during training were paid by the Bureau. (14)

In 1955 a reservation-based adult education program was launched. Participation had increased from five reservation communities the first year to 192 communities and 2,000 adults in 1965. The program ranged in nature from instruction in basic arithmetic and language skills to continuation of elementary and high school education. It also included instructing and assisting adults to participate more fully in local community organizations; informing Indian parents of their role and responsibilities in the education

of their children; training Indian adults in skills for the new type jobs that automation demands; teaching Indian people how to apply for and profit from programs offered under the Economic Opportunity Act; and developing with the people the steps necessary in applying for, living in, and maintaining a home.

CHAPTER V
PROBLEMS OF INDIAN EDUCATION IN MONTANA
AND IN A SELECTED LOCAL LEVEL

Educational problems in Indian education as reported by state educators, goals and attitudes of Indian children as compared to white children, and Indian educational problems of a selected local area will be reviewed in this chapter. The problems on the state level will be considered first. Table I in the Appendix was compiled from educators' comments concerning problems in Indian education in Montana. These comments were published in the annual reports by the Montana Department of Public Instruction on Indian Education--fiscal years 1964 and 1965.

Current Problems at State Level

The following problems were most often named by these educators. They are listed according to the number of times named:

1. Poor attendance
2. Students' lack of interest
3. Lack of parental encouragement
4. Economically and socially poor home environment
5. Lack of confidence in competing with white students
6. Defiance of rules and policies
7. Lack of law enforcement
8. Disagreement on purpose, authority, and methods of schools

Of the educators reporting, about 75 percent listed poor attendance as the major educational problem. Lack of interest, lack of parental encouragement, and economically and socially poor home environments were also named by about 50 percent of these people.

It is interesting to note that far fewer comments were made concerning the following educational problems or needs: (1) need for remedial work; (2) need for guidance; (3) drop-outs; and (4) need for vocational-technical program at high school level.

Perhaps some of the items listed as problems could be reduced or eliminated if more thought and attention were devoted to these four items.

Goals of Indian Children as Compared to Goals of White Children

Occupational and Financial Goals. As indicated previously, present reservation economy can provide jobs for few Indians. Jobs are available in the larger economy outside reservations. The study made by H. E. K. Herrington of the Montana State University Agricultural Experiment Station in cooperation with the BIA indicated that most Indian youths would prefer to engage in an occupation which would take them outside the reservation. For many of these Indian students, this goal will never be realized due to the great difficulty in making the transition to the white man's culture.

This study also compared the goals of conservative Indians (3/4 to full-blood Indians) to that of progressives (1/4 to 1/2 degree Indian blood). "The 'conservatives' still adhere to the norms of traditional Indian culture. The youth of this faction often do not want to achieve by norms of the larger society". (9:2) These students are older than Indian students of less degree Indian ancestry and are more likely to become drop-outs. "The 'progressives' usually are the persons who will hold a permanent job on the reservation,

either with the BIA, the tribal organization, or with local businessmen, farmers, or ranchers. Also, the 'progressives' more often seek jobs away from the reservation and assimilate into the white man's culture more readily and easily than the 'conservative'". (9:2)

This paper will consider Indian goals and attitudes of students as a whole and not show the distinction made in the study between the "progressive" and "conservative" goals since both are reflected in the composite. Occasional references may be made to "progressive" and "conservative" when clarification or differentiation is needed. Generally the occupational and educational goals of the conservative will be somewhat lower than the goals of Indians as a whole as reflected in this study.

Data about the occupational goals of the respondents were classified by a scale which followed closely the North-Hatt prestige rating of occupational types. Jobs of people who could be classified as professional workers, managers, officials or proprietors were assigned high status; farmers, clerical workers or craftsmen were assigned medium status; operatives, service workers or laborers were assigned low status. (9:8)

Students were asked to name the job they would most like to have in the future. Indian girls in the eighth and twelfth grades, tended to choose nursing, teaching and secretarial work. Indian boys indicated they would like to be ranchers, automobile mechanics, teachers, and engineers. Table 2 rates the prestige of the jobs the pupils would most like to have according to the North-Hatt scale. (9:16)

Table 2. PERCENTAGE DISTRIBUTION OF INDIAN AND NON-INDIAN EIGHTH & TWELFTH GRADE PUPILS BY THE PRESTIGE OF THE OCCUPATION THEY WOULD MOST LIKE TO HAVE IN THE FUTURE (9:16)

Prestige of Occupation	<u>Eighth Grade</u>		<u>Twelfth Grade</u>	
	Indian	Non-Indian	Indian	Non-Indian
High	48.9	60.3	55.6	58.7
Medium	39.1	29.3	38.7	31.9
Low	12.0	10.4	5.7	9.3
No. in Survey	325	656	106	397

When questioned as to occupations which they actually expected to achieve, the ratings tended to be somewhat lower than those to which they aspired. Table 3 indicates occupations rated by the North-Hatt scale, which they felt they will actually achieve.

TABLE 3. PERCENTAGE DISTRIBUTION OF INDIAN AND NON-INDIAN EIGHTH & TWELFTH GRADE PUPILS BY PRESTIGE OF THE OCCUPATION THEY BELIEVE THEY WILL ACTUALLY HAVE (9:18)

Prestige of Occupation	<u>Eighth Grade</u>		<u>Twelfth Grade</u>	
	Indian	Non-Indian	Indian	Non-Indian
High	36.2	49.6	46.1	45.5
Medium	44.1	29.2	42.1	34.3
Low	19.7	21.2	11.8	20.2
No. In Survey	218	456	76	292

Conclusions reached regarding the occupational hopes of these students were: Indian students of both grades expected to have jobs of

higher prestige than is probably realistic; twelfth grade Indian pupils had occupational expectations slightly higher than those of their white classmates. This in part resulted from the fact that fewer Indian than white females stated that they planned to become housewives, an occupational expectation which was grouped with those of low prestige. (9:17) More than 4/5 of the eighth grade full- and 3/4-blood Indians believed they will work at jobs of medium and high prestige. This implied that the "full blood" pupils of the eighth grade did not fully realize their chances for success were limited by the fact that they were often much older than other eighth grade pupils. (9:19) In determining financial goals, this study revealed that eighth grade Indian students indicated their needs could be satisfied by considerably less money than eighth grade white students. One-half and one-fourth blood Indian pupils had significantly higher financial goals than full blood pupils. However, their monetary desires were lower than eighth grade white pupils. In the twelfth grade, students, both Indian and white, indicated significantly close financial desires. It appears that Indian youth increasingly adopt the material and social values of the non-Indian culture as they advance in school. (9:20)

Indian and Non-Indian Educational Goals. The educational goals of the Indian student are generally reflected by the past success he has had in school, the amount of encouragement he is given by his parents, and the community, and the objectives of the school program which are reflected by the administration and teachers of

the schools. His enthusiasm or lack of enthusiasm for more education may be influenced to a great extent by any or all of these factors.

When an Indian child enters school, he finds himself forced to live in a new world--often away from home and the security of relatives. At this school, he is subjected to much fear and confusion. He may have been brought up to fear or hate whites; considering them deceitful, domineering and proud. He may even have had the job of warning the village when a white person was approaching. Now he finds himself in the middle of many whites who are determined to teach him "white man's way". He finds himself caught in a clash of values--white man's versus Indian's. He is taught to compete rather than cooperate with his fellow students, for that is the white man's way. He is punished if he is late to class; yet how can he be expected to know the meaning of "time" when it is a totally new concept to him? (16:177)

Students who come from good homes with interested parents have the desire to do well and they are better able to cope with school problems. Students who come from broken homes, or undesirable homes, have many problems; they are worried, frustrated, get into trouble, give up, don't try. (16:183)

The eighth and twelfth grade students are at a point in their lives where they must make a decision regarding further education. Table 4 tabulates the responses concerning further educational desires by (1) whether they intend to graduate from college, (2) attend college or trade school, or (3) leave school upon graduation from eighth or twelfth grade. (9:20)

TABLE 4. PERCENTAGE DISTRIBUTION OF INDIAN AND NON-INDIAN EIGHTH & TWELFTH GRADE PUPILS BY GOALS FOR FURTHER EDUCATION (9:20)

Educational Goals	Eighth Grade		Twelfth Grade	
	Indian	Non-Indian	Indian	Non-Indian
High	58.8	73.3	41.4	49.8
Medium	37.4	25.3	42.4	32.7
Low	3.8	1.4	16.2	17.5
No. in Survey	342	675	111	411

As the Indian student progresses through elementary and high school, his educational goals or aspirations come closer to those of non-Indians of the same grade. Twelfth grade Indian students are found to have intentions similar to non-Indians of this grade, while the aims of eighth grade Indian students are significantly lower than those of non-Indians.

It appears that both Indian and white pupils of both grades hope to receive education which exceeds their job expectations, as indicated by a comparison of Table 3, page 26. The educational goals of eighth grade Indian students appear to be more unrealistic than those of twelfth grade Indian students. It appears that these students have little understanding concerning educational requirements for various jobs and may believe that going to college automatically guarantees occupational achievement. (9:22)

This study also established that Indian students had considerably less experience in working while they were students. This can be explained by the fact that there are fewer occupational opportunities

for students located on Indian reservations. This may be a prime reason in explaining why these students have modest financial goals and an unrealistic attitude concerning occupational and educational goals.

Attitudes of Indian and White Children
Toward One Another

Indian Attitudes Toward White. The associations that Indian children have with white children will determine to a large extent their willingness to continue their educational association with these students. If the Indian student does not enjoy these associations, he will be more likely to discontinue school and diminish his association with non-Indians. Table 5 illustrates the amount of social distance with which these students view one another. Questions designed to measure this social distance were selected by the Guttman technique and responses scaled by the Stone Machine method. The degrees of social distance were grouped as follows; (9:9)

(1) those willing to marry members of the opposite race, as well as to associate with them in the other situations, are rated as having "little social distance"; (2) those unwilling to marry, and in some cases to live in the same house with members of the opposite race, but willing to associate with them in the remaining situations are rated as displaying "some" social-distance; (3) respondents rated as having "much" social distance would not associate with members of the opposite race on the terms noted above, and in addition, would not have the other race as an employer. There were respondents in this final category who would refuse to have a member of the opposite race eat in their home or live in the same neighborhood.

TABLE 5. PERCENTAGE DISTRIBUTION OF INDIAN AND NON-INDIAN EIGHTH AND TWELFTH GRADE PUPILS BY THE SOCIAL DISTANCE WITH WHICH THEY VIEW MEMBERS OF THE OPPOSITE RACE (9:27)

Degree of Social Distance	<u>Eighth Grade</u>		<u>Twelfth Grade</u>	
	Indian	Non-Indian	Indian	Non-Indian
Little	49.2	23.0	73.9	32.4
Some	36.0	36.7	21.6	40.1
Much	14.8	40.2	4.5	27.5
No. in Survey	356	686	111	411

As shown in Table 5, many more Indians have favorable attitudes toward non-Indians than non-Indians have toward Indians. The table indicates that a larger percent of twelfth grade Indian students have favorable attitudes toward non-Indians than eighth grade students. This may be explained by assuming that as Indian students get older and advance in grade they are able to see more desirable values in the non-Indian culture, and are more willing to accept these values as their own, the acceptance and fulfillment of which would necessarily bring about more associations between Indians and non-Indians. It may also indicate that many of the conservative or full-blood Indian students have dropped out of school before reaching the twelfth grade, as their attitude toward non-Indians is less favorable than that of the mixed blood or "progressives".

White Attitudes Toward Indian. As shown in Table 5, white attitudes toward Indians are less favorable than the Indian attitude toward the non-Indian. As with Indians this attitude improves as the

student progresses from the eighth to the twelfth grade. This may indicate more of an understanding and acceptance of Indians on the part of the white students. These attitudes on the part of white students may reflect some degree of prejudice reflecting the attitude of their culture toward Indians. "Since about equal proportions of these whites come from families at varying levels of occupational prestige, Indian youth are likely to experience some discrimination, regardless of the prestige of the job to which they aspire." (9:28) In order for the Indian to make a successful transition into the non-Indian culture, the attitudes of this culture would of necessity have to be favorable toward him. Unfavorable attitudes could result in a change of the Indian student's goals and aspirations and a decision to remain on the reservation.

Problems of a Selected Local Area

The questionnaire located in the Appendix was used to collect the opinions and suggestions of local citizens concerning the problems of the local area. The questionnaire was distributed to local teachers, school trustees, tribal council members, and local Bureau of Indian Affairs employees. Their comments to the questionnaire are collected and tabulated in Tables 6 through 11 in the Appendix. Each section will be briefly discussed in this chapter.

Educational Factors - Table 6. As expected, there was 100 percent agreement that education was important to developing a vocational skill and increasing job opportunities. Sixty-seven percent

felt that Indian youth needed more encouragement to progress above the eighth grade. Guidance programs were mentioned most as a method to promote the needed encouragement. Eighty-three percent indicated that education would help the youth to qualify for more jobs.

School Problems - Table 7. Ninety-two percent of the persons polled felt that having a multi-racial student body was better than having a majority of Indian students or a segregated school. Most thought that a multi-racial enrollment would promote social adjustment and provide more competition. Ninety-two percent preferred public schools on reservations. The reasons given for the preference were: public schools have a better educational program; are not segregated; and have better qualified teachers.

Forty-two percent thought educating parents to the value of education would help students who have a drop-out tendency. An adult education program was recommended by several as a means to accomplish this purpose. A guidance program, making school more enjoyable through the use of activities, and placing greater emphasis in areas where the student can succeed followed closely as recommended ways of preventing dropouts. Forty-two percent felt these recommendations would lead to better understanding and more holding power for schools.

School Curriculum - Table 8. Ninety-two percent indicated that more emphasis should be placed on vocational training. Seventy-five percent believed that students were obtaining enough basic fundamentals in language, mathematics and social science. Sixty-seven percent suggested the addition of vocational training in the curriculum.

Teacher Needs - Table 9. Isolation of the school and lack of a suitable social environment were named by sixty-seven percent and fifty percent respectively as the leading reasons for difficulty in obtaining qualified teachers in the local schools. Both isolation and inability to adjust to the community were listed by fifty percent of the persons surveyed as being reasons why teachers otherwise satisfied in the schools take positions elsewhere. Following was the lack of a suitable social environment. Listed by fifty-eight percent as the prime reason for teachers remaining in the local schools was the adoption of a higher salary scale. This was followed at thirty-four percent each by good housing, preference for a rural area, and improvements in the school system.

Adult Involvement - Table 10. Fifty-eight percent thought that adult vocational education courses should be offered in the community, and that forty-two percent leaned toward academic courses in the areas of English, mathematics and reading.

Of the three choices provided as reasons for children's absences, family needs was selected by sixty-seven percent of those surveyed. In the portion of the question concerning other reasons parents permit their children to be absent, fifty percent named a lack of appreciation of the importance of an education as the prime reason.

Administration Problems - Table 11. Enrolled tribal members living on an Indian reservation are provided with various services and benefits. Among these are free government services in dental care, medical care, and hospital services. These services are also

available to Indians living off reservations but are more readily obtained if the person is a reservation Indian. The Bureau of Indian Affairs also provides welfare payments to needy Indian families living on reservations. Enrolled members of the individual reservations also have the privilege of free hunting and fishing throughout the year.

Free government services including health and welfare were named by fifty-eight percent as being the main advantage of living on a reservation. Twenty-five percent listed free hunting and fishing privileges as being the second most important advantage.

Isolation was listed by fifty-eight percent of the persons completing the questionnaire as the biggest disadvantage of living on a reservation. Unemployment was named as the second disadvantage by thirty-four percent.

Eighty-three percent favored permitting local citizens to use school equipment under certain conditions or with stipulations. Sixteen and one-half percent were against permitting school equipment to be used for personal use by local citizens.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study reviewed a limited amount of the history and progress of Indian education on the national level, examined federal legislation and funding, outlined problems as reported by state educators, compared the attitudes and goals of Indian students and white students, and surveyed citizens in a selected local area to obtain their opinions and suggestions regarding problems in Indian education.

Summary

Most of the treaties negotiated with the various tribes contained a promise by the federal government to educate Indian children to become self-supporting citizens. For many decades this education was aimed primarily at making a Christian and a farmer of the Indian. Compulsory attendance and sending the children away to boarding schools were methods used to educate the Indian children in the ways of the white man. The Merriam Report, 1926-28, prompted Congress to appropriate more money for Indian education. Indian education was reorganized in the 1930's in an attempt to meet the needs of the individual Indian. A great change in the policy regarding the education of Indians has occurred in recent years. Almost all Indian children now attend school but the drop-out rate is high at the secondary level and very few go on to complete college. Future goals are optimistic and if attained would permit the Indian to accept and assimilate into the dominant culture more easily.

The federal government has done much in recent years to provide funds for Indian education. Programs are presently available which provide for vocational training, adult education, and college attendance. Today an Indian desiring vocational training or additional education can usually find a program which will assist him. Adults are being instructed and assisted in acquiring new skills and occupations to help them meet the needs of automation. The Economic Opportunity Act and the Elementary and Secondary Education Act should help to reduce the problems in Indian education.

Most of the problems experienced on the state level are also in evidence in the local area studied. The majority of these problems probably are the products of the environment that prevails on the reservations in Montana. The major Indian educational problems as named by state educators were ranked in the following order: (1) attendance; (2) students' lack of interest; (3) lack of parental encouragement; and (4) economically and socially inadequate home environment.

The acceptance of higher occupational and educational goals by the Indian student does not mean he will achieve success in them. As indicated in this study, Indian students tended to be somewhat unrealistic in their expectations and goals which suggest that they may not fully understand the educational requirements for various jobs. The unfavorable attitude of non-Indian students toward the Indian student will in the least sense cause some frustration and disappointment and may influence him to withdraw from further educational advancement in favor of remaining on the reservation.

His occupational opportunities are further hampered by prejudice on the part of many employers; however, the direction being taken today by many of our national leaders may help to improve the attitudes of the dominant society toward minority groups including the Indians.

In the local area surveyed, there was a general preference for the public school rather than a BIA school. A multi-racial enrollment was felt to be more desirable than an all Indian enrollment. All of the persons in the survey indicated that education was important to increasing job opportunities for the Indian youth. Family needs was listed as the prime reason for children's absences.

Isolation of the community and a lack of a suitable social environment were listed as the main factors causing difficulty in obtaining qualified teachers in the local schools. Factors influencing teachers to remain in the district were considered to be adoption of higher salary scale, free housing, and preference for a rural area.

Several additions to the curriculum of the local schools were suggested. These recommendations included the addition of a guidance program, addition of vocational training, inclusion of activities and greater emphasis in areas where the student can succeed to prevent dropouts, and the establishment of an adult education program.

Conclusions

There are many problems facing those involved in Indian education at present. Many of these problems are products of the environmental background of Indian reservations and the cultural heritage of the individual Indian. The high level of poverty and unemployment and the difficulty or unwillingness on the part of some Indians to accept the occupational and educational goals of the non-Indian society as desirable goals are examples of environment- and culture-related problems affecting education. Often the Indian student does not receive the encouragement needed to further his occupational and educational goals from his parents or the community. The establishment of guidance programs in both elementary and secondary schools could help to reduce this problem by giving the Indian student needed encouragement and information.

Much hope has been placed on the poverty programs now in effect on the Indian reservations. These programs if sustained over a period of years, can do much toward relieving the high level of unemployment and poverty. These programs should also help in raising the occupational and educational goals of Indian youth. The establishment of "headstart" programs for pre-school children on reservations should help to prepare the Indian child to attend the white man's school.

Other suggestions which have been made to help improve the education of Indian children are the establishment of nursery and kindergarten classes and the lengthening of the school year or the

offering of summer remedial programs. Summer programs are usually more preferred than lengthening of the school year.

Generally all concerned agree that there is a need for adult education on the Indian reservations. There is also some agreement as to what these programs should contain and how they should be organized. To be successful, guidelines should be followed which will give the people of the community a voice in the planning and directing of the program. Adult educational programs, if successful, can significantly influence other local community development projects. Adult educational programs for non-Indians designed to improve the relations and understanding between non-Indians and Indians could also be of great value if successful.

Many studies point out the lack of sufficient data or criteria on which to base educational programs designed for Indian classrooms. This would indicate a need for more study and research concerning the educational problems, needs, and goals of Indians. It should be remembered that any project undertaken must involve and have the cooperation of the people in the local community to be successful.

Recommendations

One of the greatest needs in Indian education at the present is for a more sincere and purposeful leadership in education from administrators, teachers, BIA personnel, and local tribal members. It is imperative that an understanding as to the purpose, goals, and authority of the school be reached by all concerned with education

on the local level. Never in history have so many opportunities been available for Indians to advance socially, economically, and educationally. The Indian leader must look upon the schools as a means for preparing his children and people to be able to compete for a secure and worthwhile future in the modern world.

Those persons engaged in Indian education today must be willing to do research and study in this field if improvement is to result. That this research is needed is evidenced by the lack of sufficient information upon which to base an educational program for Indians. Success in reaching the desired objectives can come only through hard work, experimentation, and willingness to try a new plan if the present one fails.

The following recommendations concerning the local area are made as a result of this study:

(1) Organization of an advisory committee to determine the educational needs of the community and to make recommendations for proposed changes in the curriculum.

(2) Addition of a guidance program to the curriculum.

(3) Involvement of parents and citizens in school functions to develop a better rapport between school and community. Organization of a P. T. A., visitors day, and parent-teacher conferences could facilitate parent involvement.

(4) Provision of adult education courses, the content of which to be determined by the needs and wishes of the local citizens.

The establishment of industry on or near reservations could provide jobs for the unemployed thereby improving the economic, social

and home environments of the Indian children. Steady employment and improved living conditions could in time reduce the educational problems now present. The isolation of the reservation community and an all Indian student body are problems that cannot be readily solved. The isolation of the community can be alleviated only through the cooperative efforts of all concerned by creating a pleasant, stimulating atmosphere in which to live, work, and achieve.

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APPENDIX

TABLE 1. STATE EDUCATORS' COMMENTS CONCERNING PROBLEMS IN INDIAN EDUCATION

Problems Listed By Educators	Fiscal Year 1964										Fiscal Year 1965										Totals		
	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	P S P		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	P S P		+	-	x
Poor Attendance	+	+	+	+	+		+	+	x		-		+	+	+	+	+	+			14	1	1
Students' Lack of Interest	+	x	+	+	x		+				-	+				+					7	1	2
Student Drinking						+			+												2		
Poor Economic & Social Environment			+		+			+	x			x		+	+	x	+				6		3
Lack of Parental Encouragement	+	+	+					+					+					+	+		7		
Lack of Discipline in home		x										+									1		1
Need for Remedial Work											+								-		1	1	
Need for Guidance											+										1		
Need for Special Education		+																			1		
Stereotyping of Indian Child by non-Indians											+										1		
Drop-outs		x						+				x									1		2
Lack of Law Enforcement	+								+				x								2		1
No Confidence in competing with White Students			x	+	x								+								3		2
Poor Health					+										+						2		
Need for Vocational Technical Program At High School Level	+																				1		
Defiance of Policies and Rules							x					+	+	+							3		1

TABLE 1. (Continued)

Problems Listed by Educators	Fiscal Year 1964										Fiscal Year 1965										Totals	
	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	P S P		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	P S P C	+	-	x
Language or Verbal Difficulties		x		x															+	1		2
Incompatibilities of our School System													+							1		
Disagreement on Purpose, Authority, & Methods of School									x					+			+			2		1
Need for Enrichment Experiences in Formative Years (3-6 years old)																		+		1		

I. Codes for blank in chart

+ = Agrees
- = Disagrees
x = Suggests
Blank = No Comment

II. Key to Person giving opinion

A - A = Administrator-Public
1 8 = School
PSP = Private School Principal
PSC = Public School Clerk

TABLE 6. LOCAL COMMENTS ON QUESTIONNAIRE

Section A. Educational Factors

1. Why is education important to developing a vocational skill for Indians?
2. If this is true, how can we encourage Indian youth to go beyond this educational level?
3. Does more education increase job opportunities?

Question Number	Answers Given	T		T		B		B		C		C		G		G		Totals	
		1	2	3	+	1	2	3	+	1	2	3	+	1	2	3	+	-	x
1.	Important	+	+	+		+	+	+	+	+	+	+	+	+	+	+	12		
	Skills Require Education	+	+					+	+								5		
	Necessary to Meet Training Needs			+		+	+			+	+	+	+	+	+	+	8		
	Not Important																		
2.	Use Successful Indians as Examples									+				+			2		
	Show Examples of Others' Work	+								+							2		
	More Encouragement	+	+	+		+	+	+				+		+		+	8		
	Improve Environment															+	1		
	Guidance Programs			+					+								3		
3.	Field Trips & Summer Camps							+									1		
	Yes	+	+	+		+	+	+		+	+	+	+	+	+	+	12		
	Qualify for More Jobs	+	+			+	+	+		+	+	+	+	+	+	+	10		
	Give Job Priority Over Less Educated			+								+					2		
	No																		

I. Codes for blank in chart

+ = Agrees
 - = Disagrees
 x = Suggests
 Blank = No Comment

II. Key to person giving opinion

T_1-T_3 = Local Teacher
 B_1-B_3 = School Board Member
 C_1-C_3 = Tribal Council Member
 G_1-G_3 = Bureau of Indian Affairs Employees

TABLE 7. LOCAL COMMENTS ON QUESTIONNAIRE

Section B. School Problems

1. Is having a majority of Indian children in our schools as effective as having more multi-racial students?
2. Should schools on reservations be public schools or Federal schools?
3. What should be done in our local schools to help the students who have a dropout tendency?

Question Number	Answers Given	T			T			B			C			G			Totals		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	+	-	x
1.	Yes	+															1		
	Less Racial Feeling	+															1		
	No																11		
	Multi-racial Promotes Social Adjustment		+	+	+	+	+	+	+	+	+	+	+	+	+	+	6		1
	Multi-racial Provides Competition		+	+	+	+	+	+	+	+	+	+	+	+	+	+	5		
2.	Promotes Awareness of Self Ability as Compared to Others															+	1		
	Public Schools	+	+	+	+	+	+	+	+	+	+	+	+	+	+		11		
	Not Segregated		x								+	x					2		2
	Better Educational Program	+			+	+	+				x			x	+		4		2
	Better Qualified Teachers			+						x					+		2		1
	Teachers Not Migrant			+						+							2		
	Part of Democratic Process													+			1		
	Federal Schools																		
	Type of Little Consequence if Pupil Needs Met															+	1		

TABLE 7. (Continued)

Question Number	Answers Given	T 1	T 2	T 3	B 1	B 2	B 3	C 1	C 2	C 3	G 1	G 2	G 3	Totals	
														+	-
3	Vocational Education										+	x		1	1
	Educate Parents to Value of Education			+	+	+		+	x					4	1
	Guidance Program			+				x				+	+	3	1
	Enforcement of Attendance Laws						+							1	
	Make School More Enjoyable--Activities	+	+							+				3	
	Greater Emphasis in Areas Where Student Can Succeed	+							+					3	
	Leads to Better Understanding & More Holding Power for Schools	x				+	x		+			+		3	2
	Adult Education Program Needed		+		+					+				3	
	Federal Schools Offer More for Slow Learner	+												1	
	Guidance Program Needed			+				+						2	
	Should be Desegregated								x						1
	No Relationship										+	+	+	2	

I. Codes for blank in Chart

+ = Agrees
 - = Disagrees
 x = Suggests
 Blank = No Comment

II. Key to person giving opinion

T₁-T₃ = Local Teacher
 B₁-B₃ = School Board Member
 C₁-C₃ = Tribal Council Member
 G₁-G₃ = Bureau of Indian Affairs Employees

TABLE 8. LOCAL COMMENTS ON QUESTIONNAIRE

Section C. School Curriculum

1. Should more emphasis be put on vocational training?
2. Are our students obtaining enough basic fundamentals in language, mathematics, and social science?
3. Suggestions for additional courses or emphasis in present curriculum.

Question Number	Answers Given	T 1	T 2	T 3	B 1	B 2	B 3	C 1	C 2	C 3	G 1	G 2	G 3	Totals		
														+	-	x
1	Yes	+	+	+	+	+	+	+	+	+	+	+		11		
	No												x		1	
2	Yes	x	+	x	+	+	+	x	x	+				5	4	
	No										+	+	x	2	1	
3	More Emphasis on Academic Courses										+			1		
	Vocational Courses		+	+	+	+	+	+	+	x	+			7	1	
	Emphasis for purposeful & Meaningful Learning												+	2		
	Remedial Work	+												1		
	Academic Courses Should be Correlated With Vocational Training														1	

I. Codes for blank in chart

- + = Agrees
- = Disagrees
- x = Suggests
- Blank = No Comment

II. Key to person giving opinion

- T₁-T₃ = Local Teacher
- B₁-B₃ = School Board Member
- C₁-C₃ = Tribal Council Member
- G₁-G₃ = Bureau of Indian Affairs Employees

TABLE 9. LOCAL COMMENTS ON QUESTIONNAIRE

Section D. Teacher Needs

1. Why is it hard to get qualified teachers to teach in our local schools?
2. Why do some teachers like our local schools, yet have a tendency to leave and take positions elsewhere?
3. Why do teachers stay in our local schools?

Question Number	Answers Given	T	T 1	T 2	T 3	B 1	B 2	B 3	C 1	C 2	C 3	G 1	G 2	G 3	Totals	
															+	-
1	Isolation	+			+	+	+		+	+	3	+	+	3	8	
	Poor Living Conditions											+	+	+	3	
	Segregated Community									+		+			2	
	Fear of Indian People		+	+					x						2	1
	Lack of Suitable Social Environment	+	+	+	+	+	+	+		+					6	
2	Poor Salary										+		+		2	
	Better Opportunities Elsewhere												+	+	2	
	Parents Attitude Toward Education		+	+	+	+	+	+							3	
	Isolation	+	+	+	+	+	+				x	+			5	1
	Lack of Suitable Social Environment	+	+	+	+				+						4	
	Conveniences of City Life												+		1	
	To Give Their Children Better Opportunities	+													1	
	Not able to Adjust to Community	+	+	+					+	x		x			4	2
	Position too Demanding											x				1
	Feeling of Not Achieving													+	1	

TABLE 9. (Continued)

Question Number	Answers Given	T	T	T	B	B	B	C	C	C	C	G	G	G	Totals	
		1	2	3	1	2	3	1	2	3	1	2	3	+	-	x
3	Feeling of Achieving			+				x					+		2	1
	Dedication-Missionary Spirit								+			+			2	
	Best Position They are Able to Get											x				1
	Adoption of Higher Salaries Scale	+	+	+	+	+		+	+						7	
	Understanding of Indian People	+					+			x					2	1
	Good Housing	+	+	+				+	+						4	
	Preference for Rural Area						+		+	+			+		4	
	Improvements to School System	+	+	+	+	+									4	

I. Codes for Blank in Chart

+ = Agrees
 - = Disagrees
 x = Suggests
 Blank = No Comment

II. Key to person giving opinion

T_1-T_3 = Local Teacher
 B_1-B_3 = School Board Member
 C_1-C_3 = Tribal Council Member
 G_1-G_3 = Bureau of Indian Affairs Employees

TABLE 10. LOCAL COMMENTS ON QUESTIONNAIRE

Section E. Adult Involvement

1. What kind of an adult education program should be offered?
2. What would be the basic and most useful kinds of courses?
3. Why do parents let their children be absent from school?

Question Number	Answers Given	T			B			C			G			Totals		
		1	2	3	1	2	3	1	2	3	1	2	3	+	-	x
1	Vocational Courses	+		+	+	+		+		+		+		7		
	Academic Courses			+				+	+			+		5		
	Citizenship Training				+	x							+	2		1
	Basic Social Problems		+		x					x				1		2
2	English, Math, Reading			+				+	+		+	+		5		
	Citizenship Training										x		+	1		1
	Typing	+												1		
	Arts & Crafts	+								+		+		3		
	Economics										+			1		
	Agriculture & Mechanics						+					+		2		
	Sociology		+											1		
3	Sickness	+					+	x				+		3		1
	Work					+			+					2		
	Family Needs	+	+	+			+	+	x	+	x			6		2

TABLE 10. (Continued)

Question Number	Answers Given	T		T		B		B		C		C		G		G		Totals	
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	+	-	x
	Failure to Recognize Harm to Child					x											1		2
	Weather Conditions						+					+					2		
	Over-Permissiveness on Part of Parents			+						+							3		
	Parents Sleep In	+															1		
	Lack of Appreciation of Importance of Education	+										+		+	+	+	5		1

I. Codes for blank in chart

+ = Agrees
 - = Disagrees
 x = Suggests
 Blank = No Comment

II. Key to person giving opinion.

T₁-T₃ = Local Teacher
 B₁-B₃ = School Board Member
 C₁-C₃ = Tribal Council Member
 G₁-G₃ = Bureau of Indian Affairs Employees

TABLE 11. (Continued)

Question Number	Answers Given	T		B		C		G		Totals	
		1	2	1	2	1	2	1	2	+	-
3	Yes	+		+	+	+	x	+	x	8	2
	On Premises				+					1	
	Only in Emergencies			+	+					2	
	Under Supervision							+		2	
	If Pays for Supplies Used	+								1	
	Only as part of a Community Program								+	1	
	Supervised by School					+		+	+	3	
	No		+					+		2	

I. Codes for blank in chart

+ = Agrees
 - = Disagrees
 x = Suggests
 Blank = No Comment

II. Key to person giving opinion

T₁-T₃ = Local Teacher
 B₁-B₃ = School Board Member
 C₁-C₃ = Tribal Council Member
 G₁-G₃ = Bureau of Indian Affairs Employees

QUESTIONNAIRE

PROBLEMS RELATED TO EDUCATION ON A RESERVATION

DIRECTIONS: If for lack of space or not knowing what is meant by a particular question, leave it out. When I return we can discuss such questions and any other factor related to the Questionnaire. This Questionnaire is open-ended. By that I mean there is no definite time allotted or space given to any single or sectional questions. Much of this material can and should be discussed between you and myself. It would be appreciated that this be done at your convenience or leisure time. I will return on the morning of _____.

A. Educational Factors--Kindergarten through Eighth Grade

1. Why is education important to developing a vocational skill for Indians? _____

2. If this is true, how can we encourage Indian youth to go beyond this educational level? _____

3. Does more education increase job opportunities? _____
Why? _____

B. School Problems Related to an Isolated Community

1. Is having a majority of Indian children in our schools as effective as having more multi-racial students? _____
Why? _____

2. Should schools on reservations be public schools or Federal schools? _____ Why? _____

3. What should be done in our local schools to help the students who have a dropout tendency? _____

How does this relate to items #1 and #2 in this section?

C. School Curriculum

1. Should more emphasis be put on vocational training? _____
2. Are our students obtaining enough basic fundamentals in language, mathematics, and social science? _____
3. Suggestions for additional courses or emphasis in present curriculum: _____

D. Teacher Needs in Local Region

1. Why is it hard to get qualified teachers to teach in our local schools? _____
- _____
2. Why do some teachers like our local schools, yet have a tendency to leave and take positions elsewhere? _____
- _____
3. Why do teachers stay in our local schools? _____
- _____

E. Adult Involvement in School Affairs

1. What kind of an adult education program should be offered?

2. What would be the basic and most useful kinds of courses?

3. Why do parents let their children be absent from school?

Sickness _____ : Work _____ Family Needs _____

*Other _____

*Most important part of the question

F. Problems Regarding Educational Administration

1. What are the advantages of living on a reservation? _____

2. What are the disadvantages of living on a reservation? _____

3. Should local citizens be permitted to use school equipment?
