

STATEMENT OF PERMISSION TO COPY

In presenting this paper in partial fulfillment of the requirements of an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection. I further agree that permission for extensive copying of this paper for scholarly purposes may be granted by my major professor, or, in his absence, by the Director of Libraries. It is understood that any copying or publication of this paper for financial gain shall not be allowed without my written permission.

Signature Sara L. Leythard

Date March 30, 1978

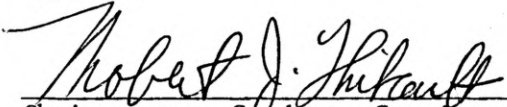
A COMPARATIVE STUDY OF CROW INDIAN STUDENTS ATTENDING AN
INDIAN-CONTROLLED RESERVATION SCHOOL AND A NON-INDIAN-
CONTROLLED OFF-RESERVATION SCHOOL

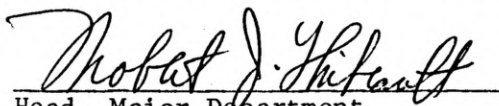
by
SARA LOUISE LEFTHAND

A professional paper submitted in partial fulfillment
of the requirements for the degree

of
MASTER OF EDUCATION
with concentration in
School Administration

Approved:


Chairperson, Graduate Committee


Head, Major Department


Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

March, 1978

ACKNOWLEDGMENT

This is to acknowledge the Native American Graduate Fellowship Program, Montana State University, Bozeman, Montana. Through the assistance of this program increasing numbers of Native Americans will be able to serve in schools educating Native American children in either administrative or counseling positions or as more highly skilled teachers. As a fellowship recipient, I have been financially and emotionally supported in the completion of this professional paper.

TABLE OF CONTENTS

VITA	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS.	iv
LIST OF TABLES	vi
ABSTRACT	vii

Chapter	Page
1. INTRODUCTION	1
Statement of the Problem.	5
General Questions Which Were Answered	6
General Procedures.	7
Limitations	7
Summary	8
2. REVIEW OF LITERATURE	9
Historical Background of Indian and Crow Education.	9
Trends.	12
Summary	19
3. PROCEDURES	20
Population Description.	20
Method of Collecting Data	21
Method of Organizing Data	21
Questions Answered.	22
Analysis of Data.	22
Summary	23
4. ANALYSIS OF DATA	24
What was the extent of Indian student participation in cocurricular programs in the two schools?	25
What was the academic achievement of Crow students at each school as compared to the non-Indians at the two schools?	30
What was the Indian student dropout rate in the two schools	31
What was the number of Indian staff members in the two schools	33
What was the extent of bicultural classes in the curriculum of the two schools.	33

Summary	34
5. SUMMARY, CONCLUSIONS AND RECOMMENDATION.	35
SUMMARY.	35
CONCLUSIONS.	36
RECOMMENDATIONS.	38
LITERATURE CITED	40

LIST OF TABLES

1. Indian Student Participation in Non-Athletic Activities. 26
2. Indian Student Participation in Athletic Activities. 29
3. Academic Rating of Junior and Senior Crow Students as
Compared to Non-Indian Students. 32
4. Indian Dropout and Transfer Students as of the End of
First Quarter 1977-78. 32

ABSTRACT

This study was designed as a comparative study of Crow Indian students in the Hardin High School and the Lodge Grass High School in regard to both academic and cocurricular activities.

The purpose of this comparative study was to determine if either school was more successful in meeting the needs of Crow students since the schools have somewhat contrasting situations, Hardin High School being a non-Indian controlled school located off the reservation and serving a small minority of Crow students, and Lodge Grass High School being an Indian-controlled school located on the reservation and serving a large majority of Crow students.

In order to gather data, the writer held interviews with school administrators, principals, teachers and other staff members of the two schools and reviewed numerous school records of Crow students enrolled in the 1977-78 school year at both of the schools.

The findings of the study indicate: 1. Crow students were much more involved in non-athletic activities at the Lodge Grass High School than were Crow students at Hardin High School. 2. Male Crow students at both schools actively participated in athletic activities. However, only a minimal number of Crow girls participated in such activities at Hardin High School. 3. The negative gap between Crow students' grade point averages and non-Indian students' averages was much wider at Lodge Grass High School than it was at Hardin High School. 4. Both schools had approximately the same dropout rates of Crow students. 5. Hardin High School offered a number of courses related to Indian culture to reinforce Indian students' self-images while Lodge Grass High School offered none. 6. Lodge Grass High School employed slightly more Indian staff members than did Hardin High School but neither employed a substantial number in respect to the number of Crow students enrolled.

After reviewing the data of the findings, the writer made the following recommendations: 1. A comprehensive evaluation of Crow education must be made. 2. A study should be conducted to determine what, if any, affect the bicultural classes offered at Hardin High School have on Crow students. 3. The two schools should contact other schools on or near Indian reservations which do employ a high number of Indian employees to determine the value of Indian employees as role models for Indian students. 4. Crow students should be recruited and counseled to become more a part of the cocurricular aspects of the schools. 5. Both schools should conduct a study to determine causes of the high dropout rates among Crow students.

Chapter 1

INTRODUCTION

American Indian education has been a problem since its beginning. How to educate "culturally different" peoples has been an area of research for a great many educational experts. The policies have changed drastically in the past one hundred years from the one extreme of forced education for assimilation brought about by taking Indian children from their parents and sending them to federal boarding schools many hundreds of miles away, to the growing trend of Indian parent involvement and control in the education of Indian children. During the various processes, very little attention was given to evaluating the success of the educational policy. For this reason, education for American Indians has been a dismal failure. Still, after all these years, 50 percent of all Indian children drop out of school; those that finish school are inadequately prepared and there are few that attain higher educations.

For many years non-Indians have attempted to solve Indian problems with little or no success. As early as 1928, the Meriam Survey described the mismanagement of Indian programs and in particular Indian education. But, until recently, there was little progress. In July, 1970, then president, Richard M. Nixon, addressed the Congress of the United States on the problems of American Indians and advocated a policy of self-determination which would give Indians the right to

make their own decisions and choose their own destinies. This policy was in contrast to all former policies which provided "solutions" for Indian problems designed by and decided upon by non-Indians. Since so much of the Indian problem is centered around education, this policy has had an affect on Indian education.

Following the adoption of this policy, some Indian communities have taken control of their local school systems by electing Indian school boards or at least some Indian school board members. In some instances, schools formerly controlled by the federal government were taken over by Indian community boards. A group known as the Coalition of Indian Controlled School Boards was organized to support and advise the new and often inexperienced boards. In 1972, the Crow Tribal Council passed a resolution to establish the Crow Central Education Commission to improve areas of education on a reservation wide basis. Parent advisory boards have been mandated for federal programs and have also been set up for various other functions of the schools serving Indian children. These are vast and rapid changes, however, as with other social forces, the public schools have not been totally yielding to these newcomers.

The 1954 Supreme Court case, Brown vs. Board of Education of Topeka, brought a national focus toward equal educational opportunities with a variety of proposed solutions. The busing and desegregation for blacks has not been considered as an alternative for American Indians

for a number of reasons, not the least of which is the geographic isolation of the Indian reservation. But the community control alternative sought by blacks as exemplified by the Oceanshill-Brownsville school in New York City has been looked upon as a source of hope by many Indian groups advocating self-determination.

Crow Indians, as most Indian tribes, do want their children to be educated, but in the past have played either a negative or apathetic role toward the educational system. Many Crow parents have felt rejected by the schools serving their children and therefore did not take an active interest in promoting their child's educational attainment. In the past there were few, in fact usually so, Crow Indians working in the public schools serving Crow Indians except in custodial or other non-classroom type jobs. This situation gave little room for parent-school relations as there were no bilingual persons to bridge the gap between the primary Crow-speaking parents and the non-Indian staff. Today every elementary school serving Crow Indian students living on the reservation has at least some bilingual staff in the classrooms. From school district data, the percentage of Indians in certified teaching positions and administrative positions is still extremely low and in some cases nonexistent. The links with the Indian community are still on a lower level scale through bilingual teacher aides or para-professional home-school coordinators funded by federal funds.

In addition to the basics of education, schools spend a great deal of time and money providing electives, athletics and other school related activities. These "extras" play an important role in developing the total student. Thus it is important for Crow students to engage in these activities, as do students in schools all across the country. Self-image is constantly brought up when any discussion of problems of Indian education arises.. If a student feels he or she is a born-loser, inferior, or just not good enough the effort to join activities is often not made.

Indian student academic achievement and participation in co-curricular activities are often influenced by parental encouragement, student self-image and social acceptance by both faculty and other students at the school. With the belief that schools should help prepare students for work, leisure, physical fitness, peer relationships, self-understanding, economic realities, coping with society and cultural mores, one must weigh many aspects of the school in determining its ability to successfully educate the "total" student. Leadership is vital to all peoples but when a population of 6,300 is responsible for its own management as is the Crow Tribe, it is important to develop capable, high quality, well-rounded individuals to assure future leaders. Sports, clubs, elected class officers and successful academic achievements build self-confidence and must be a part of education for as many children as possible - Crow children as well. This is not to say

that all students can be leaders or winners or even joiners, but apathetic, uninvolved or disinterested students very often become school dropouts and later society dropouts. To determine if the public schools are meeting these expectations, data must be collected and used to improve and build upon any present systems accomplishing the tasks.

Statement of the Problem

The problem of this study was to determine if there was a difference in cocurricular participation and academic achievement of the Crow students at the Lodge Grass School, an Indian-controlled reservation school and the Hardin school, a non-Indian controlled off-reservation school. A comparative study of aspects of the two schools which affect Indian students was undertaken.

Crow students have been attending these two public schools for some time now. The move to public schools began in the early 1920's. Thus Crow education as a state function has had 50 years to develop. One school is located on the reservation, Lodge Grass, and the other, Hardin is located off the reservation but many of its Crow students reside on the reservation. The Lodge Grass School had a majority of Indian students, approximately 76 percent, whereas the Hardin High School had only 16.6 percent Indian enrollment. The total number of Crow students at Lodge Grass High School was 139 while the total number of Crow students at Hardin High School was 92. However, the Crow

Agency Elementary School which is a part of the high school district and the residence of most of Hardin's Crow students, had almost 98 percent Indian students. Due to the contrasting situations involved in these two schools, the study attempted to determine what, if any, different results were obtained by the two schools. The purpose of which was to determine which type of situation was currently more favorable for providing Crow students with a complete well-rounded education. This then must include both academic and cocurricular aspects.

General Questions Which Were Answered

The researcher attempted to answer the following questions:

1. Was there a significant difference in the Indian student participation in cocurricular programs (sports, clubs and other such offerings) in the two schools?
2. Was there a significant difference in Indian student academic achievement in comparison to non-Indian students in the two schools?
3. Was there a significant difference in the dropout rate among Indian students in the two schools?
4. Was there a significant difference in the bicultural offerings in the curriculum and the number of Indian staff members in the two schools?

General Procedures

Various methods were used to gather data. Initial interviews were set up with the administrators of each school to seek permission to conduct the study. At that time each administrator was given an outline of the study and of the questions to be answered. After obtaining approval, a second visit was made with the administrators to gather data on some of the questions. Through the administrator contact was made with the principals and counselors to work in the high schools' offices to gather data from their available information regarding Indian students' grades. A list of sponsors and coaches was requested from each principal. Each sponsor or coach was then interviewed regarding the number of students in each activity and then the number of these students was compared with the study's population.

Limitations

This study was limited to include only those Indian students, staff and administrators of the Lodge Grass High School and the Hardin High School during the period from the second semester of the 1976-77 school year and the first semester of the 1977-78 school year.

There was no literature available to address the questions of this study. However, a general review of literature regarding the background of current conditions in Indian education and some historical background of Crow education was included.

Summary

This chapter has given an introduction to the study conducted including the statement of the problem, questions answered, general procedures and limitations. In summary, the chapter described the study of the Lodge Grass High School and the Hardin High School in regard to four questions as related to Crow students and the procedures used to answer the questions. The limitations of the population and the limitations of the review of literature were given.

Chapter 2

REVIEW OF LITERATURE

At the time of this study, there was no literature on Indian student participation in cocurricular activities or on the other aspects of the study. Very little has been written on Indian students on the secondary level. This review, therefore, is general in nature and is intended to create an awareness of certain conditions in Indian education at the operational level.

One of the most recent major reform movements in American Indian education has been the establishment of Indian-controlled schools as a means of increasing Indian community participation and involvement in their children's education. There are both Indian-controlled and non-Indian controlled schools serving Crow Indian students at this time. This study reviewed literature concerning the historical background of Indian and Crow education and current trends in Indian education. The above topics are presented in that order in the following section.

Historical Background of Indian and Crow Education

Taylor (1972) gave an overview of the relationships of the various states with their Indian citizens in which educational functions have, for the most part, been given to the State and local level. His data showed that 68 percent of Indian students attended public schools. He listed five Indian community controlled schools presently in

operation: Rough Rock, Arizona; Blackwater, Arizona; Ramah, New Mexico; Stephan, South Dakota; and a school for Miccosukee in Florida. All of these schools were created to allow flexibility for Indian input relating to Indian culture and Indian programs. The results of questions regarding Indian children in State public schools indicated a desire for more tribal operation or involvement, but with continuing heavy emphasis on operation in accordance with or under State regulations and policy.

Rosenfelt (1974) reported that the Bureau of Indian Affairs operated 200 schools for Indians even though it had no legal obligation to provide such services. The Federal government has taken the position that legal responsibility for Indian education rests with the States.

McGinnis (1972), a former teacher at Lodge Grass High School, described the pre-reservation education of Crows. He stated that it was an informal education consisting of instruction by example rather than precept and characterized by no physical punishment or restraint. This was in line with Crow regard for children and their belief that children should be involved in all activities of tribal life. McGinnis said, "Reservation life brought with it schools in which the main effort was to civilize and 'de-Crow' children" (pg. 75). McGinnis attributed both boarding schools and missionary day schools to the deep-seated and long-lasting mistrust of all formal education by the Crows. Dropout rates on the Crow Reservation were given as approximately 20



percent for high school and 50 percent for college students. He cited the problems of public schools serving Crow children as varied but the most important he felt as being: 1. Non-Indian teachers with no ability in the Crow language, and 2. Lack of continuity caused by low retention of competent teachers for an extended period of time.

The Bureau of Indian Affairs (1955) reported that since 1920, no federal schools were operated on the Crow Reservation. After which time the children were sent to public schools. This was a part of the agreement that certain sections of land should be ceded to the state in an effort by Crow parents to assure their children an education.

The Crow Tribal Report (1976) reported that many attempts by various agencies have set out to develop effective education programs on the Crow Reservation. The report stated, "These programs have done little more than reinforce convictions that are held by Crows that non-Indian agencies and organizations are unable to provide meaningful programs of education to Crow children and adults" (p. 34).

This was further supported by Demmert (1976) in describing data collected in the 1960's and 1970's on Indian education in which Indian students scored significantly lower in measures of achievement at every grade level than the average white pupil. Demmert, who has served in top-ranking positions with the B.I.A.'s Education Department and with Health, Education and Welfare's Office of Indian Education, noted that the lag was greater at grade 12 than grade 1, indicating that the longer

the Indian student stayed in school, the further behind he or she fell. Levitan and Johnston (1975) stated much the same thing as they noted that Indian children started school with only a relatively small aptitude disadvantage compared with whites but each year fall further behind showing that Indian children did not benefit as much from schooling as did non-Indian children.

Trends

Although there was a strongly supported effort favoring Indian-controlled schools and stressing the need for Indian community participation and involvement, there was not a great deal of evidence that much had taken place. The few examples or models in operation, however, have had an excessive amount of publicity.

According to David Adams (1974) Indian control of education was not a new idea. He pointed this out by citing a speech of a chief of the Six Nations in 1774, to the Commissioner of the government of Virginia who was offering to educate more young Indian men. The chief said:

Several of our young people were formerly brought up at the colleges of the Northern Provinces; they were instructed in all your sciences; but when they came back to us, they were bad runners; ignorant of every means of living in the woods; unable to bear either cold or hunger; knew neither how to build a cabin, take a deer, or kill an enemy; spoke our language imperfectly; were therefore neither fit for hunters, warriors, or counselors; they were totally good for nothing. We are, however, not the less obliged by your kind offer, though we decline accepting it, and to show our grateful sense of it, if the gentlemen of

of Virginia will send us a dozen of their sons, we will take great care of their education, instruct them in all we know, and make men of them (1974:21).

Adams contended that it has thus been an American Indian belief, held for many years, that their children's educations should remain in their own hands. In referring to past educational background of Indians, Adams categorized four types of schools: mission schools, public schools, reservation day schools and the boarding schools (reservation and off-reservation). Regardless of the type, Adams contended that their role was viewed as one of molding Indians to accept white values.

Dillon Platero (1970), a Navaho Indian, who was the Director of the Rough Rock Demonstration School on the Navaho Reservation cited the school as a model set up on the assumption that American Indians were capable of assuming responsibility for the operation of educational institutions serving their children. Platero viewed the Rough Rock Demonstration School as a model to build the hope of other tribal groups to gain control of their lives. In his opinion, the school was evidence that Indian people could do it themselves.

Murray Wax (1970) described schools as a battleground in the contest for control by pupils, teachers, parents, educational administrators, boards of education, voting publics and external associations, and government bodies. Each group had varying interests to particular areas that they wished to control and which often came into conflict. Educational reform in general, according to Wax, has been directed

towards local control versus educator control. In referring to the Rough Rock Demonstration School, the well-publicized Navaho attempt at local control, Wax described its less than democratic utopia as being the typical rubber stamp that so many school boards in the United States have tended to be. However, he pointed out the different direction local control on Indian reservations have taken due to the setting. While the institutional goals were often long range and rehabilitative, the community goals were often more in the line of being resources for their survival to provide money, food or jobs. Wax supported an evaluation done by Donald Erickson and others on the Rough Rock Demonstration School, but he clarified it further by saying that other areas needed to be taken into consideration than merely academic improvement or efficiency. He stressed the importance of giving local Indian school boards the opportunity to observe how various kinds of schools operate and to study how the functioning of the local school board integrates with that operation. In general, Wax supported Indian school boards on the basis of their structural presence as a means of improving educators attitudes toward Indian students.

Muskrat (1970) praised the Rough Rock Demonstration School as more than just an educational unit, but rather an attempt at developing the community economically, socially, and politically to create Navaho-Americans. Most of his comments were in regard to Donald Erickson's evaluation of Rough Rock Demonstration School. Muskrat based his

critique on the view that the school should not be compared to the typical public school or B.I.A. school which had a different goal in mind. Muskrat said, "In the past, Indian education was directed toward making the Indian child into a white man" (p. 73).

Erickson, (1970) being reproached by several colleagues in the education research field on his evaluation of Rough Rock Demonstration School in Arizona, clarified his position. He denied accusations that his report of both favorable and unfavorable aspects of the Navaho school. He was adamant in acknowledging favorable changes made under the direction of the Navaho director who replaced a non-Indian. He noted that much of his criticism had been aimed at the former non-Indian director whom he analyzed as being the central control and not the Indian board members. Erickson urged that community control be supported but with commitment and evaluation, not politicalization which he feared was influencing educational research.

Aurbach (1967) pointed out some of the conclusions various educational researchers came to when discussing needs of research in Indian education. Aurbach gave the example of the Cherokee, Creek and Choctaws who maintained their own governments and control of policy in their school systems from the 1850's until the 1890's. This example was used to attest to the nature of the locally-controlled school systems and the effectiveness of the schooling for producing citizens of the Indian political entities. It was predicted at the conference

Aurbach refers to that Indian parents will be requesting more control over the destinies of their children in school.

In monitoring and evaluating programs intended to meet the needs of Indian children, the NAACP Legal Defense and Educational Fund publication, An Even Chance, (1971) collected data from 60 school districts, including the Lodge Grass and Hardin School districts, and interviewed state and local officials and parents and students from the reservations. The findings showed that the idea of Indian control over their children's education was not new and had in fact been recommended for forty years by everyone who examined Indian schools. Major findings included:

1. Indian parents were keenly interested in education, but they were alienated from the public schools.
2. Indians were systematically excluded from decision-making concerning education.
3. Most Indian parents thought their children were not learning.
4. Many parents were afraid to talk frankly with the interviewers. They feared exposure, harassment of their children, and possible loss of their jobs.
5. In virtually every school system, Indian parents knew nothing about Title I or Johnson O'Malley - Federal programs which could be used to meet their children's educational needs. They were not

involved in these programs, despite Federal regulations calling for their participation.

6. Indian parents knew what was wrong in the schools and had valuable suggestions for improvement.

The NAACP publication described the take-over of two public schools by Indian communities, Rocky Boy School District formerly attached to the Havre School District off the Chippewa Cree Reservation and controlled by non-Indians and the Ramah School District formerly a part of the Gallup-McKinley County District also controlled by non-Indians. The NAACP predicted that other Indian communities may take this route to create their own school systems.

Steif (1972) reported that American Indians have become educational activists due to their struggle to preserve their culture and are therefore pushing for control of their own school systems. He cited the present paradox in the United States in which desegregation of the schools is being sought by blacks while the Federal government and Indians themselves are pushing for Indian-controlled Indian schools. Steif concluded by saying, "Separate-and-different education offers the Indian one route to retaining his own identity in a depersonalized world" (p. 35).

Kaltsounis (1972) in discussing problems of Indian education pointed out the definite correlation between the self-image one holds and his achievement. He felt that the schools must stop destroying

Indian students' self-image and could best do so by Indianizing the curriculum. He gave as an example, teaching basic educational objectives using the child's own culture such as tribal government which is more meaningful to Indian students than other governments more remote from their everyday experience. This can be brought about, according to Kaltsounis, by bringing Indian teachers, Indian administrators and Indian parents into the school.

Miller (1968) conducted a survey to investigate the influence of integrating Indian pupils in predominately non-Indian schools, and made several conclusions. The non-Indian pupils had higher achievement and intelligence scores, lower levels of alienation and more positive attitudes toward school. The study recommended that parental education was more influential in successful education of the Indian children than remedial programs for Indian pupils and he urged that extensive and inviting adult education programs be set up to bring Indian parents into the schools.

Also in regard to integrated public schools, Levitan and Johnston (1975) noted that far more attention was given to the requirements of white students than what was given to Indian students. Only recently have some schools started to show sensitivity to Indian students regarding the American history before Columbus, the existence of typical children other than Dick-and-Jane-in-suburbia and other academic and co-curricular areas that have for the most part ignored the needs of

.

Indian children.

In the recent Symposium on Indian Education (1974) advocates of both sides of the issue were heard. In that symposium, Dr. Joseph Cash, Director of American Indian Research Program at the University of South Dakota, argued that integrated public schools were the best means of educating Indian children on the grounds that Indian students would be living and working with white students and vice versa all their lives and should thus begin doing so in the school system. Another speaker at the symposium, Bonnie Holguin, commented that, "Rural public schools near native areas, were it not for the massive Federal support, it is likely that Indian children would not be welcome there" (p. 34).

Summary

This chapter summarizes general literature concerning Indian education since there was no research on Indian student participation in cocurricular activities or other areas of this study. The literature reviewed was intended to create the setting for education on the Crow Reservation and current conditions of Indian education.

Chapter 3

PROCEDURES

The purpose of this study was to compare social and academic achievement of 9th-12th graders of the Crow population in the Lodge Grass High School, an Indian-controlled reservation school, and the Hardin High School, a non-Indian controlled off-reservation school. The two schools serve similar Crow students but in different situations, Lodge Grass High School serving a large majority of Crow students, whereas, Hardin High School serves only a minority of Crow students. The underlying purpose of this study was to make available data for those concerned with Indian student participation and achievement in activities in the two schools.

This chapter deals with the following topics and which are presented in this order: population description, method of collecting data, method of organizing data, questions answered, method of analyzing data and summary.

Population Description

The population of the study included Crow students in the 9th-12th grade levels of the Lodge Grass High School and the Hardin High School. Lodge Grass High School students resided primarily in Lodge Grass and Wyola. Hardin High School students resided primarily in Crow Agency. The Lodge Grass High School had a total of 139 Crow

students which was 76 percent of the total enrollment while Hardin High School had a total of 92 Crow students or 16.6 percent of the total enrollment.

Method of Collecting Data

Data was collected by two methods. Interviews and school records were used to gather the data of the study. A review of the curriculum program of both schools was used to gather data on the bicultural classes (Crow-culture or Indian-culture related). The number of Indian staff members in the two schools was obtained from the administrator of each school.

Data was collected on the students' academic/cocurricular achievement at the two schools by an examination of the school records and interviews with the sponsor of each activity.

Method of Organizing Data

The data collected was displayed in tables for comparison of the two schools. The following tables were included:

1. Student participation in non-athletic activities.
2. Student participation in athletic activities.
3. Average grade points of Indian and non-Indian students in each school.
4. Student dropout rates.

Data on bicultural curriculum classes and the number of Indian

staff members was summarized but not put in tables.

Questions Answered

The study did not deal with inferential statistics since sampling was not used and no hypotheses were stated. The study investigated the following questions:

1. What was the extent of Indian student participation in cocurricular programs in the two schools?
2. What was the academic achievement of Crow students at each school as compared to the non-Indian students at the two schools?
3. What was the Indian student dropout rate in the two schools?
4. What was the number of Indian staff members in the two schools?
5. What was the extent of bicultural classes in the curriculum of the two schools?

Unfortunately there was no literature dealing with the above questions. Few studies have been conducted on Indian students on the secondary level.

Analysis of Data

After collecting the data, the writer organized the data into the previously described tables. No relationships, hypotheses or other statistical analysis were made of the data. Percents were used in the

tables where it seemed they would be more meaningful than just the raw numbers. The writer desired to merely present the characteristics or relevant data about each school in regard to the Crow students.

Summary

In summary, this chapter outlined the procedures which were used in this study. Those procedures being interviews and school records both of which were used to collect data for an investigative study of two different situations involving the education of Crow students.

Chapter 4

ANALYSIS OF DATA

Crow students at Lodge Grass High School and Hardin High School have been studied to determine their involvement in cocurricular activities and their achievement in academic areas in comparison to non-Indian students. The findings of this study are presented in this chapter in the order in which the questions answered were stated in Chapter 3.

In collecting the data to answer the questions of this study, the methods stated in Chapter 3 were used. Public schools for the most part, do not segregate or categorize Indian students, at least not outwardly in a documented fashion. Some statistics were available such as the number of enrolled Indian students to qualify for Federal funds. However, since these schools did not have budgeted funds for extensive evaluation of their programs, little was done in this area. Problems were recognized as being existent, but specific data has not been sought. The findings of this study touch on only a few of the many areas of problems faced in educating Crow children. Until the schools themselves begin evaluating the job they do in educating Crows specifically, it will be difficult to obtain and examine records and data necessary to determine the extent of the problems or the means of solving the problems.

What was the extent of Indian student participation
in cocurricular programs in the two schools?

In gathering data to answer this questions the need for a distinction between non-athletic and athletic activities became apparent. Thus the question was answered in two parts.

The first table, Table 1 on page 26, depicts Indian student participation in non-athletic activities. Cheerleaders and Pep Club support atheltic activities but are not solely athletic and are therefore included in this first grouping of activities. First, it must be noted, that the Lodge Grass High School only offered eight such activities while Hardin High School offered seventeen activities. However, there were few Crow students involved in these extra offerings at Hardin High School except with the Indian Club. If it were not for the Indian Club, Crow student participation in the activities at Hardin High School would be reduced to only 22 students or 5 percent of all the students engaged in such activities. The Lodge Grass High School principal indicated that an Indian Club had been offered at the school in past years and would resume as soon as a staff member volunteered to sponsor the club. The benefit of wider choices at Hardin High School was dminished by the small number of Indian participants. Seven of the activities had now Crow members. Another three of the clubs had only one Crow member. In one activity, plays, although eight Crow students participated, none of the eight were involved in acting roles but were members of the stage crew.

Table 1

Indian Student Participation in Non-Athletic Activities

Activity	Lodge Grass High School Total Members	Indian Members	% of Total	Hardin High School Total Members	Indian Members	% of Total
Band	34	11	32%	79	2	2%
Cheerleaders	14	9	64%	17	0	0
Chorus	8	3	36%	50	1	2%
Competitive Drama	None			15	0	0
DECA	None			18	2	11%
Forensics	None			15	0	0
Future Farmers of America	21	8	39%	20	2	5%
Future Homemakers of America	26	20	76%	23	5	22%
Indian Club	None			20	20	100%
Key Club	None			10	0	0
Nat'l Honor Soc.	None			19	1	5%
Office Ed. Assoc.	None			6	0	0
Paper Staff	25	16	64%	17	1	6%
Pep Club	30	20	67%	50	0	0
Plays	None			35	8	23%
Pom Pom Club	None			18	0	0
Yearbook Staff	<u>22</u>	<u>19</u>	<u>86%</u>	<u>22</u>	<u>0</u>	<u>0</u>
Total Students	190	106	56%	434	42	9%

Reasons given by several of the activity sponsors at Hardin High School for minimal Crow student participation were: shyness, transportation (or lack of it) home from after-school meetings or activities, disinterest, and merely being overwhelmed by the great number of non-Indians with whom they must compete (most of the Crow students at Hardin High School attended elementary schools on the reservation in which over 90 percent of the students were Crow). The Hardin High School provided an activity bus between Hardin and Crow Agency, a distance of 14 miles, on school nights to assist students participating in after-school activities. This transportation was funded with Johnson O'Malley funds to assist schools with meeting the needs of Indian children. However, the majority of students that used the transportation were non-Indians. One handicap of the transportation system was that it did not run on week-ends to provide transportation to and from the many Friday and Saturday night activities. Another handicap was the inconvenience students had to contend with since the bus made only one trip around 7 p.m. Thus some students had to spend two or more hours after their activity waiting for the bus to return them home and had to pack a supper, eat at town or eat a very late supper each evening.

The Lodge Grass High School also had students with transportation handicaps against participating in after-school activities since several of the students resided in Wyola also fourteen miles away from Lodge Grass. The Lodge Grass High School did not provide any activity

bus for these students, however providing an activity bus has been a somewhat controversial discussion item for some time.

The second part of the question was that of student participation in athletic activities. Table 2 on page 29 depicts the total number of students in each sport, the total number of Indian students in each sport and the percentage of total membership comprised of Indian students. As with non-athletic activities, Hardin High School had several more offerings, but again, the extra offerings did not include many Indian students. The only exception being freshmen boys basketball which was included with junior varsity at Lodge Grass High School. In the fourteen categories of athletic activities at Hardin High School, the percentage of Indian students that participated in seven of the sports was far higher than the actual percentage of Indian students in the school. Thus the data pointed out that Indian students felt comfortable participating at the school in athletics and were more visibly represented than they were in non-athletic activities. Here another distinction must be made. Boys sports were highly participated in at Hardin High School, but not girls sports. There were only three Indian girls engaged in sports at Hardin High School.

At Lodge Grass High School, Indian students dominated all athletic activities except wrestling. However, in football, Indian students represented a smaller proportion of the membership than their total school enrollment. (See Table 2) In both schools the percentage

of Indians in boys basketball and boys track was much higher than the actual percentage of the school enrollment which Indian students comprised.

Table 2

Indian Student Participation in Athletic Activities

Activity	Lodge Grass High School			Hardin High School		
	Total Members	Indian Members	% of Total**	Total Members	Indian Members	% of Total***
Football						
Varsity	28	19	61%	30	1	3%
Jr. Varsity	*			20	1	5%
Freshmen	*			16	2	12%
Basketball Boys						
Varsity	19	18	95%	12	5	42%
Jr. Varsity	20	17	85%	12	5	42%
Freshmen	*			14	8	57%
Basketball Girls						
Varsity	17	13	76%	9	1	11%
Jr. Varsity	*			9	2	22%
Cross Country						
Boys	*			12	4	33%
Girls	*			3	0	0
Track						
Boys	7	6	85%	30	12	40%
Girls	1	1	100%	14	0	0
Golf	*			21	0	0
Wrestling						
Varsity	<u>13</u>	<u>3</u>	<u>23%</u>	<u>45</u>	<u>8</u>	<u>18%</u>
Total Students	105	77	73%	247	49	20%

* This activity not offered at Lodge Grass High School.

** Indian students comprise 76% of the student enrollment.

*** Indian students comprise 16.6% of the student enrollment.

Neither school had a significantly higher degree of participation of Indian students in athletic activities as both schools had favorable situations for the most part. However, Lodge Grass High School did exhibit a better turn out of Indian girls in sports than did Hardin High School. (Hardin High School, 16 percent - Lodge Grass High School, 77 percent.)

What was the academic achievement of Crow students at each school as compared to the non-Indians at the two schools?

Rather than compare Lodge Grass High School Indian students' grades with Hardin High School Indian students' grades, which would disregard differences between the curriculum, competition, teaching style and grading policy, the data was compiled from a different approach. Instead, the grade point average was tallied from each student's transcript and was computed to find the average G.P.A. (grade point average) of Indian students in relation to the non-Indian students with whom they attended school. The comparison was made only for the junior and senior grade levels as Hardin High School did not begin recording G.P.A.'s until after the first semester of the junior year. To compute all the freshmen and sophomore records at Hardin High School was deemed too time-consuming and less meaningful. The Lodge Grass High School did not compute G.P.A.'s until after the first semester of the senior year, but there being a small number of students in the two classes at Lodge Grass High School, the tabulation was not

overly burdensome.

As Table 3 on page 32 indicates, there was a much wider gap between the average G.P.A. of Indian seniors and non-Indian seniors at Lodge Grass High School. In both schools, Indian students scored below non-Indian students. These figures substantiate the commonly cited lag of Indian students to national averages on achievement tests. Even though the Indian students at both schools fell below the norm for their school, at Hardin High School there was less discrepancy between Indian and non-Indian scores. It must also be noted that Hardin High School had a much broader range of courses from which to choose, 102 altogether, while Lodge Grass High School had only 26 course offerings.

What was the Indian student dropout rate in the two schools?

Neither school maintained records of reports on dropout rates by categories of Indian and non-Indian. Some data was available from past Johnson O'Malley forms at the Hardin High School. Those forms available were for the 1976-77 school year and indicated that 53% of the Crow students that enrolled in the fall of 1976 either transferred or dropped out of school by the school year's end. Both transfer and dropout cases were included because often the transfer student soon drops out or doesn't even actually transfer. To use the school records available, data collected on dropout rates was for the first quarter of the 1977-78 school year. As can be seen in Table 4 on page 32, both schools had

Table 3

Academic Rating of Junior and Senior Crow Students as Compared to
Non-Indian Students

Grade	Lodge Grass High School		Hardin High School	
	Average G.P.A.* Indian	Average G.P.A. Non-Indian	Average G.P.A. Indian	Average G.P.A. Non-Indian
Junior	4.5	6.6	4.8	6.5
Senior	4.1	9.0	4.1	5.0

*Based on the following Grade Point Average Scale:

12 - A+	9 - B+	6 - C+	3 - D+
11 - A	8 - B	5 - C	2 - D
10 - A-	7 - B-	4 - C-	1 - D-

Table 4

Indian Dropout and Transfer Students as of the End
of First Quarter 1977-78

Grade	Lodge Grass High School			Hardin High School		
	Total Enrolled	Dropped/ Transferred	% of Total	Total Enrolled	Dropped/ Transferred	% of Total
Freshmen	46	5	11.0%	40	6	15.0%
Sophomores	46	8	17.0%	26	1	3.8%
Juniors	35	3	8.6%	21	1	4.7%
Seniors	<u>30</u>	<u>2</u>	<u>6.6%</u>	<u>15</u>	<u>2</u>	<u>13.3%</u>
Total	157	18	10.8%	102	10	9.8%

lost approximately 10 percent of the Indian students that originally enrolled. It is easy to see how this figure can escalate to 50 percent

by the end of the school year, especially considering the low number of students in activities other than basketball and the less than average grades of the Indian students. Both schools were in a similar situation in regard to loss of students through transfer or dropping out.

What was the number of Indian staff members in the two schools?

There was very little difference in the number of Indian staff members in the two schools. Neither school employed a number of Indian staff members in proportion to the number of Indian students. Hardin High School had thirty-five teachers, none of which were Indian. They did employ a Home-School Coordinator, funded by Johnson O'Malley, to work with Indian students. In addition, one custodial aid was an Indian. The Lodge Grass High School had a slightly better record. Of the eleven secondary teachers at Lodge Grass High School, one was an Indian. In addition, Lodge Grass High School employed Indians in the following positions: Home-School Coordinator, Tutor Supervisor and one custodial aid. Both schools employed a very low number of Indians.

What was the extent of bicultural classes in the curriculum of the two schools?

After reviewing the curriculum guides and class schedules and consulting with the administrators, this questions was easily answered yes. Hardin High School offered four classes: American Indian Literature, Plains Indians, Contemporary Indians and Montana Indians.

Lodge Grass High School did not offer any bicultural classes. Teachers in the high school were urged to make use of any culturally-related areas relevant to their class, but no materials were specifically provided nor was any process set up for assuring such instruction. Therefore, Hardin High School had a definite advantage over Lodge Grass High School in this area which is definitely an area of current policy in many schools serving Indian children. Classes have been offered in Crow studies at Lodge Grass High School in past years but were funded by Federal funds which were not requested for the 1977-78 school year.

Summary

In summary, this chapter presented the findings of this study, a comparison of Crow students in two different settings. Much of the information was limited, however the data was available to answer the questions posed in the study. As pointed out in Chapter 3 the purpose of the study was to investigate the data since there is presently so little known about Crow students. Tables were used to more visually display the differences and similarities between the two schools. As the data shows, there were more similarities than differences between the two schools.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In collecting data on Crow students at the Lodge Grass High School and the Hardin High School, differences and similarities between the two were made evident. As stated in Chapter 1, the purpose of this paper was to provide data to the Indian communities to better understand the educational status of their children. Crow parents frequently mumble and grumble with dissatisfaction over the schools but they have no data to substantiate or reject their complaints. Although the study was limited to the questions posed, answers to those questions may stimulate Indian parents to examine the total educational program that takes place in those two schools.

This chapter presents the summary, conclusions and recommendations of this study and is presented in that order.

SUMMARY

The study was conducted to compare Crow Indian students in two different schools, Lodge Grass High School and Hardin High School. The underlying purpose of the study was to determine if one or the other of the two schools was doing a better job in regard to fully educating Crow students and to provide data on the characteristics of the two situations.

Literature was reviewed to outline both the historical back-

ground of Crow education and current trends in Indian education nationally. There was no literature addressing the questions posed in this study. The review of literature was conducted to create the setting.

While conducting many interviews and investigating school records, data was collected to answer the questions of the study. This data was then organized and conclusions and recommendations were drawn.

CONCLUSIONS

The Lodge Grass High School had a high majority of Indian students. It is located within the Crow Reservation with many available human resources to Indianize the school, if it desired to do so. The school had a majority of Indian board members and was therefore classified as being Indian-controlled.

On the other hand, the Hardin High School had only a small minority of Indian students. It is located off the reservation and had less opportunity or need to Indianize. It had no Indian board members.

Almost reverse situation, but yet the outcomes were more similar than different. Hardin High School did not have a highly integrated non-athletic activity program. Crow students did not take part and were therefore missing out on many opportunities to develop leadership, citizenship and self-pride. Similarly, non-athletic activities that

were available at Lodge Grass High School were of a non-competitive nature and offered less opportunity for leadership development as is stressed in a service club such as Key Club or a competitive club such as Forensics. But, with the non-athletic activities available at Lodge Grass High School, Crow students participated significantly more than Crow students at Hardin High School and thus were provided a fuller development at Lodge Grass High School in this area. In both schools athletics were the highlights of Indian student achievement.

Academically, Lodge Grass High School Indian students averaged further behind non-Indian students than did the Indian students at Hardin High School. The Indian students have attended school from grade one to twelve for the most part in the Lodge Grass school system but yet there was a wide gap in their average academic achievement. With Indian students comprising a majority of the school, programs should be oriented toward narrowing the gaps which are small in the early years of education and continue to widen the longer the students are in school.

It can be concluded that the Hardin High School was making an attempt to provide Indian students with curriculum offerings representing the history and literature related to Indian ancestry and thus fostering a climate for improving Crow students' self-image. While Lodge Grass High School was more Indian dominated, it hedged away from such Indianizing.

Neither school employed a representative number of Indian staff members. This was not to say each school needed to hire exactly the proportion of Indian staff members to equal the proportion of Indian students enrolled in the school. There is not a magic number or quota. However, Indian students need role models. They need to see their people in successful positions so that they will have the confidence to advance.

RECOMMENDATIONS

Indian communities must begin to expect more from the schools educating their children. Education changes slowly and usually not from within, a well known educational administration theory. Therefore Indian parents must push for better results and not wait for the system to decide when to change. All over the country parents are demanding more school accountability because their children don't measure up to past standards. Indian children have never measured up but yet the parents of Indian children in Lodge Grass High School and the Hardin High School are still only complaining among themselves and taking little action to let the schools know about their dissatisfaction.

With the findings of this study and the subsequent conclusions, the following recommendations are made:

1. The Crow Tribe should request a comprehensive study of all

aspects of Crow education in each school serving Crow students.

2. Since this study has indicated that the Hardin High School offers bicultural classes and the Lodge Grass High School does not, a study should be conducted to determine what, if any, affect the classes have on the self-image and attitude toward school of the Crow students at Hardin High School.

3. Since neither of the schools employ a substantial number of Indian staff members, it is difficult to gather evidence concerning the affect of role models on students. Therefore, the two schools should contact other schools with similar populations that do employ a high number of Indian staff members to determine the value in providing role models.

4. Crow students should be actively recruited for membership in activities which develop leadership and service.

5. Since both schools seem to have a high dropout rate within the first quarter of the school year (Hardin High school - 9.8% and Lodge Grass High School - 10.8%) it would appear a study should be conducted to determine the factors which cause the dropout rates.

LITERATURE CITED

- Adams, David. "Self-Determination and Indian Education," Journal of American Indian Education, Vol. 13, No. 2, January, 1974.
- Aurbach. Proceedings of the National Research Conference on American Indian Education. Society for the Study of Social Problems, Pennsylvania State University, 1967.
- Crow Tribe. Crow Tribal Report, American Indian Policy Review Commission, Washington, D. C., 1976.
- Cultural and Economic Status of the Crow People. Bureau of Indian Affairs, Billings Area Office, Billings, Montana, 1955.
- Demmert, William G. "Indian Education: Where and Whiter?" American Education, August/September, 1976.
- Erickson, Donald A. "Custer Did Die for Our Sins!" School Review, Vol. 79, No. 1, November, 1970.
- "Indian Participation in Public Schools," An Even Chance, NAACP Legal Defense and Educational Fund, Inc., 1971.
- Kaltsounis, Theodore. "The Need to Indianize Indian Schools," Phi Delta Kappa, January, 1972.
- Levitan, Sar and Johnston, William B. Indian Giving Federal Programs for Native Americans, John Hopkins Press, 1975.
- McGinnis, Dale and Sharrock, Floyd W. "Reservation Education," The Crow People, Indian Tribal Series, Phoenix, Arizona, 1972.
- Miller, Dr. Harold J. The Effects of Integration on Rural Indian Pupils, Bureau of Educational Research and Services, University of North Dakota, June, 1968.
- Muskrat, Joseph. "The Need for Cultural Empathy," School Review, Vol. 79, No. 1, November, 1970.
- Platero, Dillon. "Let's Do It Ourselves," School Review, Vol. 79, No. 1, November, 1970.
- Publication Manual of the American Psychological Association. 1974 Revision, Washington, D.C.: American Psychological Association, Inc.

Rosenfelt, Daniel M. "Legal Obligations to Provide Educational Services for Indians," Journal of American Indian Education, Vol. 13, No. 2, January, 1974.

Steif, William. "Give Us Our Own Schools," Nation's Schools, Vol. 90, No. 1, July, 1972.

Symposium of Indian Education. South Dakota Committee on Humanities and The Institute of Indian Studies, University of South Dakota, June-July, 1974.

Taylor, Theodore. The States and Their Indian Citizens, U.S. Department of the Interior, Bureau of Indian Affairs, Washington, D.C., 1972.

Wax, Murray L. "Gadflies or Gophers: Indian School Boards," School Review, Vol. 79, No. 1, November, 1970.