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CHARACTERISTICS OF PROGRAMS IN PUBLIC
SCHOOLS SERVING INDIAN STUDENTS FROM
RESERVATIONS IN FIVE WESTERN STATES.

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CHARACTERISTICS OF PROGRAMS IN PUBLIC SCHOOLS
SERVING INDIAN STUDENTS FROM RESERVATIONS
IN FIVE WESTERN STATES


A DISSERTATION
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degree of
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WILLIAM J. BENHAM, JR.
Norman, Oklahoma

1965

CHARACTERISTICS OF PROGRAMS IN PUBLIC SCHOOLS
SERVING INDIAN STUDENTS FROM RESERVATIONS
IN FIVE WESTERN STATES

APPROVED BY



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DISSERTATION COMMITTEE

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CHARACTERISTICS OF PROGRAMS IN PUBLIC SCHOOLS
SERVING INDIAN STUDENTS FROM RESERVATIONS
IN FIVE WESTERN STATES

CHAPTER I

INTRODUCTION

This study is particularly concerned with the provision made in the programs of a public school district, under the leadership of a school superintendent, for those needs of an ethnic group in the school which are out of proportion to those of the general population.

The problem of this study may be stated in the form of a question, "What were the characteristics of existing educational programs in selected public schools serving Indian students from reservations and how do these characteristics measure up in the light of established standards?"

Background, Need, and Purpose

Background

Historically, the American public school has been recognized as one of the most democratic institutions in American life. Through it, an attempt has been made for

all the children of all the people to have as near equality of opportunity as their native abilities and home circumstances will permit. It is based on a belief in the worth of each individual regardless of his race, color, or national origin. The worth of an individual is dignified in the public schools and his right to life, liberty and the pursuit of happiness is recognized.¹

A recent publication of the American Association of School Administrators states:

The public schools in every state and in every community have been created and have been sustained over the years in order to develop the reservoir of power, creativity, ingenuity, and conviction which is essential to increasing productive capacity, essential to improving standards of living, and essential to moving toward a better life.

...The school administrators of this country, to a greater degree than any other group have been entrusted with responsibility for giving the leadership, counsel and encouragement needed by public education in developing the strength and capability to perform the great tasks before it.²

In the United States, the original inhabitants of this continent, the American Indian, still exists as a distinct ethnic group. A recent estimate shows that there are five hundred seventy seven thousand Indians and Alaskan

¹ American Association of School Administrators, The American School Superintendency, Thirtieth Yearbook of the American Association of School Administrators (Washington, D. C.: The Association, 1952) pp. 13-14.

² American Association of School Administrators, Your AASA in Nineteen Sixty-Two-Sixty-Three, Official Report of the American Association of School Administrators (Washington, D. C.: The Association, 1962), pp. 203-204.

Natives in the United States with two hundred and eighty-five thousand living on Indian reservations.¹ In 1952, out of a total of 128,133 Indian pupils, 6 to 18 years of age, 52,960 or 40.7 per cent attended public schools.² In 1963, the number increased to 72,159 or 52.6 per cent of a total enumerated of 137,071 of this age group despite the fact that certain states educating approximately 20,000 Indian children in public schools were dropped in the statistical accounting procedures of the Bureau of Indian Affairs in 1961.³ It appears that this number will continue to increase because the federal government has moved in the direction of assisting states to assume responsibility for the education of Indians.⁴

In 1963, 73,264 or 53.4 per cent of the total Indian children enumerated, 6 to 18 years of age, were from the western part of the continental United States. The Indian children from this region who attended public

¹"United States Indian Population and Land," (Bureau of Indian Affairs, Washington, D. C., September, 1960), p. ii (Mimeographed).

²Bureau of Indian Affairs, Statistics Concerning Indian Children Fiscal Year 1952, (Lawrence, Kansas: The Haskell Press, 1952) p. 6.

³Bureau of Indian Affairs, Fiscal Year 1963 Statistics Concerning Indian Children, (Lawrence, Kansas: The Haskell Press, 1963) pp. 10-13.

⁴Hildegard Thompson, "Education Among American Indians: Institutional Aspects," The Annals of the American Academy of Political and Social Science, CCCXI, (May, 1957), p. 100.

schools in 1963 totaled 33,849 or 46.9 per cent of all Indian children in public school.¹

This background information reveals that equality of opportunity for the children of all the people has been historically attempted in the American public school. In this country, the American Indian still exists as a distinct ethnic group with a majority of Indian children, 6 to 18 years of age, living in the Western part of the United States. Where previously this group has been treated as a special group and its needs taken care of in a special program, more and more the American public schools are having to assume this responsibility.

Need and Purpose

The basic purpose of this study was to provide a body of organized information about which interpretations and conclusions might be drawn concerning existing practices and the experiences of selected public school districts serving Indian students from reservations, and to appraise existing practices in view of standards which were developed as an initial phase of the study. It is expected that such data might serve as a basis for comparison and a source of ideas for other schools, public, parochial or federal, which serve Indian students from reservations.

¹Bureau of Indian Affairs, Fiscal Year 1963 Statistics Concerning Indian Children, (Lawrence, Kansas: The Haskell Press, 1963), pp. 10-13.

Review of the Literature

A search of the literature revealed that little research has been reported on the characteristics of public school programs for children from Indian reservations. The search did disclose that Indians, as a group, have some needs which are proportionally greater than those of the general population, which stem from the low educational attainment of parents, economic and health conditions on reservations, and cultural differences.

Pratt¹ observed that not all Indian people have these needs. In this country, Indian people are represented at both ends of the cultural and economic scales. It is generally known that some Indian people are highly skilled and have taken prominent places on the American scene. However, it does appear that Indians, collectively, and particularly those living on reservations are disadvantaged seriously in comparison with the general population. Further, efforts are being exerted by governmental agencies to help the Indian people overcome these handicaps.

Based on reports made by the United States Public Health Service, there is no doubt that Indian health needs are out of proportion to the general population. In this

¹Wayne Pratt, "Toward a Better Understanding of the American Indian," Remarks made at the NAIRO Conference in San Francisco, California, November 9, 1961. p. 5 (Mimeographed).

regard, the 1960 statistics are particularly revealing. The figures given are based on each 1,000 population and Alaskan natives are excluded. The present birth rate was almost twice as high as the all-races birth rate and continues to rise. It was 42.2 for Indians and 23.7 for all races in the United States. The average age of death was 41 years for Indians and 62.3 for all races. The infant death rate was 47 for Indians, which is about twice that of infants in the population as a whole which was 25.7. The death rate for Indian infants 28 days through 11 months of age was estimated to be 26.4 which was about two and one-half times higher than the general population.¹

Regarding death rates for each 100,000 population in 1960, the following were reported for infectious diseases excluding Alaskan natives. For tuberculosis, the present Indian death rate was 21.5 which is about 4 times higher than the all-races death rate in the United States which was 5.9. The new case rate on tuberculosis for Indians was 285 which was seven times the all-races rate of 39. The rate for gastroenteric conditions was about 28 which was seven times higher than the comparable all-races rate of 4.2. The death rate for influenza and pneumonia for Indians was 89 which is about 2 times higher than the all-races rate

¹U. S. Department of Health, Education and Welfare, The Indian Health Program of the U. S. Public Health Service (Washington, D. C.: Government Printing Office, 1963), pp. 16-19.

which was 37.3.¹ It is significant to note that the infectious diseases are curable with proper attention. These statistics reveal that Indian health needs are proportionally greater than those of the general population.

American Indians, as a group, are below the national standard in terms of annual income. This was recently noted in a popular magazine which related the following:

If the lowest adequate income for an individual is \$500 and for a family \$2000, there are still 20 million Americans who fail to meet these standards. As the standards rise, so do the totals. If the minimums are raised to \$1,000 and \$3,000, there are 36 million poor...One can identify a number of groups comprising₂ this total.....About 500,000 are American Indians.

Some of the reasons why such conditions exist are revealed in the following:

First of all, most Indian lands are economically depressed areas and yield incomes ranging between one-quarter and one-third those of non-Indian families in the same region.....These are lands to which the Indians were removed because non-Indians succeeded in getting the more desirable land formerly occupied.....It is estimated that even full practical utilization of these lands today would provide a livelihood for less than half the population now residing on them.³

¹Ibid. pp. 16-19.

²Ben H. Bagdikian, "The Invisible Americans," The Saturday Evening Post, December 21-28, (1963), Issue 45, p. 37.

³Bureau of Indian Affairs, "Unemployment Among American Indians," Statement submitted to U. S. Senate Sub Committee, September 10, 1963, p. 11 (Mimeographed).

In this same statement, reference is made to an employment survey which dealt with unemployment on Indian reservations.

The resulting survey...indicated a labor force of about 120,000 slightly more than half of whose members were unemployed. Half of the employment, in turn, was of a temporary nature. The rate of unemployment was 49 per cent. This rate corroborates the findings of early Bureau studies of individual reservations which disclose that unemployment is in the range of 40-45 per cent in a labor force upwards of 100,000.¹

The foregoing illustrates that Indians on reservations have economic needs that are out of proportion to the general population. Such economic conditions, combined with other factors have direct implications for Indian families and particularly school age children. As it has been noted:

Indian cultures are not job oriented. Indians understand running livestock, but never had a tradition of farming, much less one of industrial or commercial employment. Most Indian children grow up in families where their elders have never had regular employment, have never thought in terms of reporting for work each day or even of rising at a regular hour. Wage work, when available is accepted as a means of providing for the families' immediate needs, not as the basis of a family plan for the future.²

Regarding the educational attainment level of Indians, it has been found that on the average, Indian people are disadvantaged educationally when compared with the general population.

¹Ibid. p. 4.

²Ibid. p. 4.

The average number of years of schooling for adults in the general population, over 25 years of age is now in excess of 10 years. Calculations based on Bureau of Census figures for 1950 indicate that Indians 25 years and older, living on reservations had on the average between five and six years of schooling. In other words, Indian adults living on reservations are little more than half as well-educated as the general population. Undoubtedly the average educational level of Indians is rising, but so is that for the general population.¹

Pratt found that in the fall of 1960, when two per cent of the general population was enrolled in colleges and universities, only .05 of one per cent of American Indians were enrolled in schools of higher learning.²

It appears that Indian students drop out of school to a greater degree than the general population. As it has been noted:

The evidence indicates that probably less than 40 per cent of Indian youth who enter high school stay to graduate. This contrasts sharply with the situation for the country as a whole, nearly 60 per cent of all American youth now graduate from high school.³

Havighurst notes that the American Indian is a man of two cultures and comments on the cultural aspects of education as follows:

¹Bureau of Indian Affairs, Educational Countdown, (Washington, D. C.: Bureau of Indian Affairs, 1959), p. 9.

²Pratt, op. cit., p. 4.

³Bureau of Indian Affairs, Today's Dropouts--- Tomorrow's Problems, (Washington, D. C.: Bureau of Indian Affairs, 1959), p. 1.

Education is a process of teaching a culture, and the education provided by the whites for Indians has always been aimed at teaching the white culture, or at least elements of it to people who have been reared in another culture.¹

Zintz notes differences in cultures and comments as follows with respect to teachers, their value system and the effect on the students they teach.

Most teachers in the public schools possess and have internalized middle class values. That is teachers come from homes where individual successes are highly rewarded and parents emphasize "climbing the ladder of success." Value is imputed to hard work and to meticulous planning for the future.The Indian child comes to the classroom with a set of values and a background of experience radically different from those of his teacher. The teacher needs to be cognizant of these differences, to attempt to understand them, and perhaps most important, to respect ideas, values, and practices which are different from his own.²

Differences which exist between Indian groups are noted by Havighurst.

The culture of the Indian child equips him well or poorly for education in American schools, depending on how well his culture matches that of the American society which surrounds him. Where his Indian community has been largely absorbed into the white community and the adjustment has been successful, as it is true of the Oklahoma Indians, the Indian child may be expected to do as well as white children in the schools, unless he has some biological "racial" difference which gives him an advantage or disadvantage over which children. There is no evidence that

¹Robert J. Havighurst, "Education Among American Indians: Individual and Cultural Aspects," The Annals of the American Academy of Political and Social Science. CCCIX, (May, 1957), p. 107.

²Miles V. Zintz, (Director), The Indian Research Study, (Albuquerque, New Mexico,: University of New Mexico, 1960), Vol. 2, p. 41.

such a biological difference exists. When his culture is quite different from that of the surrounding white community, as is the case of the Navajo and Pueblo Indians, or when his tribal culture has disintegrated and his group has not yet adjusted well to membership in the surrounding white culture, as was true in the 1940's of the Sioux, the Indian child may be expected to do rather poorly in schools that are run according to white standards.¹

Jones'² findings suggest that cultural factors can actually control the learning process more than individual ability. Plambeck³ notes in an Oregon study that the principal differences between the two cultures are found in the belief system, in tastes, preferences, and attitudes. He reports that this is reflected in ideas about child bearing, tribal organization, family responsibilities and time. The findings suggest that while Indians have accepted many aspects of the dominant culture, they still retain many aspects of their native culture which are markedly different.

Zintz notes that each child coming to the public schools of New Mexico is expected to become oriented to certain values emphasized in the dominant culture. Some of these values are:

¹Havighurst, op. cit., p. 109.

²Charles F. Jones, "Notes on Indian Education," The Journal of Educational Sociology, XXVII, (September, 1953), p. 22.

³Hans S. Plambeck, "Culture and Social Change," (Department of Sociology, Oregon State University, 1960), p. 269. (Mimeographed).

1. He must place a value on competitive achievement and climbing the ladder of success.
2. He must learn time orientation that will be precise to the hour and minute, and he must also learn to place a high value in looking into the future.
3. He must accept the teachers' reiteration that there is scientific explanation for all natural phenomena.
4. He must become accustomed to change and anticipate change. The middle class Anglo culture teaches that "change", in and of itself, is good and desirable.
5. He must "trade" his shy, quiet, reserved, conforming, and anonymous behavior for socially approved, aggressive, competitive behavior.
6. He must somehow be brought to understand that he can, with some independence, shape his own destiny, as opposed to the tradition of remaining an anonymous member of his society.¹

Zintz² further notes that since the Indian child comes to the classroom with a set of values and background of experience radically different from those of the average Anglo child, to teach the Indian child successfully, the teacher must be cognizant of these differences and must above all else seek to understand, without disparagement, those ideas, values, and practices different from his own.

There is evidence that these cultural differences have an effect on student achievement in public schools. The following is reported in a Nevada study.

¹Zintz, op. cit., p. 55.

²Ibid., p. 55.

Indians discourage each other from achievement, a successful Indian is distrusted, picked on and ridiculed. The Nixon teachers noticed this in the first grade. A child shows some unusual ability--telling stories, drawing pictures for example, and as soon as this talent is noticed by the students or applauded by the teacher, the child will stop. The situation is even more evident at Fort McDermitt school where contact with non-Indian culture and values is more limited than Pyramid Lake. When an Indian child is accepted by non-Indian students, or is successful in his studies, the other Indian students fight with him, ridicule him, and in most cases eventually show him that it does not pay to be outstanding.¹

Plambeck² notes that in the non-Indian world of activities the individual is much more frequently left to rely on his own resources in his efforts to satisfy his needs. In the keenly competitive world of non-Indians, often the greatest rewards go to the one who manages to surpass the others. There is less of an opportunity to rely on the assistance of family kinfolk and neighbors. The relative security which a member of the tribe finds on the reservation where economic activities are not as keenly competitive, where among some tribes he is assured of his annual per capita payment even if he does not work, where by tradition, the family and kinfolk assist a member in need is probably not conducive to the development of traits necessary for successful competition off the reservation.

¹William Gomberg and Joy Leland, "We Need to be Shown," A Study of the Talents, Work Potential, and Aspirations of the Pyramid Lake Indians, 1962, p. 113. (Mimeographed).

²Plambeck, op. cit., p. 279.

Havighurst¹ finds that there is a question as to whether Indian children are well motivated for work in school. A form of motivation which is important in American education is the individual's desire to compete and do better than his fellows. This is a notable aspect of the white culture, especially the middle class, consequently school children are rewarded by parents and teachers for doing better than other children. Some Indian tribes are traditionally individualistic and competitive, but most of those surviving today are cooperative in their basic attitudes. They work and share together in large families and in neighborhood groups, and they value sharing and cooperation more than individual achievement.

Jones² reports that motivation becomes of special importance. He notes that the Papagos in Arizona, like many tribes, do not have a written language, which means that making the effort to read and write another tongue must have extremely strong incentive behind it.

Research reveals that manifold problems exist for Indian children from reservations attending public schools. Jones³ found that the frequent moves of parents cause an unhappy situation for children who need more individual

¹Havighurst, op. cit., p. 109.

²Jones, op. cit., p. 22.

³Ibid., p. 18.

attention than most. Zintz¹ reports that the meager background of experience of Indian pupils, the lack of familiarity with artifacts in Anglo culture, the use of a second language in life outside the school, the complete absence of books, magazines, and newspapers in the child's home and in the experience of his elders create many problems in the administration of the school.

Jones² comments that at the present time, the typical Indian family and community are likely to exist isolated from external influences. Habits and custom are entrenched and they reinforce each other to preserve isolation. If the child goes to public school, the break may be so abrupt that his eventual success in the larger milieu is dubious. The net result is that the school system is not supported by the very elements needed to make it effective. Dozier, Simpson and Vinger³ concluded that Indian groups living on reservations will continue indefinitely as distinct social units.

The results of achievement tests reveal that Indian pupils from reservations face serious academic problems.

¹Zintz, op. cit., p. 49.

²Jones, op. cit., p. 23.

³Edward P. Dozier, George E. Simpson, and Milton J. Vinger, "The Integration of Americans of Indian Descent," The Annals of the American Academy of Political and Social Science., CCCXI, (May, 1957), p. 163.

Havighurst¹ reports that Indian groups with the greatest degree of contact with modern culture did best on achievement tests. Further, most of the Indian groups were below public school white children who live in the neighborhood of these Indians. He further found that Indian children who live off an Indian reservation did generally better than Indian children who live on a reservation. Indian children were found to compare more favorably with white children in elementary grades than in high school.

Zintz² found that the results of a current testing program reinforce the previous findings that as Indian students progress through the school grades, their achievement falls farther behind. Not only are these students from one to two years over-age for their grades, on the average, but they are also educationally retarded an additional one or two years in achievement on standardized tests.

In another study, the relationship between achievement and degree of Indian blood and pre-school language was reported as follows:

Investigation of the data reveals an amazingly consistent relationship between the degree of Indian blood and pre-school language on the one hand and level of achievement on the other. With only one notable exception, the smaller the amount of Indian

¹Havighurst, op. cit., p. 113.

²Zintz, op. cit., p. 91.

blood in a group and the greater the amount of English spoken prior to school entrance the higher the group achieved. Stating it another way, the higher achieving race-school groups contained fewer full-blood pupils and more pupils who spoke only English, or at least a combination of English and some other language, prior to school entrance.¹

In identifying problems of cultural dissimilarity, Jones² reported that when the comparative achievement test scores were analyzed, the score of the individual child in the fall test was little better and sometimes worse than the score the child made three months previously. After a winter of schooling, the child showed considerable improvement. He hypothesized that this was true because in the vacation months, the children returned to a life that was entirely Papago, and remote from the curriculum of the school. The result is that it took longer to pick up the threads of learning than is normally the case.

In another study,³ the findings reveal that as the cultural and educational backgrounds of the Indian children become more like those of white children in the public schools, the more closely will the educational achievement of Indian children meet that of white children.

¹L. Madison Coombs, Ralph E. Kron, E. Gordon Collister, and Kenneth E. Anderson, The Indian Child Goes to School, (Lawrence, Kansas: The Haskell Press, 1958), p. 6.

²Jones, op. cit., pp. 18-19.

³Kenneth E. Anderson, Gordon E. Collister, and Carl E. Ladd, The Educational Achievement of Indian Children, (Lawrence, Kansas: The Haskell Press, 1958), p. 79.

Further, needs of students from Indian reservations emerge from other research reviewed. In a study undertaken to determine the efficiency of ethnic group children in the use of English idiomatic expressions as found in standard reading tests in the fourth, fifth, and sixth grades, Yandell¹ found that Indian students had a limited understanding of the idiom of the English language. It was concluded that the teacher of reading should be aware of this difficulty and provide special explanations and illustrations before the idioms are introduced in the stories and textbooks.

Bernadoni's² study to determine the role that Apache parents of the White Mountain Apache Reservation in Arizona, play in the vocational choices of their sons, concluded that Apache parents play only a minimum role in the process. It was recommended that the schools evolve systems of personal communication with parents so that they could become more knowledgeable concerning the educational and vocational problems faced by their sons.

¹Maurine Dunn Yandell, "Some Difficulties Which Indian Pupils Encounter with Idioms in Reading," (Unpublished Master's Thesis, Department of Education, University of New Mexico, 1959), p. 56.

²Louis C. Bernadoni, "Apache Parents and Vocational Choice," Journal of American Indian Education, II, No. 2, (January, 1963), p. 8.

Plambeck¹ concludes that the family and community at large must cooperate with the schools if they are to function effectively. If the older members wish to prepare the children for the highly competitive activities in the non-Indian environment, they must themselves be knowledgeable about the necessary skills and attitudes. Participation in parent-teacher associations or adult education courses are recommended as means of accomplishing this.

Plambeck² states that requirements for the success of the educational endeavor would be the all-important motivation for the children to want to go to school and to apply themselves to get the greatest possible benefits from the school experience. He notes there must be constant encouragement on the part of the family to prevent the children from losing interest. The family must be prepared to make sacrifices on behalf of the children's education by scheduling activities so that the children have an adequate amount of sleep, will be able to do required homework without disturbance, and will not unnecessarily be kept out of school. Parents should also recognize that through a modern education, children are not being prepared to live the ways of their ancestors and a tendency to criticize young people for failing to honor old traditions might dampen their enthusiasm for school activities or estrange them from their parents.

¹Plambeck, op. cit., pp. 291-292.

²Ibid., pp. 291-292.

Zintz¹ states that in the acculturation of a minority group, there is apt to be a problem of social disorganization. The dislocation of members within the marginal culture has often resulted in an increase in juvenile delinquency, increase in alcoholism, and an increase in marital and family disharmony. He feels it should be a major goal of the school to minimize social disorganization in the acculturation process by bringing to bear the best efforts in educating children, in guiding and counseling parents and in affording parents sources of help they need in working out problems. This is borne out by Robert's² study which disclosed that although the Indian population of the State of South Dakota was 3.6 per cent of the state's total population, 48 per cent of the inmates at the state training school were Indian boys and girls for a two-year period.

The foregoing references support the need for the study since Indian students from reservations have needs which are out of proportion to those of the general population. These needs evolve from health, employment and economic conditions on reservations, low parental educational attainment level, limited parental motivation of need for educational attainment, and cultural differences which exist.

¹Zintz, op. cit., p. 74.

²W. O. Roberts, "A Partial Review of the Indian Enrollment in the State Training School, Plankinton, South Dakota, January 1, 1954," Bureau of Indian Affairs, Aberdeen, South Dakota, 1955 (Mimeographed) pp. 9-10.

The Problem

The study was designed to answer certain problematic questions concerning the experience and practices of selected public school districts in developing and carrying out programs adapted to the unique needs of the Indian students specifically:

1. What was the total enrollment of the school district and of this number how many were Indian students from reservations?

2. In general, what were the home conditions of the Indian students from reservations in terms of language spoken in the home, parental employment and living conditions?

3. What were the characteristics of the educational program of the district which serves reservation Indian students? These characteristics may be stated in terms of:

- A. The classroom instructional program.
- B. The health program.
- C. The counseling and guidance program.
- D. The parental involvement program.
- E. The in-service training program for staff members.
- F. Provision for students in economic need.

4. How did programs which exist compare with standards which have been developed?

5. What are the probable future developments of the programs?

Delimitation of the Problem

This study was limited to public school districts serving students from Indian reservations in the western states of Arizona, Idaho, Montana, New Mexico, and Nevada. In each of these states, there are numerous Indian reservations and a sufficient number of Indian students so that there is a separate division for Indian education in the state department of education in each state. The study was limited to programs carried out during 1963-64.

Definition of Terms

Indian students. In this study, "Indian students" refers to students of Indian descent whose homes are on Indian reservations attending the public schools of a district.

The Method of Research

Type

The type of research used in this study is known as "The Description and Appraisal of Status."¹ This type of research is used in studies to develop an adequate description of programs or the status of some educational practices, or to describe and appraise educational processes. It permits such descriptions and appraisals in which the goal is accurate information rather than application of the findings

¹Arvil S. Barr, Robert A. Davis, and Palmer O. Johnson, Educational Research and Appraisal (New York: J. B. Lippincott Company, 1958), pp. 120-157.

to a larger population. The choice of this type was based on the needs and requirements of the study.

The Data

The primary data used in this study consisted of responses to questionnaires, letters, and miscellaneous printed and duplicated materials obtained from cooperating school systems. The secondary source materials were obtained from the literature and from letters, publications, and the annual reports of Indian education from state departments of education.

Research Design and Procedure

Request from state departments of education.--On May 8, 1964, letters were sent to the person-in-charge of Indian education at the state department level in each of the five states, requesting their assistance in the study. In the states of Arizona, New Mexico and Montana, these persons are designated as Directors of Indian Education. In Idaho and Nevada, they are designated as Deputy State Superintendents.

This letter (See Appendix I) invited the respondents to supply information under four general categories as indicated below. The four categories were:

1. The name and address of the school district serving Indian students from reservations, the 1963-64 enrollment of all students, and the 1963-64 enrollment of Indians from reservations.

2. A description of home conditions of the Indian students from reservations with particular attention to the language spoken in home, extent of parental employment, living conditions, attendance and any other educational problems thought appropriate.

3. A description of efforts exerted by state departments to assist school districts in developing educational programs fitted to the needs of Indian students from reservations. There was a request for any descriptive or illustrative material which had been developed at the state department level.

4. An evaluation of probable future developments in the program at the state department level for Indian education in each state.

Answer sheets were designed to yield returns which could be readily organized for purposes of comparison and reporting. Responses were received from each of the states. From Nevada, materials received included information on Indian legends and history and Indian uses of native plants, and supplemental reading lists compiled for Indian students. Material developed in bilingual programs was received from Arizona. Copies of annual reports on Indian education were received from all the states. These contained general information on progress and problems in Indian education in the states. Publications of the State of New Mexico designed to help teachers serving these students were received.

Development of Desirable Practices

Designation of Committee of Experts.--On May 3, 1964, letters were sent to five people with wide experience in the field of Indian education and knowledge of the needs of Indian students. In the letter, it was confirmed that each had consented to serve as a member of a committee of experts to assist in the development of a list of desirable practices for public school districts serving Indian students from reservations.

Initially, it was determined that the committee would consist of Directors of Indian Education for the states of Arizona and New Mexico, a college professor serving as director of Indian education at a western state university, a western reservation principal, and the Assistant Chief of the Branch of Education of the Bureau of Indian Affairs. A copy of this letter and a list of the committee of experts are found in Appendix II.

Development of Practices.--An initial list of practices was developed from a study of the literature. Members of the committee of experts were asked to indicate whether they strongly agreed, agreed, disagreed or strongly disagreed with the items suggested. Space was provided for the experts to suggest additional items not included in the original list. From the outset, it was determined that the only practices which would be considered desirable would be those on which a majority, or at least three of the five experts strongly agreed or agreed.

All of the committee of experts returned the list of suggested practices noting the extent of their agreement or disagreement with each practice. Some suggestions for additional practices were received which were listed and sent to the full committee for agreement or disagreement.

Development of Questionnaire.--One hundred six practices were suggested to the committee of experts. An analysis of the final returns revealed that a majority of the committee strongly agreed with 91 of the items, agreed with seven items and either disagreed or strongly disagreed with the remaining eight items. The final 98 items consisted of the 91 items on which there was strong agreement and 7 items in which there was agreement and these became the basis for the questionnaire to school systems. (See Appendix III).

These desirable practices were grouped in the questionnaire under the following sections:

1. General Information Regarding Administration, Supervision and Facilities.
2. The Instructional Program.
3. Pupil Personnel and Guidance Services.
4. Health and Physical Education.
5. School, Community and Parental Relationships.

Persons in charge of school systems serving Indian students from reservations responding to the questionnaire were asked to indicate whether each practice given was missing, existed to a limited extent, or existed to a full extent.

Space was provided after each section of the questionnaire for respondents to note unique, innovative features of the educational program which were particularly contributive to the needs of Indian students. The respondents were also encouraged to make personal comments and to send copies of materials developed. A copy of the questionnaire is found in Appendix IV.

Distribution of the Questionnaire.--On August 10, 1964, a letter and questionnaire were sent to each of the 109 persons-in-charge of public school systems which had been identified by the state departments of education of the five western states included in the study as serving Indian students from reservations. A copy of this letter will be found in Appendix V. The departments of education of these states were also notified that the letter and questionnaire had been sent and their assistance in encouraging a response was requested.

On September 12, 60 or 55 per cent of the questionnaires had been returned. On this date, a follow-up letter was sent to the 49 persons-in-charge of school districts who had not responded. A letter was also sent to the state departments of education listing those persons in each state who had not returned the questionnaire. It was noted that any help which could be provided in further encouraging a return of the questionnaire would be appreciated. Copies of these letters are found in Appendix VI.

Eighty-six or 78.8 per cent of the questionnaires were returned in the self-addressed, stamped envelopes. Four additional questionnaires were returned incomplete. One noted that the school superintendent was seriously ill and could not complete the questionnaire. Another sent a duplicated form noting that because of the number of studies being made, an additional staff member would be required to answer them. No explanation was given on the other two. Forty-four or 51.1 per cent of the questionnaires contained some written comments. A few sent materials.

Table 1 shows the number of persons-in-charge of school districts by states to which the questionnaire was sent and the number of questionnaires returned with the 1963-64 enrollment of all students and Indians from reservations given.

As shown in Table 1, the 86 respondents represented 96 per cent of the all-student enrollment and 84 per cent of the enrollment of the Indian students from reservations in the public schools included in the study. A list of the 86 persons-in-charge and the school systems included in the study is found in Appendix VII.

Positions of Questionnaire Respondents.--The letters were personally addressed to the person-in-charge of the respective school districts. Of the 86 questionnaires returned, 62 or 72.5 per cent were answered by superintendents. The remaining 27.5 per cent were answered by

TABLE 1.--Number of questionnaires sent and returned from the five states included in the study and the 1963-64 enrollment of all students and Indians from reservations.

State	Number sent	Questionnaires sent		Questionnaires returned			
		sent 1963-64	Enrollment	Returned complete	1963-64 enrollment		
		All student	Indians	Number	Percentage	All student	Indian
Arizona.....	35	48,685	9,613	26	74.3	45,096	8,418
Idaho.....	14	25,303	1,360	10	71.4	25,164	1,172
Montana.....	28	18,220	6,131	19	67.8	11,166	4,195
Nevada.....	12	88,572	750	12	100.0	88,572	750
New Mexico..	20	115,744	9,061	19	95.0	113,712	8,112
TOTAL.....	109	296,524	26,915	86		283,710	22,649
Percentage..	100.0.....			78.8			
		100.0.....				96.0	
			100.0.....				84.0

persons in varied positions. Table 2 shows the positions held by the respondents completing the questionnaire.

TABLE 2.--Positions held by persons completing questionnaire.

Position	Number	Percentage
Superintendent.....	62	72.5
County Superintendent.....	5	5.8
Assistant Superintendent.....	4	4.6
Administrative Assistant.....	2	2.3
Director of Special Services....	2	2.3
Director of Instruction.....	2	2.3
Coordinator of Education.....	1	1.1
Principal.....	6	6.8
Principal-Teacher.....	2	2.3
Total.....	86	100.0

Treatment of data.--The secondary data obtained from the literature, public documents, and unpublished material were carefully reviewed and analyzed. The findings from this review and analysis were used in writing the following parts of the report: (1) background of the study, (2) need and purpose of the study, and (3) review of the literature.

The secondary data obtained from state departments of education were reviewed, analyzed and the findings used as supplemental material in writing the body of the report.

The primary data obtained from the 86 school districts in five western states serving Indian students from reservations, consisted of questionnaire responses and descriptive and illustrative materials which reflected the efforts exerted on programs developed by the school districts involved. The questionnaire responses were tabulated and organized into tables. The remaining primary data were organized, reviewed and analyzed.

In the analysis, comments made on the questionnaires and materials submitted which revealed the experiences of school systems were examined and, when applicable, consolidated for use in the study. The questionnaire responses and the descriptive and illustrative materials supplied the information from which the body of the report was developed.

Organization of the Report

The report begins with an introduction which identifies the problem area, background, purpose, and includes a review of the literature. A statement of the problem including a delimitation and definition of terms, a description of the data, and an explanation of the type, design and procedure of the research complete this part of the report. The body of the report deals with the following

aspects of educational programs in public schools serving Indian students from reservations in five western states:

1. General information regarding administration, supervision and facilities.
2. The instructional program.
3. Pupil personnel and guidance services.
4. Health and physical education.
5. School, community and parental relationships.
6. Probable future developments in programs for these students.

The report closes with a general summary, conclusions and recommendations by the author.

All public documents and unpublished materials used in the study are on file in the Curriculum Materials Center of the College of Education of the University of Oklahoma.

CHAPTER II

ADMINISTRATION, SUPERVISION AND FACILITIES

This chapter deals with various elements and factors concerning administration, supervision and facilities which were agreed by the committee of experts as desirable practices for public schools serving Indian students from reservations. It deals specifically with the response of the 86 respondents to these items on the questionnaire and comments made by representatives of school districts and state departments of education.

Practices Which Existed - Comments

This portion of the study was concerned with the presence of full-time principals, functions of principals, district policy on salary bonuses, and physical facilities. Some comments were received in the space provided on the questionnaire for notations of unique or innovative features of administration, supervision, and facilities which were particularly contributive to the needs of Indian students. These will be discussed below.

Presence of Full-time Principals

Regarding whether the school or schools had a full-time, non-teaching principal, 64 or 74.4 per cent of the responses indicated that this practice existed to a full extent, 12 or 14 per cent noted to a limited extent, and 10 or 11.6 per cent reported that the practice was missing.

These findings indicated that the prevailing practice was to staff schools with principals who had no teaching duties. Principals thus had their time free for tasks relating to organization, administration, and supervision of the school.

The following comment was received from Superintendent Papenfus of Dixon, Montana, which reveals some problems and conditions faced by school districts serving Indian students from reservations.

We have a small school with 40 in the high school so the principal teaches two classes and has guidance.¹

Head-teacher Schroeder of Valentine, Arizona reported, "I am the faculty so I do everything."²

These comments depict that some Indian students were enrolled in small schools with limited staffs.

¹Questionnaire, Kenneth Papenfus, Superintendent, Dixon School District, Dixon, Montana, August 17, 1964.

²Questionnaire, Brunetta Schroeder, Head-Teacher, Valentine School District #22, Valentine, Arizona, August 19, 1964.

Functions of Principals

Six items of the questionnaire dealt with practices which concerned the functions of a principal in a school. Table 3 provides a summary of responses to these items.

Regarding whether the principal or principals encouraged or facilitated the in-service growth of teachers, 58 or 67.8 per cent reported this practice existed to a full extent, 23 or 27.0 per cent noted the practice existed to a limited extent and 4 or 4.6 per cent noted the practice was missing. One or 1.1 per cent did not respond to this item. In a similar vein, 48 or 55.9 per cent reported that the principal devoted a significant portion of his time to the supervision of instruction while 34 or 39.5 per cent recorded that this practice existed to a limited extent and 4 or 4.6 per cent reported the practice was missing.

Superintendent Gonzales of Cuba, New Mexico commented concerning the in-service training role of a principal on problems faced by Indian students from reservations.

Our elementary principal and one of our teachers have participated in several workshops dealing with the non-English speaking pupil. This summer, Mr. Montoya, our Principal, studied this particular phase of teaching at the University of California and now has been conducting his own workshop with his teachers.¹

¹Questionnaire, Phillip Gonzales, Superintendent, Cuba City School District, Cuba, New Mexico, September 19, 1964.

TABLE 3.--Functions of full-time, non-teaching principals in school districts.

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
The principal(s) encourages and facilitates the in-service growth of teachers.	4	4.6	23	27.0	58	67.3	1	1.1	86	100.0
The principal(s) devotes a significant portion of his time to the supervision of instruction.....	4	4.6	34	39.5	48	55.9	0	0	86	100.0
The principal(s) provides leadership in the improvement of the teaching-learning situations.....	3	3.4	26	30.2	57	66.4	0	0	86	100.0
The principal(s) arranges for consultants to help with instructional problems.....	8	9.3	34	39.5	44	51.2	0	0	86	100.0
The principal(s) helps new teachers become oriented to the school, community and students they serve.....	4	4.6	14	16.4	67	77.9	1	1.1	86	100.0
The principal(s) cooperates with community agencies on school problems.....	3	3.4	11	12.9	71	86.6	1	1.1	86	100.0

A Practice is missing
 B Practice exists to a limited extent
 C Practice exists to a full extent
 D No response

Fred Nelson, Coordinator for Elementary Education and Navajo Program for the Albuquerque, New Mexico City Schools, reported:

Special meetings on Indian Education have been held with principals having Indians enrolled in their schools. Surveys of Indian student progress have been made and studied. The various issues presenting themselves regarding Indian education have been studied by principal groups and individual faculties.¹

In a publication developed by a faculty committee for the guidance of principals and teachers the following comments were given as administrative guidelines for in-service training, for the orientation of teachers and the community to Indian students:

In-service: Some of the public schools in the program have held in-service education meetings concerned with the Navajo pupil. At these meetings, ideas have been exchanged and at least one research study carried out.....

One in-service activity included the circulation of questionnaires to staff members working with Navajo pupils. The returned questionnaires were studied by a committee which made some beneficial recommendations in regard to the program.

In-service education could also provide for the collecting of professional literature pertaining to the Navajo specifically and intercultural relations in general, such literature being made accessible to staff for reading and discussion.

Orientation Teachers: As with any phase of a school program, orientation of teachers to the program should take place prior to classes. It is hoped that the information and bibliographies contained in this report will be of help in this matter.

¹ Questionnaire, Fred Nelson, Coordinator, Elementary Education, Albuquerque School District, Albuquerque, New Mexico, September 2, 1964.

Reading and discussion of the section regarding the academic aspects of the Navajo program may be of special interest to teachers. Availability of some reading materials for discussion at teacher orientation and for later reference may be of value. The Albuquerque Public School audio-visual film library has several fine films concerning the Navajo Culture that may be helpful in the orientation of teachers.

Orientation of School Community: Opinion on the matter of orienting the school community to the Navajo program is divided. One point of view holds that the program should be handled without publicity--that the Navajo pupil represents one of many cultures in the public school program and, therefore needs no special publicity or attention since all pupils are treated impartially. Another point of view holds that the school community is, or should be, interested and involved in the integration of any group of children new to the public school system and should, therefore, be kept informed. When the Navajo program was begun there was some publicity in news media, handled on a matter-of-fact basis. The Navajo pupils were accepted into their new school communities with a minimum of questions or difficulties on the part of local parents. In fact, during the year much interest was shown by parents and at P.T.A. or parent club meetings the Navajo program was explained and discussed by principals and staff members about the Navajo pupil and his culture.

It has been found, generally, that a deliberate effort to keep local school communities informed of the program has had beneficial effects. In some cases evoking altruistic responses from local parents. As examples: One P.T.A. unit has provided memberships for the parents and guardians of the Navajo pupils in the school. In many instances, local parents have invited Navajo pupils to visit their homes.¹

In regard to whether the principal or principals provided leadership in the improvement of the teaching-learning

¹Tom Lockwood et. al., "The Navajo Pupil," pp.3-6 Albuquerque Public Schools: Albuquerque, New Mexico, undated (mimeographed).

situation, 57 or 66.4 per cent reported this practice existed to a full extent, 26 or 30.7 per cent to a limited extent and 3 or 3.4 per cent indicated the practice as missing. Forty-four or 51.2 per cent reported that the principal arranged for consultants to help with instructional problems, 34 or 39.5 per cent reported this practice as existing to a limited extent and 8 or 9.3 per cent noted the practice as missing. In regard to the practice of the principal helping new teachers become oriented to the school, community, and students served, 67 or 77.9 per cent indicated this practice existed to a full extent, 14 or 16.4 per cent to a limited extent, and 3 or 3.4 per cent noted the practice as missing.

Seventy-one or 82.6 per cent reported that the principal cooperated with community agencies on school problems, 11 or 12.9 per cent indicated this practice existed to a limited extent and 3 or 3.4 per cent reported the practice missing.

These findings indicated that most principals were assuming some responsibility for the in-service growth of staff members. Also, the response indicated that this strategically situated position was assuming a supervisory role in the instructional programs of the district. In fulfilling this role, these positions were providing leadership in the improvement of the teaching-learning situation. The responses noting the prevalence of the practice of

principals assisting new teachers to become oriented may be interpreted as a growing awareness of the importance of orientation to the success of a teacher and the educational program.

The findings appear to indicate that greater use could be made by principals of consultants from colleges, universities, state departments of education and other agencies in carrying on the educational program. It is interesting to note that the responses indicated that to a large extent the principals cooperated with community agencies on school problems. This could be indicative of the trend toward a broadened base for educational planning.

District Policy on Salary Bonuses

The findings disclosed that 60 or 69.7 per cent of the responses promoted in-service training for teachers and other staff members by providing salary bonuses for graduate credit and additional degrees. Eleven or 12.9 per cent reported that this practice existed to a limited extent and 10 or 11.6 per cent noted that this practice was missing. Table 4 reflects the response to this item. These findings seem to indicate that boards of education recognized the importance of continuing education of staff members.

Physical Facilities

The responses to the items concerning physical facilities available to all students attending the schools of the

TABLE 4.--District policy on salary bonuses for teachers.

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
The school district promotes in-service training for teachers and other staff members by providing salary bonuses for graduate credit and additional degrees.	10	11.6	11	12.9	60	69.7	5	5.8	86	100

A Practice is missing
 B Practice exists to a limited extent
 C Practice exists to a full extent
 D No response

districts are shown in Table 5. Sixty-five or 75.5 per cent indicated that a gym or multipurpose room was available to a full extent, 14 or 16.4 per cent to a limited extent, and 7 or 8.1 per cent reported the absence of such facilities. Cafeteria facilities were reported to exist to a full extent by 66 or 76.8 per cent of those responding with 8 or 9.3 per cent noting the presence of this facility to a limited extent. Ten or 11.6 per cent reported the absence of such facilities. This means that most of the systems have a gym or multipurpose room which provide a place for indoor activities, such as physical education, assemblies and community gatherings. Also, the widespread existence of cafeteria facilities denotes that attention can be given to nutritional needs of the students.

Only 26 or 30.2 per cent indicated that facilities of the school district included a separate auditorium. Nine or 10.5 per cent noted that such facilities were available to a limited extent and 49 or 57.0 per cent of the respondents noted that such facilities were not available. These findings suggest that the richness of the educational program of most of the systems is limited because of the numerous uses which must be made of multipurpose facilities.

A band room was reported to exist to a full extent by 53 or 61.7 per cent of the respondents. Eighteen or 20.9 per cent noted that band room facilities were available to a limited extent and 10 or 11.6 per cent reported that such

TABLE 5.--Physical facilities of school districts

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Physical facilities available to all students who attend the schools of the district include:										
(a) A gym or multipurpose room.....	7	8.1	14	16.4	65	75.7	0	0	86	100
(b) A cafeteria.....	10	11.6	8	9.3	66	76.8	2	2.3	86	100
(c) A separate auditorium.....	49	57.0	9	10.5	26	30.2	2	2.3	86	100
(d) A band room.....	15	17.4	18	20.9	53	61.7	0	0	86	100
(e) A library.....	6	6.8	14	16.4	66	76.8	0	0	86	100

A Practice is missing
 B Practice exists to limited extent
 C Practice exists to a full extent
 D No response

facilities were not available. Facilities for providing musical experiences for students seem to be fairly adequate.

Sixty or 69.7 per cent of the response noted that a library was available to students of the systems with 14 or 16.4 per cent recording that this facility was available to a limited extent. Six or 6.8 per cent noted the absence of such facilities. These findings appear to indicate that students in most of the systems had access to library facilities.

State Department Efforts to Assist

Efforts exerted at the state department level to assist school districts in in-service training was reflected in the following:

For the past two years, this office has sponsored a seminar on problems in Indian education on the campus of the University of Nevada, Reno, Nevada. Twenty-five educators, administrators, counselors and teachers have attended, tuition free, to give them a background of some¹ of the problems Indian children bring to school.

Another state department of education official commented as follows concerning the emphasis given to attitude development:

We in the Department of Public Instruction have attempted to help the Indian primarily by working through regular channels. We have sponsored workshops on the local level, and have organized and

¹Questionnaire, C. H. Poehlman, Deputy Superintendent, Department of Education, State of Nevada, Carson City, Nevada, August 4, 1964.

co-sponsored workshops on the college level, all designed to develop more favorable attitudes on the part of non-Indians toward the Indian and in the development of techniques which would aid teachers in meeting needs of Indian students. We have also met with school boards, teacher groups, groups of Indian parents, and tribal councils. Again with the idea of bringing about favorable attitudes and a better educational environment for our Indian children. We have also encouraged and worked with tribal councils meeting jointly with local school boards in an effort to bring about¹ more understanding and closer working relationships.

Summary

The responses were varied concerning practices which existed in relation to administration, supervision and facilities. Over 70 per cent of the respondents indicated that to a full extent full-time, non-teaching principals were employed and the principal helped new teachers become oriented to the school, community and students served. Over 80 per cent indicated that the principal cooperated with community agencies to a full extent.

Over 60 per cent of the responses disclosed that the principal encouraged and facilitated the in-service growth of teachers and provided leadership in the improvement of the teaching-learning situation to a full extent. Over 50 per cent of the respondents noted that to a full extent the principal devoted a significant portion of his time to

¹Questionnaire, William C. Howard, Director of Indian Education, Department of Public Instruction, State of Montana, Helena, Montana, August 25, 1964.

the supervision of instruction and arranged for consultants to help with instructional problems.

Sixty or 69.7 per cent of the responses indicated that to a full extent the district promoted in-service training for teachers by providing salary bonuses for graduate credit and additional degrees.

Concerning physical facilities, over 70 per cent reported that the facilities of the district included, to a full extent, a gymnasium or multipurpose room, a cafeteria and a library. Over 60 per cent indicated that there was a band room. Twenty-six or 30.2 per cent reported the existence of a separate auditorium available to students.

Comments received on the questionnaire indicated that some Indian students were enrolled in small schools which have limited staffs. Also, that in-service training was being conducted by principals on ways of teaching English as a second language, surveys of Indian student progress, and issues present in Indian education. In one public school, administrative guidelines have been developed on in-service training and orientation of teachers and the community in relation to Indian education.

Information received from state departments of education indicated that efforts were exerted to assist school districts in in-service training. A seminar or workshop on Indian education was provided by a state university at the

local level. State department officials noted efforts to develop a better understanding between Indians and non-Indians.

CHAPTER III

THE INSTRUCTIONAL PROGRAM

The preceding chapter was concerned with administration, supervision, and facilities in the schools. The present chapter is concerned with the instructional program. It deals specifically with practices which existed in the school districts included in the study as shown by the questionnaire response, comments from the school districts, and comments from state departments.

Practices Which Existed - Comments

The findings under this general section have been grouped with reference to those items related to instruction. The groupings include staffing, program preparation, teaching and classroom management, reading, other instructional practices and supplies and equipment. Comments were received on unique or innovative features of instructional programs which were particularly contributive to the needs of Indian students. Materials were returned with a few of the questionnaires.

Staffing

The items and responses related to staffing are shown in Table 6.

The findings indicated that in 74 or 86.1 per cent of the schools the ratio of students to teachers at the elementary level did not exceed 30 to 1. Nine or 10.5 per cent reported that this practice existed to a limited extent. At the high school level, the findings disclosed that in 64 or 74.5 per cent of the responses the ratio of students to teachers and other professional staff members did not exceed 27 to 1. Fifteen or 17.4 per cent reported this practice as existing to a limited extent. Five or 5.8 per cent reported the practice was missing.

These findings may be interpreted to mean that at the elementary and high school levels, most of the school systems included in the study were providing teacher-pupil ratios which did not exceed established standards. This should help to promote attention to the individual needs of students.

Fifty-two or 60.5 per cent of the responses to the practice of high schools with an enrollment of 500 or more employing a librarian who devotes full time to library services, noted that this practice existed to a full extent. Five or 5.8 per cent reported this practice existed to a limited extent and 13 or 15.1 per cent indicated the practice was missing. Sixteen or 18.6 per cent did not respond to

TABLE 6.--Staffing practices in the instructional program

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
The ratio of students to teachers at the elementary level in schools of the district does not exceed 30 to 1.....	2	2.3	9	10.5	74	86.1	1	1.1	86	100
The ratio of students to teachers and other professional staff members of the high school does not exceed 27 to 1.....	5	5.8	16	17.4	64	74.5	2	2.3	86	100
High schools of the district with an enrollment of 500 or more employ a librarian who devotes full time to library services.....	13	15.1	5	5.8	52	60.5	16	18.6	86	100
The librarian employed has a minimum of 15 semester hours of library science in addition to general and professional preparation.....	11	12.8	2	2.3	64	74.5	9	10.4	86	100

- A Practice is missing
 B Practice exists to limited extent
 C Practice exists to a full extent
 D No response

this item which might indicate a number of high schools with less than 500 enrollment.

In response to the item which stated that the librarian had a minimum of 15 semester hours of library science in addition to general and professional preparation, 64 or 74.5 per cent reported this practice existed to a full extent. Two or 2.3 per cent reported this practice existed to a limited extent and 11 or 12.8 per cent reported this practice as missing. These findings reveal that in a majority of the schools studied, the library is under the direction of an individual with training in library work.

Regarding staffing, Superintendent Larson of Elko, Nevada, noted: "We have a full-time librarian in all elementary, junior and senior high schools with a minimum training of 24 semester hours."¹ Superintendent Lewis of Whiteriver, Arizona reported, "Our elementary and high school each has a full-time librarian."² These comments indicate that some attention has been given to the provision of full-time librarians in elementary, as well as secondary schools.

¹Questionnaire, Burnell Larson, Superintendent, Elko School District, Elko, Nevada, August 12, 1964.

²Questionnaire, Fred R. Lewis, Superintendent, Alchesay-Whiteriver School District #20, Whiteriver, Arizona, September 14, 1964.

Program Preparation

Six items on the questionnaire dealt with varied aspects of preparation for the instructional program. Table 7 reflects the responses to the items concerning program preparation.

The findings reveal that 68 or 79 per cent of the respondents, to a full extent, sponsored a pre-school conference for administrative, supervisory, and instructional personnel, which was of one or more days duration and was devoted to a discussion and study of school problems and means of improving the educational program. Fourteen or 16.4 per cent reported the practice as missing. These findings may be interpreted to indicate a general acceptance of the importance of the pre-school conference as a means of focusing attention on the school year ahead.

The findings indicated that 49 or 57 per cent of the respondents made provision for the orientation of new teachers and teachers new to the system with part of the orientation including some consideration of the cultural background of the students served, including Indians, and the learning problems they face. Thirty-five or 40.7 per cent indicated that this practice existed to a limited extent and 2 or 2.3 per cent reported the practice as missing. This appears to indicate an awareness on the part of most of the respondents of the importance of orientation and some degree of cultural understanding by teachers new to the system. It is significant

TABLE 7.--Program preparation practices in the instructional program

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
The school district sponsors a pre-school conference for administrative, supervisory, and instructional personnel for one or more days before the opening of school in the fall which is devoted to a discussion and study of school problems and means of improving the educational program.....	4	4.6	14	16.4	68	79.0	0	0	86	100
The school district makes provision for the orientation of new teachers and teachers new to the system. Part of the orientation includes some consideration of the cultural background of the students served, including Indians, and the learning problems they face.....	2	2.3	35	40.7	49	57.0	0	0	86	100
Institutions of higher learning are utilized by the district to work on problems of interest and concern to teachers and administrators. This assistance is designing courses, sponsoring conferences and workshops and supplying consultants on particular problems.....	8	9.3	45	52.3	33	38.4	0	0	86	100

TABLE 7.--Continued

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
System-wide studies are made to determine the unique needs or problems of the students served.....	11	12.9	50	58.1	25	29.0	0	0	86	100
The school staff engages in the continuous study, planning and evaluation of the curriculum.....	1	1.1	43	50.0	42	48.9	0	0	86	100
Each teacher in the elementary, junior high and high school(s) of the district is assigned at least one period daily for preparation and conferences.....	13	15.1	37	43.0	36	41.9	0	0	86	100
A professional library is available for teachers and staff members to engage in a program of directed reading.....	10	11.6	54	62.8	22	25.6	0	0	86	100

A Practice is missing
 B Practice exists to limited extent
 C Practice exists to a full extent
 D No response

to note that in over 40 per cent of the responses, this practice does not exist to a full extent.

Concerning program preparation practices, differences in philosophy were revealed from the questionnaire responses. Four comments were received that indicated that Indian students from reservations were not given special attention in any way. Superintendent McCarten, Craigmont, Idaho, reported, "Our Indian children are fully integrated and in all ways are the same as white children."¹ Superintendent Lopez of Pojoque, New Mexico commented, "We have integration in all school activities, curricula, social and government."²

Conversely, a publication of the Albuquerque Public Schools gives the following guidelines for teachers in this system who work with Navajo students attending the schools.

One position on this matter of differences of the Navajo from local pupils holds that the Navajo is just like any other student. This is true as far as rights are concerned, but such a position may mislead staff members in the direction of neglecting cultural differences when devising methods of working most effectively with the Navajo pupil.

The Navajo may be described as just like any other student generally in the following respects: positive reactions to successful accomplishment of school tasks, positive reactions to evidences of

¹Questionnaire, Merrill McCarten, Superintendent, Craigmont School District #305, Craigmont, Idaho, August 14, 1964.

²Questionnaire, Frank Lopez, Superintendent, Pojoque Valley School District, Pojoque, New Mexico, August 20, 1964.

being liked and appreciated; positive reactions to being respected for what he can contribute as an individual, negative reactions to isolation, rejection, and ridicule; positive reaction to an interpretation of his culture as one of many¹ cultures that add richness and interest to America.

Regarding the utilization of institutions of higher learning by a district to work on problems of interest and concern, 33 or 38.4 per cent indicated that this practice existed to a full extent, 45 or 52.3 per cent to a limited extent, and 8 or 9.3 per cent reported this practice is missing. On the questionnaire it was specified that this practice included using such institutions in designing courses, sponsoring conferences and workshops, and supplying consultants on particular problems. These findings may be interpreted to reveal that full utilization is not being made of the research and service of institutions of higher learning as a means of improving the educational program.

Concerning the utilization of institutions of higher learning, the following was reported by Principal Crawford from Owyhee, Nevada.

We expect to use a classroom telephone set-up as a means to offer our teachers a course on Indian education from the University of Nevada. It will be about a 3 semester hour course.²

¹Lockwood, op. cit., pp. 8-9.

²Questionnaire, Kenneth S. Crawford, Principal, Owyhee Public School, Owyhee, Nevada, September 15, 1964.

The data showed that 25 or 29 per cent reported that to a full extent, system-wide studies were made to determine the unique needs or problems of students served. This was reported to exist to a limited extent by 50 or 58.1 per cent and missing by 11 or 12.9 per cent. Forty-two or 48.9 per cent indicated that the school staff engaged in the continuous study, planning and evaluation of the curriculum. This practice was reported as existing to a limited extent by 43 or 50 per cent.

These findings would indicate that the need is not generally recognized for system-wide studies to identify the unique needs of Indians from reservations or other students. Similarly, the data indicated that over 50 per cent of the systems do not carry on continuous evaluation of curriculum planning processes to a full extent.

Thirty-six or 41.9 per cent of the systems reported that to full extent teachers in the elementary, junior high and high schools were assigned at least one daily period for preparation and conferences. Thirty-seven or 43 per cent reported this as existing to a limited extent, and 13 or 15.1 per cent reported this practice as missing. These findings may be interpreted to mean that in over half of the systems surveyed teachers were not, to a full extent, provided time during the school day for preparation purposes.

Pertaining to time available for planning, Superintendent Ward of Browning, Montana, reported, "Teachers in elementary grades, 4, 5, and 6 have three planning periods each week. High school and junior high teachers have five periods each week."¹ From Superintendent Matthews, Chinle, Arizona, there was a comment which could be indicative of a problem which exists where the self-contained classroom approach is employed in the elementary grades: "We provide a daily period for planning for high school and junior high but not for elementary grades."²

Twenty-two or 35.6 per cent reported that, to a full extent, a professional library was available for teachers and staff members to engage in a program of directed reading. This was indicated as existing to a limited extent by 54 or 62.8 per cent and missing by 10 or 11.6 per cent. It seems evident that this avenue of professional growth was not being utilized to a full extent in most of the school systems.

Teaching and Classroom Management Practices

Table 8 presents findings concerning teaching and classroom management practices in tabular form. The practice

¹Questionnaire, P. W. Ward, Superintendent, Browning School District, Browning, Montana, August 19, 1964.

²Questionnaire, J. L. Matthews, Superintendent, Chinle School District #24, Chinle, Arizona, August 15, 1964.

TABLE 8.--Teaching practices and classroom management

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Multiple types of grouping are utilized to meet the interests, needs and abilities of the pupils.....	5	5.8	39	45.3	42	48.9	0	0	86	100
In the language arts program of the district, many first-hand experiences are provided for concept building.....	2	2.3	58	67.5	26	30.2	0	0	86	100
Field trips, films, filmstrips, models and specimens are used widely in science instruction at all levels.....	2	2.3	43	50.0	40	46.6	1	1.1	86	100
Many opportunities are provided for using written and oral language and for developing and expressing ideas.....	1	1.1	19	22.1	66	76.8	0	0	86	100
Textbooks are used as guides rather than followed verbatim.....	0	0	31	36.0	47	54.7	8	9.3	86	100
With teacher guidance, students participate in classroom organization, management and control.....	3	3.4	54	62.8	28	32.7	1	1.1	86	100

A Practice is missing
 B Practice exists to limited extent
 C Practice exists to a full extent
 D No response

of utilizing multiple types of grouping to meet the interests, needs, and abilities of the students was indicated to exist by 42 or 48.9 per cent, to a limited extent by 39 or 45.3 per cent, and as missing by 5 or 5.8 per cent. This appears to indicate some acceptance of differences in students and classroom organization to meet these differences.

Comments were made concerning grouping practices. Thomas Strah, Director, Secondary Schools, Pocatello, Idaho, reported:

We group students in basic skills subjects according to their achievement thus allowing students to develop at their own rate and ability during the time they attend the schools of this district.¹

Superintendent Randall of Ft. Thomas, Arizona, indicated:

This year, 1963-64, the primary grades will be upgraded and the curriculum will stress five areas, phonics, writing, reading, arithmetic, and spelling. These will be emphasized and the other areas brought in as they lend themselves to the program. The curriculum in each area will be written up on a continuous concept basis.

In high school, we are experimenting on an ungraded concept basis in English, math and social studies, somewhat in line with the continuous concept plan.²

¹Questionnaire, Thomas A. Strah, Director, Secondary Schools, Pocatello School District #25, Pocatello, Idaho, September 18, 1964.

²Questionnaire, Eldon Randall, Superintendent, Ft. Thomas School District #7, Ft. Thomas, Arizona, August 13, 1964.

A similar comment was made by Superintendent Thompson of Magdalena, New Mexico, who noted, "We have ungraded programs for students in the 7, 8, and 9th grades. We also have audio-visual equipment with a complete film library."¹

In relation to the kind of experience, real or vicarious, provided the students, the findings indicated that 26 or 30.2 per cent provided, to a full extent, many first-hand experiences for concept building in the language arts program. Fifty-eight or 67.5 per cent reported this practice existed to a limited extent and 2 or 2.3 per cent reported the practice missing. The wide use of field trips, films, film strips, models and specimens in science instruction at all levels was reported to a full extent by 40 or 46.6 per cent, to a limited extent by 43 or 50 per cent and missing by 2 or 2.3 per cent. These findings may be interpreted to indicate that the school systems are relying to a large degree on vicarious rather than actual experiences to make the educational program meaningful for the students including those who have a limited or different background of experience.

The practice of providing opportunities for using oral and written language and for developing and expressing ideas was indicated to a full extent by 66 or 78.8 per cent, to a limited extent by 19 or 22.1 per cent and

¹Questionnaire, George Thompson, Superintendent, Magdalena School District, Magdalena, New Mexico, September 18, 1964.

missing by 1 or 1.1 per cent. Findings reveal that 47 or 54.7 per cent used textbooks as guides rather than following them verbatim to a full extent and 31 or 36 per cent to a limited extent. These findings reveal efforts on the part of most school systems to develop oral language capabilities. The limitations of textbooks appear to be recognized which suggests that varied materials to provide for the individual differences in learners were utilized.

Superintendent McBride of Grants, New Mexico, made this comment concerning innovative techniques suited to the needs of Indian students in his school district, "We have a language laboratory."¹

The following innovative technique was reported by the Valentine School District in Arizona:

We have a Christmas Program each year, parties on each holiday and a talk session each Friday where each child gives a talk on the selected subject. This helps him to get up and talk in front of people. I teach the children to be self-reliant, so we have good discipline and learn in a happy, homelike atmosphere. The whole community helps with the parties and attends them, too.²

Concerning classroom management, 28 or 32.7 per cent disclosed that, with teacher guidance, students participated in classroom organization, management and control. Fifty-four or 62.8 per cent reported this practice existed to a

¹Questionnaire, M. B. McBride, Superintendent, Grants School District, Grants, New Mexico, September 15, 1964.

²Schroeder, op. cit.

limited extent with 3 or 3.4 per cent indicating the practice missing. These findings reveal that in over 65 per cent of the schools, students do not have full opportunity to assume responsibility for classroom organization, management and control.

Reading

Seven practices concerned the reading program of the school districts. The responses to the items concerning reading are shown in Table 9. Teachers were reported as using small groups for the developmental reading program by 60 or 69.9 per cent to a full extent and 25 or 29 per cent to a limited extent. Sixty-four or 74.5 per cent of the responses signified that, to a full extent, at all levels provisions were made for wide reading to extend the vocabulary of students. This was reported as existing to a limited extent by 22 or 25.5 per cent of the responses.

Seventy-four or 86.1 per cent of the responses reported that growth in reading comprehension was stressed at all levels in the reading program to a full extent. Eleven or 12.8 per cent indicated this practice existed to a limited extent. Concerning stressing the ability to organize what is read in the upper grades and throughout the junior and senior high school program, 66 or 76.8 per cent indicated this practice existed to a full extent and 17 or 19.8 per cent to a limited extent. Sixty-three or 73.4 per cent

TABLE 9.--Reading practices in the instructional program

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Teachers use small groups for the developmental reading program.....	0	0	25	29.0	60	69.9	1	1.1	86	100
At all levels, provision is made for wide reading to extend the vocabulary of the students.....	0	0	22	25.5	64	74.5	0	0	86	100
Growth in reading comprehension is stressed at all levels in the program of the district.....	0	0	11	12.8	74	86.1	1	1.1	86	100
The ability to organize what is read is stressed in the upper grades and throughout the junior high and high school program.	1	1.1	17	19.8	66	76.8	2	2.3	86	100
Instruction is provided in those reading and study skills essential to research activities, including library skills, map, chart and graph skills and encyclopedia skills.....	1	1.1	20	23.2	63	73.4	2	2.3	86	100
Remedial instruction is provided for students with particular reading problems..	7	8.1	49	57.0	30	34.9	0	0	86	100
Time is provided each week for leisure reading.....	1	1.1	46	53.5	38	44.3	1	1.1	86	100

A Practice is missing
 B Practice exists to a limited extent
 C Practice exists to a full extent
 D No response

indicated that instruction was provided in those reading and study skills essential to research activities including library skills, map, chart, and graph skills and encyclopedia skills. This practice was reported as existing to a limited extent by 20 or 23.2 per cent and missing by 1 or 1.1 per cent. The above findings suggest that practices deemed important in the field of reading are being followed to a full extent by a majority of the systems.

The data revealed that 30 or 34.9 per cent provided remedial reading for students with particular reading problems to a full extent while 49 or 57 per cent reported this practice existed to a limited extent. These responses disclose that in about one-third of the school systems a remedial program is provided to a full extent.

Concerning reading, Superintendent Thompson of Magdalena, New Mexico, wrote, "We have instituted special reading programs utilizing Science Research Associates controlled readers and audio-visual equipment."¹ Superintendent Gonzales of Cuba, New Mexico, commented, "We have this year initiated a remedial reading program and have a special teacher assigned full-time on this project."² In a similar vein, Superintendent Papenfus of Dixon, Montana, reported, "We have a remedial reading instructor who does nothing

¹Thompson, op. cit.

²Gonzales, op. cit.

else for our 150 students in high schools and grade schools."¹ The presence of such practices illustrates that attention has been given to Indian students with reading problems.

The provision of time each week for leisure reading was reported to a full extent by 38 or 44.3 per cent and to a limited extent by 46 or 53.5 per cent. This would suggest that opportunities for independent activity were not fully utilized.

Other Instructional Practices

Other instructional practices were identified which covered varied aspects of the instructional program ranging from the provision of a pre-school program to parental involvement in school affairs. These practices and responses are shown in tabular form in Table 10.

Regarding whether the school system provided a pre-school program for those in the district who have different cultural, experiential or linguistic background than the majority of the students, 12 or 13.9 per cent indicated this practice existed to a full extent and 17 or 19.7 per cent reported to a limited extent. Fifty-seven or 66.4 per cent indicated the practice as missing. Because of differences in the background of students, these findings could

¹Papenfuss, op. cit.

TABLE 10.--Other instructional practices

Practices	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
The school district provides a pre-school program for those in the district who have a different cultural, experiential, or linguistic background than the majority of the students.....	57	66.4	17	19.7	12	13.9	0	0	86	100
Adaptations are made in the regular instructional program for students with different cultural, language, or experiential background, including supplementary readers and teacher-made material based on the needs and experiences of these students.....	3	3.4	53	61.7	30	34.9	0	0	86	100
The schedule of the school system is flexible enough to permit desirable shifts of emphasis when new events occur or new problems arise.....	2	2.3	36	41.9	47	54.7	1	1.1	86	100
Planned opportunities are provided for experiences in art, music, literature, and rhythmic activities to develop a better understanding of various cultures.....	0	0	50	58.1	35	40.8	1	1.1	86	100
A music education program is provided all students.....	2	2.3	32	37.3	51	59.3	1	1.1	86	100

TABLE 10.--Continued

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
The music program activities develop an awareness of music as an expressive art of all peoples and cultures.....	2	2.3	43	50.0	38	44.3	3	3.4	86	100
Students have opportunities to work with a variety of art media.....	2	2.3	48	55.9	34	39.5	2	2.3	86	100
The science program of the school emphasizes the need for conservation and methods used to conserve natural resources..	0	0	23	26.7	60	69.9	3	3.4	86	100
High schools of the district sponsor a student council organization that provides the greatest number of students with the most opportunity to participate.....	3	3.4	10	11.7	66	76.8	7	8.1	86	100
Parents participate in curriculum study, evaluation and planning through P.T.A. and other organized groups.....	30	34.9	46	53.5	10	11.6	0	0	86	100

A Practice is missing
 B Practice exists to limited extent
 C Practice exists to a full extent
 D No response

be interpreted to indicate that many Indian students from reservations entered the first grade at a distinct disadvantage.

Several comments were made concerning pre-school programs in operation and materials were submitted which showed efforts exerted to develop such programs. Superintendent McConnell of Coolidge, Arizona, commented, "We do have a kindergarten and some of our first grades are geared to the bilingual student."¹ Superintendent Matthews of Chinle, Arizona noted, "We do not have pre-school but our students with bilingual problems spend two years in the first grade."² From Magdalena, New Mexico, it was reported, "We offer a pre-first grade, a language teaching grade, for non-English speaking beginners."³

Concerning the meeting of special needs of students, Assistant Superintendent Porterfield of Gallup, New Mexico noted, "Our most unique and significant contribution to the needs of Indian students has been the development of a Manual of Sentence Patterns for use by the teacher in her daily efforts to teach English to beginning Indian children."⁴ The

¹Questionnaire, William C. McConnell, Superintendent, Coolidge School District #21, Coolidge, Arizona, September 15, 1964.

²Matthews, op. cit.

³Thompson, op. cit.

⁴Questionnaire, J. C. Porterfield, Assistant Superintendent, Gallup-McKinley County School District, Gallup, New Mexico, September 30, 1964.

Gallup manual was developed as a result of an experimental project at one of the schools in the district by a committee composed of 20 pre-first teachers working with a consultant from the State Department of Education. The guide is 188 pages in length and is organized to present a useful and complete method for teaching English to all non-English speaking beginners.¹

In this publication, the following guidelines are presented:

The basic principles of instruction for teaching a second language are:

- A. Listening to the correct model
- B. Speaking with a group
- C. Speak individually

These three principles are incorporated in the suggested procedures for each lesson. In addition each lesson has one and usually two exercises for use of the language by an individual in a meaningful situation. One exercise is primarily for use of the patterns to be reviewed. The second exercise is designed to give each pupil meaningful individual practice using new patterns. In some lessons, these two exercises have been incorporated into one for more systematic review. Each class may perfect the patterns at its own rate. The materials in the guide must be taught in sequence but it is not necessary to teach one lesson per day. The rate at which these lessons are mastered depends entirely upon the pupils.

Each of these lessons can be made more meaningful through the use of flat pictures, filmstrips, field trips, picture books and music. Some sources of enrichment material have been listed. The teacher can make use of many other sources. The enrichment activities chosen should be simple, easy to understand, and meaningful.

¹"Manual of Sentence Patterns for Teaching English as a Second Language for Beginning Indian Children," (Gallup-McKinley County Public Schools, Gallup, New Mexico, 1963), pp. iii-vi. (Mimeographed).

Neither the language period nor the classroom is the only place where language must be taught. The time the pupils spend on the playground in continuous practice of the language is valuable. Each time a pupil attempts to use the language, he should be helped to speak it correctly.¹

At the Ganado Public Schools in Arizona, there was a four year pilot project concerning the use of toys in teaching English to non-English speaking beginners. Conclusions reached for the study included the following:

The present study as heretofore reported can properly be thought of as a pilot study. No claim is made that its findings are conclusive except as they apply to the Ganado situation. In that situation, there is a consensus that the use of toys was highly valuable; that they aided in the effectiveness of teaching; that they enhanced the children's interest in school; that they facilitated the learning to a high degree; that English was more fluently spoken and more understandingly comprehended because of their being an integral part of the learning situation.

In the United States, the problem of teaching English to the children who begin school with little or no command of the language is of some magnitude. Anything that facilitates that learning is a contribution to all of their later school work. The study carried on in the Ganado School indicates clearly that toys can be properly looked upon as a highly useful means not only for helping them to learn a new language, but likewise as a means for acquainting them with the culture which it is necessary that they understand, if the language is to have meaning for them.

This is evident when one realizes that toys represent the culture in which they are produced as truly as does the language which is the expression of that culture. Therefore, wherever the learning of English as a new language is the purpose to be accomplished, their toys as a representation of the culture, can properly be looked upon as useful in learning the language.

¹Ibid., pp. iv-v.

There are further implications which present themselves. One of these is the purpose which toys used at school may serve in taking the children's learning of English in school and the culture it represents into their homes. This was barely touched upon in the toy load phase of the present study. The possibilities of acculturation thus served, are probably considerable. It is conceivable that toys so taken into the homes might serve as a link between home and school and bring to the parents, learnings that they cannot go to school and get.

Thirty or 34.9 per cent reported that to a full extent adaptations were made in the regular instructional program for students with different cultural, linguistic or experiential backgrounds, including supplementary readers and teacher-made material based on the needs and experiences of these students. Fifty-three or 61.7 per cent indicated the practice as existing to a limited extent and 3 or 3.4 per cent as missing. These findings may be interpreted to indicate a growing awareness of the background of the students being served and increasing attempts to accomodate differences since 96.6 per cent indicated this practice existed to a full or limited extent. Another observation is that this might indicate another area of need for help to school systems from consultants in colleges and universities.

The schedule of schools of the districts was reported flexible enough to permit desirable shifts of emphasis when

¹Irving W. Stout and Grace Langdon, The Use of Toys in Teaching English to Non-English Speaking Children. pp. 100-102. Tempe, Arizona: Arizona State University, 1963.

new events occurred or new problems arose, to a full extent by 47 or 54 per cent, and to a limited extent by 36 or 41.9 per cent. The practice was reported as missing by 2 or 2.3 per cent. These findings suggest that the schedules of the schools were used as means to an end rather than as ends in themselves.

It was indicated by 35 or 40.8 per cent that to a full extent planned opportunities were provided in art, music, and rhythmic activities. Fifty or 58.1 per cent reported this practice existed to a limited extent. A music program was reported as provided to all students to a full extent by 51 or 59.3 per cent, to a limited extent by 32 or 37.3 per cent and as missing by 2 or 2.3 per cent. Concerning whether the music program activities developed an awareness of music as an expressive art of all people and cultures, 38 or 44.3 per cent reported to a full extent the practice existed, 43 or 50 per cent indicated to a limited extent and 2 or 2.3 per cent reported the practice as missing. Sixty-six or 76.8 per cent of the responses indicated that students had opportunities to work with a variety of art media. This practice was reported as existing to a limited extent by 10 or 11.7 per cent and missing by 3 or 3.4 per cent. Such activities were reported as being used not only for the development of creative and esthetic satisfaction but as a means of describing cultural appreciation in music and art to a full extent in over 40 per cent of the responses.

The science program was indicated to emphasize the need for conservation and methods to conserve natural resources to a full extent by 60 or 69.9 per cent. Twenty-three or 26.7 per cent reported this practice existed to a limited extent. The prevalence of this practice could be of special importance for Indian students because of the limitations of the land base and resources of reservations.

In relation to the curriculum, the guide developed by the Albuquerque Public Schools cited areas of particular promise in the study of cultural differences.

The social studies curriculum offers many opportunities for the study of differences in cultural and ethnic groups. At the fourth-grade level, for example, the study of the Navajo people is a specific item in the curriculum. This presents an opportunity for Navajo pupils to share aspects of their culture as a natural part of the year's work. The studies of other nations and peoples at all levels of the curriculum provide the opportunity for pupils to learn that each great culture and each great religious or political system is one among many great human experiments. Such an approach to the social studies may result in heightened regard between Navajo and local pupils.

Participation in folk singing, dancing, dramatizations, games and story telling of many nations, including the Navajo, has aesthetic and historical values as well as human relations values for all pupils. Physical education activities and sports programs provide natural curriculum vehicles for sharing of songs, dances and games. Home economics programs provide opportunities for working and learning together in two areas of universal interest and concern, food and dress.

It is important that the Navajo pupil be exposed to many aspects of urban culture. Field trips to factories, stores, and government offices would be of great value in this regard.

In language arts, because of the use of a second language and its accompanying problems, strong emphasis must be placed upon reading and language

skills in the Navajo pupil's program. Availability of many kinds and levels of reading materials is important.¹

Sixty-six or 76.8 per cent indicated that high schools sponsored student council organizations that provided the greatest number of students with the most opportunity to participate. Ten or 11.7 per cent reported this practice existed to a limited extent and 3 or 3.4 per cent reported the practice as missing. These findings would appear to indicate that some actual, day to day experience is being provided in representative democracy in most of the school systems.

Concerning participation in student governmental activities, the Superintendent of Schools of Fallon, Nevada reported, "We had a full-blood Indian serve as student body president last year."²

The data indicated that parents participated in curriculum study, evaluation and planning through Parent-Teacher Associations and other organized groups to a full extent by 10 or 11.6 per cent. Forty-six or 53.5 per cent reported this practice existed to a limited extent and the practice was reported missing by 3 or 3.4 per cent. The relatively small number of systems reporting involvement of parents in curriculum study, planning and evaluation to a full extent

¹Lockwood, op. cit., pp. 9-10.

²Questionnaire, Walter V. Olds, Superintendent, Fallon School District, Fallon, Nevada, August 11, 1964.

appears to indicate that lay participation in curriculum development is more a matter of theory than practice in this segment of the nation's schools.

Relating to other instructional practices, Superintendent Rieman of Worley, Idaho, reported, "Indian students are encouraged to write articles for the school paper. These include Indian art, history, crafts, games and customs."¹ Principal Crawford of Owyhee, Nevada noted, "This school year we expect to install a classroom telephone set-up whereby our social studies classes can communicate with outstanding Indian people throughout the United States in a regular classroom situation with a question and answer time provided."²

Some comments revealed that attention had been given to the students' need for assistance in preparing lessons. The Principal from Owyhee, Nevada, reported:

Our school provides an evening study hall of one and one-half hours twice a week for all junior high and high school students with transportation provided. Three teachers are on duty at each study hall to supervise and help the students. This is a voluntary program and last year about 60 per cent of the students participated.³

¹Questionnaire, Leo Rieman, Superintendent, Worley School District #275, Worley, Idaho, August 14, 1964.

²Crawford, op. cit.

³Ibid.

Superintendent Ward of Browning, Montana, noted:

Because of inadequate study area or opportunity at home, we use a 70 minute class schedule, no study halls, and a supervised study program in each classroom, grades 7 to 12. It has had an excellent effect on performance and participation.¹

Availability of Supplies and Equipment

Table 11 shows the responses to the items concerning supplies and equipment available to all students attending schools of the districts. Sixty-eight or 79.2 per cent indicated that, to a full extent, adequate maps, globes and bulletin boards were provided. This practice was reported as existing to a limited extent by 16 or 18.6 per cent and missing by only 1 or 1.1 per cent. Forty-eight or 55.9 per cent indicated that to a full extent, schools of the district were well supplied with audio-visual equipment and that provisions were made for darkening classrooms for the use of visual materials. This practice was indicated as existing to a limited extent by 37 or 43 per cent and missing by 1 or 1.1 per cent. Classroom environments were indicated as attractive and stimulating through well-organized materials and resources, such as books, magazines, pictures, films, recordings, maps, nature specimens, science materials and displays of student work, to a full extent by

¹Ward, op. cit.

TABLE 11.--Supplies and equipment practices

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Adequate wall maps, globes, and bulletin boards are provided.....	1	1.1	16	18.6	68	79.2	1	1.1	86	100
The schools of the district are well supplied with audio visual equipment, and provision made for darkening classrooms for the use of audio visual materials...	1	1.1	37	43.0	48	55.9	0	0	86	100
Classroom environments are attractive and stimulating through well-organized materials and resources such as books, magazines, pictures, films, recordings, maps, nature specimens, science materials and displays of students' work.....	0	0	35	40.7	51	59.3	0	0	86	100
A Practice is missing										
B Practice exists to limited extent										
C Practice exists to a full extent										
D No response										

51 or 59.3 per cent. The general prevalence of these practices appears to indicate a recognition of the importance of learning materials for instructional program enrichment.

Comments from State Departments

Comments were received from the state departments on home conditions which have particular importance for the instructional program. Next, there were descriptions of efforts exerted from the state levels to assist school districts in developing programs fitted to the needs of Indian students from reservations. These will be discussed separately, by states, below.

Home Conditions

Arizona.--The following comments were received from the Director of the Division of Indian Education for the State of Arizona:

Based on my observations as Director of Indian Education, I have every reason to believe that the generally published statements regarding the deplorable conditions on Indian reservations are accurate. These statements say that 9 out of 10 families live in housing that is far below the minimum standards of comfort, safety and decency. The fact that the unemployment rate of the Indian parents on the reservations is at least 40 per cent as compared with between 5 per cent and 6 per cent for the population of the nation as a whole, is a factor that effects the whole economy of the Indian people. Also, the life span of the reservation Indian is $\frac{1}{3}$ less than for the rest of the population of our country.

All of these conditions do of course affect the education of the children. Many children, because of

the home conditions, have no opportunity to do any home work. The lack of regular employment by the parents means that a great many of the children have no money for school supplies and in some cases, insufficient clothing to come to school properly clothed. The fact that English is not spoken in most of the homes tells why many youngsters enter school under the handicap of not being able to speak or understand English. These problems very often lead to irregular school attendance and early drop outs. Unfortunately not all of our educational personnel understand the problems well enough to give proper assistance to these children.¹

Idaho.--The deputy State Superintendent for the State of Idaho commented:

We find home conditions on the reservation from extremely poor to very good. We have some Indians living on the reservation whose income exceeds the average income for families within the state of Idaho. These are very few in number, however.

We find many Indian people living in substandard homes which do not have hot and cold water and in some instances no water piped in the home. Homes are quite small for the number of people residing there and more than one person would have to occupy the same bed. We have seen as many as six children from homes with two rooms.

Generally speaking, the language spoken in the home of those persons who now are the parents of children in school is English. The language spoken in the homes of the grandparents is Indian. As you know, many times the grandparents are the keepers of the children.

Parental employment is generally quite poor and is usually seasonal. Some Indian parents do work in industrial establishments near the reservation but most Indians are employed in agricultural pursuits seasonally in the spring during planting time and during the fall during harvest time. They are

¹Questionnaire, Maurice Gemmell, Director, Division of Indian Education, Department of Public Instruction, State of Arizona, Phoenix, Arizona, May 18, 1964.

employed seasonally to build fences and, to assist with cattle roundups and branding time.

Montana.---The Director of Indian Education for the State of Montana reported the following:

The home conditions of our Indian students in Montana are very poor. Most of the homes are of log construction, having one or two rooms. Of course, we have a considerable number of Indian homes that are quite nice and a few are very spacious and comfortable.

Most of our Indian children begin the first grade being able to use the English language, even though sometimes quite limited and definitely influenced by the Indian way of speaking. This is a fair indication that the native tongue is not used too extensively in the home. I should qualify this statement by stating that this condition exists on some reservations and in certain areas of reservations more than on others.

Employment for adult Indians is still extremely limited, especially those without some formal training. There have been definite efforts toward the employment of Indians, both by government and some private business. These have met with some degree of success.²

Nevada.---The Deputy Superintendent of the State of Nevada reported the following:

Generally speaking, home conditions are as follows. As to structural dwellings, sanitation and water, they are substandard.

Language spoken in the home is approximately 10 per cent the native Indian language. The other 90 per cent would be English spoken in the lowest socio-group, i.e., 200 to 500 words usage vocabulary which would comprise approximately 95 per cent of the vocabulary.

¹Questionnaire, Harold Farley, Deputy State Superintendent, Department of Education, State of Idaho, Boise, Idaho, July 23, 1964.

²Howard, op. cit.

General educational problems pertaining to Indian students in Nevada public schools are as follows:

1. Language handicap.
2. Lack of education motivation on the part of both the student and parent.
3. Most of the students come from homes where chronic unemployment exists, or there is seasonal employment.
4. Lack of training for higher paid jobs.
5. An unmeasurable amount of discrimination, primarily due to the lack of non-Indian understanding of Indians.
6. The stereotype thinking of non-Indians regarding Indians as well as the stereotype thinking of Indians regarding non-Indians.
7. The average reservation in Nevada, if fully developed, would probably be sufficient to support only half the present residents of said reservation.¹

New Mexico.--The Director of Indian Education for the State of New Mexico reported as follows:

The Indian people of the state consists of nineteen Pueblos, two Apache groups and the Navajo. Although home conditions range from extremely poor to good, the general facilities are still far below the average American home. Many of the Pueblos still lack the common utilities of running water and sewage. This condition is also prevalent among many of the Apaches. Generally speaking, the Navajos have the greatest lack of convenience which is known to the American society.

It is not uncommon to find the use of three languages in the home, English, Spanish, and the native tongue. In the homes of younger Indian people, the trend is to emphasize the use of English. Approximately 80 per cent of the Indian people can speak some English. Navajos located in remote areas of the state almost invariably communicate the greater part of the time in their native language.

Employment opportunities on the reservations are limited and available information indicates that between 40 per cent and 50 per cent of the Indians living on the reservations are unemployed.

¹Poehlman, op. cit.

Educational inadequacies which exist among Indian children are due in greater part to the language barrier and to meager experience background.¹

State Department Efforts to
Assist School Districts

Comments were received from State Departments of Education describing efforts which have been exerted by members of the staff to assist school districts in developing programs fitted to the unique needs of Indian students from reservations. Comments were furnished by each state included in the study.

Arizona.--A classroom specialist is employed on the staff of the Director of Indian Education for the State of Arizona. The following services were provided by the person in this position.

Services took the form of:

1. Materials and aids for teachers.
2. In-service workshops.
3. Organization of extension classes in six reservation or near reservation locations.
4. With the representatives of publishing companies held all day or after noon meetings at seven reservation schools.
5. Helped with planning and preparing materials for workshops at the University of Arizona, Arizona State University, and Arizona State College.
6. Acted as coordinator of Education Conference on Teaching Reading to the Bilingual Child, June 17 to 19, 1963.
7. Evaluated, with teachers, science and health books and dictionaries.

¹Questionnaire, Charles Owens, Director of Indian Education, Department of Education, State of New Mexico, Santa Fe, New Mexico, June 4, 1964.

8. In cooperation with the Director of Elementary Education, edited and issued a bulletin, A New Approach to Second Language Learning to accompany the Elementary Language Art Guides which had been issued.

9. Helped in editing and distributing issues of the Arizona Bilingual Council Newsletter.

10. Served as a member of a committee to organize literacy classes in Maricopa County.

11. Provided assistance in advancing both the substance and methodology for research in public classrooms.

12. Provided printed materials for Conferences on Indian Education at Arizona State University and at Ft. Lewis College, Durango, Colorado.

13. Provided specific help with curriculum development and planning for school district guides.

14. Served on national and local committees for planning first national conference on teaching English to speakers of other languages at the University of Arizona in May of 1964.¹

Idaho.--From the State of Idaho, the following report was received.

In attempts to improve education for Indian children, we have done the following things in the past number of years.

1. Provided funds to school districts from the special service category to assist Indian students in having materials for home economics.

2. Encouraged remedial classes to assist Indian children.

3. Held workshops for teachers prior to school opening each year.

4. Sponsored workshops for teachers of Indian children to promote better understanding of Indian problems.

5. Established six weeks pre-school activities to provide an opportunity for Indian children to be more ready for the first year of school in a first grade.

¹Gemmell, op. cit.

6. Sent out books of information to school districts and made recommendations for school libraries for the inclusion of books related to Indians.¹

Montana.--The Director of Indian Education for the State of Montana reported the following:

We in the Department of Public Instruction have attempted to help the Indian students primarily by working through regular channels. We have sponsored workshops on the local level, and have organized and co-sponsored workshops on the college level, all designed to develop more favorable attitudes on the part of non-Indians toward the Indian, and in the development of techniques which would aid teachers in meeting the needs of Indian students.²

Nevada.--The following was reported by the Deputy Superintendent for the State of Nevada.

For the last two years, this office has sponsored a seminar on Problems in Indian Education on the campus of the University of Nevada, Reno, Nevada. Twenty-five educators, administrators and counselors and teachers have attended, tuition free, to give them a background of understanding some of the problems Indian children bring to school.

Under the Johnson-O'Malley Program, we have helped support pre-schools, additions to libraries, remedial teachers, equipment for vocational and home economics programs. We provided financial support in limited amounts for the purpose of purchasing equipment and operating school programs, as well as producing some programmed instruction in various schools.

We published a monthly paper for small schools composed of articles of interest by the school children.

We financed two night study hall programs which proved very effective in bringing up the grades of junior high school students through the twelfth grade.³

¹Farley, op. cit.

²Howard, op. cit.

³Poehlman, op. cit.

New Mexico.--The following was received from the Director of Indian Education for the State of New Mexico.

In the attempt to assist schools in the development of programs for the education of Indian students, the following aspects have been encouraged and supported by the Division of Indian Education:

1. Schools have been urged to establish kindergartens for Indian children wherever practicable. We feel that this is an important means to help remove existing language barriers and of promoting more adequate adjustment to school programs.

2. Constant support has been given to the idea of a reasonable, effectual pupil-teacher ratio on every grade level.

3. Summer programs have been found to be an effective means of reducing academic retardation as well as providing for the enrichment of the educational program.

4. In the effort to aid teachers in in-service training, the Division of Indian Education has cooperated with the University during the past four summers in offering courses of study for teachers of Indian children and other bilingual children. The courses offered have emphasized the teaching of English as a second language and the importance of oral and written expression, together with background information concerning the various Indian tribes in our state.

5. In-service training of teachers is also carried out by the Language Consultant of the Division of Indian Education through personal visits to schools and through the monthly Division News-letter which is in itself a valuable teaching aid.¹

Summary

The findings concerned practices in public schools serving Indians from reservations in relation to the instructional program. In the following summary of practices, the figures shown indicate the per cent to which the practices given were found to exist to a full extent.

¹Owens, op. cit.

Concerning staffing, over 85 per cent reported that the ratio of students to teachers at the elementary level did not exceed 30 to 1. Over 74 per cent indicated that the ratio of students to teachers and other professional staff members at the high school level did not exceed 27 to 1. Over 60 per cent reported that high schools with an enrollment of 500 or more employ a full time librarian. Over 74 per cent reported that the librarian employed had a minimum of 15 semester hours preparation in library science.

Concerning program preparation practices, it was found that 79 per cent sponsored a pre-school conference. Over 55 per cent made provision for the orientation of teachers new to the system. Only 38.4 per cent indicated full utilization was made of institutions of higher learning. Only 29 per cent reported that system-wide studies were made to determine the unique needs of students. In 41.9 per cent of the responses, teachers were assigned to at least one daily period for preparation and conferences. Only 25.6 per cent reported that a professional library was fully available to staff members.

Concerning teaching and classroom management practices, 49.9 per cent indicated the full utilization of multiple types of grouping. The findings revealed that in 30.2 per cent of the districts provided first-hand experience for concept building. Field trips and audio-

visual aids in science instruction were reported by 46.6 per cent. Over 78 per cent provided opportunities for using oral and written language. The practice of using textbooks as guides was reported by 54.7 per cent. About 30 per cent indicated that with teacher guidance, students participated in classroom organization and management.

Concerning reading practices, the use of small groups by teachers was reported by over 69 per cent. Over 74 per cent signified that provision was made for wide reading to extend the vocabulary of students. Over 86 per cent indicated that growth in reading comprehension was stressed at all levels in the reading program. Over 76 per cent reported that the ability to organize what was read was stressed at all levels. Over 74 per cent indicated that instruction was provided in those reading and study skills essential to research activities. Only 39.4 per cent indicated that remedial reading was provided. The provision of time each week for leisure reading was reported by 44.3 per cent.

Concerning other instructional practices, only 13.9 per cent indicated a pre-school program was provided. Adaptations as made in the instructional program for students with differing background were indicated by 34.9 per cent. Over 50 per cent indicated that the schedule of the schools was flexible enough to permit shifts in emphasis. Over 40 per cent indicated that planned opportunities were provided in

music and art to develop a better understanding of various cultures. A music program was reported provided by over 59 per cent. Over 76 per cent reported that students had full opportunity to work with a variety of art media. The need for conservation of natural resources was reported stressed by 69.9 per cent. Over 76 per cent indicated the presence of student governmental organizations that provided for maximum participation of students. Only in 11.6 per cent were parents provided opportunity to participate in curriculum planning and evaluation.

Concerning supplies and equipment, over 79 per cent disclosed adequate maps, globes and bulletin boards were provided. Over 59 per cent reported that schools were well supplied with audio-visual equipment. Of the respondents, 59.3 per cent indicated attractive classroom environments.

Comments received on the questionnaire to school districts were varied. It was indicated that some schools have given attention to the provision of a full time librarian. A difference in philosophy was suggested with some indicating that Indian students were not given special attention. Another felt that cultural differences should not be neglected. One district planned to utilize an institution of higher learning through the use of the telephone. Some noted that time was available to teachers for planning. One indicated that elementary teachers were not provided planning time.

Varied grouping practices were indicated. One reported a language laboratory as a technique to meet the needs of Indian students. In one small Arizona school district, community programs were utilized to develop the ability of the students to express themselves orally. In another district, Indian students were urged to prepare articles for the school paper. Another district planned to contact Indian leaders by telephone. Some attention has been given to assisting students in preparing lessons. Some districts offered pre-school training for Indian students. A manual to assist the teacher to teach English to beginning Indian children was developed in one district. A pilot project to explore the use of toys to teach English to non-English speaking beginners was carried on in one district.

The opportunity present in the curriculum for the study of cultural and ethnic differences was emphasized by one district. One district reported an Indian student served as student body president last year. Some districts reported the use of remedial reading teachers and varied equipment to improve the reading skills of students.

In comments from state departments, the home background of students was emphasized. The comments revealed that home conditions were varied but generally poor and employment opportunities lacking. In state department efforts to assist school districts, varied activities were

reported. In Arizona, a classroom specialist provided many services from developing materials and aids to serving at national conferences on teaching English to speakers of other languages. In Idaho, remedial classes were encouraged and pre-school activities provided. In Montana, the prime emphasis was on attitude development. In Nevada, efforts included support of pre-school programs and study halls. In New Mexico, such efforts included a monthly newsletter to assist in the training of teachers.

CHAPTER IV

PUPIL PERSONNEL AND GUIDANCE SERVICES

The preceding chapter dealt with the instructional program serving Indian students from reservations in five western states. The present chapter will seek to show characteristics of pupil personnel and guidance services provided these students as to: practices which existed in the school systems enrolling these students, comments made by respondents concerning unique or innovative practices in schools, and comments from personnel of the state departments of education concerning efforts to assist school districts enrolling Indian students from reservations.

Practices Which Existed - Comments

The purpose of this section is to present the findings concerning practices which existed in relation to pupil personnel and guidance services. The findings have been grouped for a discussion of those items more nearly related. The grouping for practices which existed are as follows for pupil personnel and guidance services: objectives, staffing and facilities, information gathering and record keeping,

testing, follow-up of students, and extra-curricular transportation provided. Some comments were received from respondents concerning unique or innovative practices which were particularly contributive to the needs of Indian students.

Objectives of Services

Table 12 shows the responses to the items concerning objectives of services. The findings indicated that specific, written objectives for the guidance and counseling programs existed to a full extent in 39 or 45.3 per cent of the responses, to a limited extent in 35 or 40.8 per cent and were missing in 10 or 11.6 per cent. Since the importance of clearly stated purposes to the successful operation of any program is generally recognized, the fact that in over 50 per cent of the responses, specific, written objectives for the counseling and guidance program did not exist to a full extent assumes added importance.

Concerning what the objectives of the counseling and guidance program included, 63 or 73.4 per cent indicated that to a full extent, an objective was to help the student gain an understanding and appreciation of his own interests and aptitudes. Thirteen or 15.1 per cent indicated this existed to a limited extent and 7 or 8.1 per cent noted the practice as missing. Sixty or 69.9 per cent reported that an objective was to help the student become familiar with

TABLE 12.--Practices concerning the objectives of pupil personnel and guidance services

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
There are specific written objectives for the guidance and counseling program of the district.....	10	11.6	35	40.8	39	45.3	2	2.3	86	100
The objectives for the counseling and guidance program include:										
(a) to help the student gain an understanding and appreciation of his own interests and aptitudes.....	7	8.1	13	15.1	63	73.4	3	3.4	86	100
(b) to become familiar with the nature and variety of educational and vocational opportunities open to him....	7	8.1	16	18.6	60	69.9	3	3.4	86	100
(c) to prepare for the next step in his development whether it is further education or employment.....	6	6.8	20	23.4	58	67.5	2	2.3	86	100
(d) to acquire an understanding not only of his privileges, but also his responsibilities as an individual member of society.....	6	6.8	18	20.9	62	72.3	0	0	86	100
A	Practice is missing									
B	Practice exists to limited extent									
C	Practice exists to a full extent									
D	No response									

with the nature and variety of educational and vocational opportunities available to him. This was reported to have existed to a limited extent by 16 or 18.6 per cent and missing by 7 or 8.1 per cent. Fifty-eight or 67.5 per cent reported that, to a full extent, an objective was to prepare the student for the next step in his development whether it was further education or employment. Twenty or 23.4 per cent reported this practice existed to a limited extent and 6 or 6.8 per cent indicated this practice as missing. The objective of a student acquiring an understanding not only of his privileges, but also his responsibilities was reported to a full extent by 62 or 72.3 per cent, to a limited extent by 18 or 20.9 per cent, and missing by 6 or 6.8 per cent. These findings disclosed that in a majority of the responses objectives deemed desirable were sought for the guidance program even though the objectives might be unwritten.

In this regard, from Magdalena, New Mexico, it was reported, "We provide occupational guidance literature and personal guidance relative to careers of the immediate and long-range future."¹ Superintendent Sherrodd of Edgar, Montana, commented, "A group guidance unit in occupations is taught."²

¹Thompson, op. cit.

²Questionnaire, L. L. Sherrodd, Superintendent, Edgar School District, Edgar, Montana, August 15, 1964.

Staffing and Facilities

The findings on staffing and facilities are presented in Table 13.

The practice of professional staff members employed primarily as guidance counselors or directors having at least 15 semester hours of graduate preparation in guidance and counseling was reported to a full extent by 65 or 75.6 per cent, to a limited extent by 4 or 4.6 per cent, and as missing by 12 or 14 per cent.

One comment received concerned the qualifications of guidance staff members. The Superintendent of Schools from Fallon, Nevada, noted, "All our guidance personnel have a master's or higher degree in guidance."¹

Concerning whether high schools of the district employed at least one professionally trained counselor or director of guidance services, 56 or 65.1 per cent indicated this existed to a full extent, 11 or 12.9 per cent to a limited extent, and 10 or 11.6 per cent as missing. Only 35 or 40.8 per cent indicated that, to a full extent, in high schools the ratio of students to qualified guidance personnel was approximately 250 to 1. Twenty-six or 30.2 per cent reported this practice existed to a limited extent and 17 or 19.7 per cent reported this practice as missing.

¹Olds, op. cit.

TABLE 13.--Staffing and facilities practices in pupil personnel and guidance services

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Professional staff members employed primarily as guidance counselors or directors have at least 15 semester hours of graduate preparation in guidance and counseling.....	12	14.0	4	4.6	65	75.6	5	5.8	86	100
All high schools in the district employ at least one professionally trained counselor or director of guidance services...	10	11.6	11	12.9	56	65.1	9	10.4	86	100
In high schools, the ratio of students to qualified guidance personnel is approximately 250 to 1.....	17	19.7	26	30.2	35	40.8	8	9.3	86	100
The school district provides separate rooms for counseling in the high school..	9	10.4	8	9.3	60	69.9	9	10.4	86	100

A Practice is missing
 B Practice exists to limited extent
 C Practice exists to a full extent
 D No response

The responses may be interpreted to indicate that in most of the school systems the need for guidance and counseling staff members and the importance of specialized, graduate preparation for such staff members were recognized. However, it appears that a need still remained for some trained guidance personnel. It is significant to note that in about one-half of the responses, the ratio of one qualified guidance staff member to 250 students did not exist to a full extent. This could be an indication of a lack of time for adequate counseling.

Concerning the positions available to carry out pupil personnel and guidance services, the Superintendent from Coolidge, Arizona, noted, "We have a full time counselor for Indian children."¹ Superintendent Shepherd of Mesa, Arizona, noted, "In our school district, two men are assigned full time to work with Indian students. They are doing an outstanding job."²

Other districts did not have full time employees. The Superintendent of Magdalena, New Mexico, commented, "We have a part-time, qualified guidance director."³ Superintendent Randall of Ft. Thomas, Arizona, noted, "The

¹McConnell, op. cit.

²Questionnaire, R. T. Shepherd, Superintendent, Mesa School District #4, Mesa, Arizona, August 13, 1964.

³Thompson, op. cit.

principal and teachers do all of the guidance at the present time. We put as much time as possible in this area to help the Indian students."¹

In reference to facilities, 60 or 69.9 per cent indicated that to a full extent, the school district provided separate rooms for counseling in the high school. This was reported to have existed to a limited extent by 8 or 9.3 per cent and as missing by 9 or 10.4 per cent. This would indicate that a majority of the school systems provide separate rooms for counseling.

Testing Practices

The responses to the items concerning testing practices are shown in Table 14. Six of the items concerned the purposes of the testing program. The responses to these items are reported below. Fifty-seven or 66.4 per cent indicated that to a full extent a purpose of the testing program was to provide an overall view of the educational program and 23 or 26.7 per cent reported this practice existed to a limited extent. Improvement of the teaching-learning situation was indicated as a purpose by 59 or 68.7 per cent to a full extent and 21 or 24.4 per cent to a limited extent. Forty-nine or 57 per cent to a full extent and 27 or 31.6 per cent to a limited extent reported a

¹Randall, op. cit.

TABLE 14.--Testing practices in pupil personnel and guidance services

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
The purpose of the testing program is to:										
(a) provide an overall view of the educational program.....	1	1.1	23	26.7	57	66.4	5	5.8	86	100
(b) improve the teaching-learning situation.....	1	1.1	21	24.4	59	68.7	5	5.8	86	100
(c) identify needed curricular revisions.....	6	6.8	27	31.6	49	57.0	4	4.6	86	100
(d) provide a comparison with previous years.....	3	3.4	28	32.7	51	59.3	4	4.6	86	100
(e) identify remedial cases.....	2	2.3	19	22.0	60	69.9	5	5.8	86	100
(f) provide information needed for grouping.....	3	3.4	22	25.5	54	62.8	7	8.1	86	100
The testing program of the district includes subject matter, aptitude, vocational interests, personality scales, college aptitude, and individual interest categories, as well as reading readiness tests, intelligence tests and a selection of achievement and comprehension tests in separate subject matter fields.....	1	1.1	32	37.3	50	58.2	3	3.4	86	100

TABLE 14.--Continued

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Use is made of test results through follow-up workshops with principals and teachers in each building.....	5	5.8	39	45.3	40	46.6	2	2.3	86	100
A	Practice is missing									
B	Practice exists to limited extent									
C	Practice exists to a full extent									
D	No response									

purpose was to identify needed curriculum revisions. Fifty-one or 59.3 per cent indicated, to a full extent, a purpose was to provide a comparison with previous years and 28 or 32.7 per cent reported this practice existed to a limited extent. To identify remedial cases was reported as a purpose to a full extent by 60 or 69.9 per cent and to a limited extent by 19 or 22 per cent. To provide information needed for grouping pupils was reported as a purpose by 54 or 62.8 per cent to a full extent and 22 or 25.5 per cent to a limited extent.

Concerning the tests given, 50 or 58.2 per cent of the responses indicated that to a full extent, the testing program of the district included subject matter, aptitude, vocational interests, personality scales, college aptitude, and individual interest categories, as well as reading readiness tests, intelligence tests and a selection of achievement and comprehension tests in separate subject matter fields. This was reported to a limited extent by 32 or 37.3 per cent. Use of test results through follow-up workshops with principals and teachers in each building was reported to a full extent by 40 or 46.6 per cent, to a limited extent by 39 or 45.3 per cent and missing by 5 or 5.8 per cent. These findings appear to indicate a recognition of the value of tests as aids to judgment about students and the program of the school. The findings would also suggest that further use could be made of the test results through follow-up workshops.

Pertaining to the use of tests in the pupil personnel and guidance program, the Superintendent of Magdalena, New Mexico, reported, "We administer various tests to assist the students and the staff relative to the teaching program."¹ From Browning, Montana came the single comment, "We do not use personality scales."²

Information Gathering and Record Keeping

Table 15 reflects the responses to the items concerning information on gathering and record keeping.

Fifty-one or 59.3 per cent indicated that to a full extent teachers consulted with parents, community agencies, and public officials to get information needed about students. This was reported to a limited extent by 33 or 38.4 per cent. Seventy-nine or 92 per cent reported that a cumulative record was maintained for each student in the district to a full extent, and 1 or 1.1 per cent indicated the practice as missing. The cumulative record was indicated to accompany the student when he transferred to another school by 69 or 80.5 per cent to a full extent, 10 or 11.6 per cent to a limited extent, and missing by 6 or 6.8 per cent. These findings may be interpreted to indicate that sources outside the school were utilized by a majority to obtain information about the students. The findings further reveal that the

¹Thompson, op. cit.

²Ward, op. cit.

TABLE 15.--Information gathering and record keeping practices in pupil personnel and guidance services

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Teachers check with parents, community agencies, and public officials to get information needed about students.....	0	0	33	38.4	51	59.3	2	2.3	86	100
A cumulative record is maintained for each student in the district.....	1	1.1	5	5.8	79	92.9	1	1.1	86	100
The cumulative record accompanies the student when he transfers to another school within or without the district...	6	6.8	10	11.6	69	80.5	1	1.1	86	100

A Practice is missing
 B Practice exists to limited extent
 C Practice exists to a full extent
 D No response

practice of maintaining cumulative records on the students which accompany them when they transfer to another school is generally prevalent.

Follow-up of Students

Table 16 depicts the responses to items concerning the follow-up of students.

Only 14 or 16.4 per cent indicated that to a full extent there is a well planned, systematic study of drop-outs from high school to determine whether the high school program is fitted to the needs of the students and to determine if a gap exists between the program offerings and interests, needs, and abilities of the students. This practice was reported to exist to a limited extent by 57 or 66.4 per cent and missing by 6 or 6.8 per cent. Similarly, 22 or 25.5 per cent indicated that to a full extent, there is a follow-up of high school graduates to determine how they are doing in college, vocational and technical training and employment with appropriate curricular revisions made in view of the findings. Forty-seven or 54.8 per cent indicated the practice as existing to a limited extent and 8 or 9.3 per cent as missing. These findings would appear to indicate that in many systems there is a need for a systematic study of drop-outs or a follow-up of graduates to determine the adequacy of offerings of the schools. The structuring and carrying out of such studies could be indicative of another area of need for help for school districts from colleges and universities.

TABLE 16.--Follow-up of students in pupil personnel and guidance services

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
There is a well-planned, systematic study of drop-outs from high school to determine whether the high school program is fitted to the needs of students and to determine if a gap exists between the program offerings and the interests, needs and abilities of the students.....	6	6.8	57	66.4	14	16.4	9	10.4	86	100
There is a follow-up of high school graduates to determine how graduates are doing in college, vocational and technical training, and employment. Appropriate curricular revisions are made in view of the findings.....	8	9.3	47	54.8	22	25.5	9	10.4	86	100
A	Practice is missing									
B	Practice exists to limited extent									
C	Practice exists to a full extent									
D	No response									

Extra-Curricular Transportation

The findings concerning extra-curricular transportation are presented in Table 17.

Only 27 or 31.6 per cent indicated that to a full extent, the school district provided special transportation for all rural students who stay at school late to take part in extra-curricular activities. Twenty-five or 29 per cent reported this practice existed to a limited extent. The practice was reported as missing by 31 or 36 per cent. These findings reveal that only about one-third of the school systems provide transportation for rural students who stay at school late for extra-curricular activities. It would appear that this would have a limiting effect on student participation in such activities. It seems evident that the lack of such transportation has special implications for Indian students from reservations, many of whom live in rural areas.

Two comments were received which concerned the transportation of students who participated in the extra-curricular activities of the schools. Principal Jares of Peach Springs, Arizona, reported, "The distance students are hauled to high school is 100 miles each day. Therefore some after school activities are limited to those who do not ride the bus. Indian students are very good at those athletic events which are developed through much practice

TABLE 17.--Extra-curricular transportation provided

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
The school district provides special transportation for all rural students who stay at school late to take part in extra-curricular activities.....	31	36.0	25	29.0	27	31.6	3	3.4	86	100
A	Practice is missing									
B	Practice exists to limited extent									
C	Practice exists to a full extent									
D	No response									

but reading or comprehension is very hard for them."¹

From Whiteriver, Arizona, it was reported, "In our schools, the principal or counselor provides transportation to rural students who stay at school late to take part in extra-curricular activities."²

Comments from State Departments

In comments received from state departments, there was frequent mention of attendance problems which have particular importance for pupil personnel and guidance services. Also, in the comments, there was a description of efforts exerted to assist school districts in the development of pupil personnel and guidance services. These will be discussed below.

Attendance Problems

In the questionnaires from the state departments of education, there was some reference to the problems of irregular attendance of Indian students from reservations and Indian students dropping out of school. These comments are presented below, by states.

Arizona.--The Director of Indian Education of the State Department of Public Instruction reported, "The Combination of the basic economic, social and education

¹Questionnaire, Edward E. Jares, Principal, Peach Springs School District #8, Peach Springs, Arizona, August 21, 1964.

²Lewis, op. cit.

problems very often leads to irregular school attendance and early drop-outs."¹

Idaho.--The Deputy State Superintendent for the State of Idaho commented as follows:

We find that attendance of Indians in school is generally quite good. The drop-out of Indian students past grade six is too high but for those who do not drop-out we find the per cent of attendance compares quite favorably with the general attendance of all students. We do have specific Indian families that are consistently poor school attenders and these children will be in school approximately two-thirds of the regular school time. The families of these children are usually those moving on and off the reservation for seasonal employment.²

Montana.--The Director of Indian Education from this state made the following comment on this problem:

School attendance still presents a thorny problem to school teachers and administrators. We have compulsory laws and tribal resolutions which cover school attendance; nevertheless, when Indian parents do not put any great value on this, the child is often made to stay home, or allowed to stay home, for, to us, a small excuse. Our school attendance has improved. However, with other social problems which are concomitant to reservation life, this will probably be an area of rather slow progression. On Montana reservations, as on reservations in many parts of our nation, alcoholism has a considerable effect upon school attendance and graduation.³

Nevada.--The following comment was received from the Deputy Superintendent of the State Department of Education:

¹Gemmell, op. cit.

²Farley, op. cit.

³Howard, op. cit.

School attendance could be considered average up to the legal age permissible for dropping out of school. During the last three or four years there has been a slow increase in the number of high school graduates and Indian students taking terminal training.¹

New Mexico.--The Director of Indian Education of the State Department of Education reported, "School attendance of Indian children is from 2 to 3 per cent below that of non-Indian children."²

State Department Efforts to Assist

From each state, comments were received concerning efforts exerted from the state departments to assist school districts in pupil personnel and guidance services for Indian students from reservations. This information is presented, by states, below.

Arizona.--A guidance specialist was employed on the staff of the Director of Indian Education for the State Department of Public Instruction. The following report describes which services were provided by the State Department.

During the last school year, the Guidance Specialist offered his assistance in the establishment, maintenance or improvement of guidance services to Arizona public schools enrolling Indian students. Most public schools enrolling a substantial number of Indian students were visited. Conferences were held with administrators, counselors,

¹Poehlman, op. cit.

²Owens, op. cit.

and teachers to discuss guidance problems and offer suggestions for the solution of problems in guidance.

Since there are many organizations directly or indirectly concerned with Indian education, liaison was maintained with these organizations to assist in the co-ordination of activities. The Guidance Specialist participated in many conferences relating to Indian education which were sponsored by Indian tribes, colleges and universities, Bureau of Indian Affairs, U. S. Department of Public Health, individual public schools, and the Arizona Commission of Indian Affairs.

While many Indian students attend small rural high schools, guidance services are available to them more often than in comparable schools. Several high schools which have been recently formed do not have counselors as yet but plan to employ them as soon as enrollment figures make this feasible. At the present time, fourteen counselors work in public schools that enroll a high proportion of Indian students. In addition, many schools with limited Indian enrollment provide counseling services.¹

Material was furnished which had been developed by the Guidance Specialist for the use of school districts enrolling Indian students. In this, the following comments were made concerning the testing of bicultural children.

A great deal of concern over the use of standardized tests with bicultural students is usually shown by educators in schools having a high bicultural population. This concern is well founded in that from a technical standpoint the reliability, validity and norming of standardized tests have been established for the general population rather than for a particular bicultural group. The establishment of local norms does not entirely solve the problem in that reliability and validity are still uncontrolled and the spread of scores may be too little to differentiate among the students. The use of intelligence and achievement tests with bicultural

¹Gemmell, op. cit.

students is discussed below to explore some of the problems involved.¹

In this publication, there is a discussion of the limitations of intelligence and achievement tests for bicultural children.

Many technical and practical problems involved in testing bicultural children are reviewed in this paper. Because of these problems, the obvious conclusion reached is that if bicultural students are to be tested with standardized tests, it should be done by trained persons cognizant of the many limitations of these tests for bicultural students. Indiscriminate testing may result in the inaccurate labeling of an individual child and could conceivably outweigh the benefits derived from a testing program.²

Idaho.--The Deputy State Superintendent for the State of Idaho reported, "We endeavor to expand guidance services through contributions to the general education budget of school districts."³

Montana.--No particular comments concerning pupil personnel and guidance services were received from the State of Montana.

Nevada.--The Deputy Superintendent for the State of Nevada reported the following, "We provide financial support to pay the salaries of counselors for Indian students. Also

¹Louis C. Bernadoni, "The Testing of Bicultural Children," p. 1, State Department of Public Instruction, Division of Indian Education: Phoenix, Arizona, undated (mimeographed).

²Ibid., p. 4.

³Farley, op. cit.

the Fleischmann Scholarship Program for Indian students is administered by this office whereby eligible applicants receive up to \$1,000 a year while attending the University of Nevada."¹ Also, it was reported that at a Seminar in Problems in Indian Education held at the University of Nevada in the summer of 1964, there was a discussion of guidance and counseling of Indian students. Also, there was a review of the significance of the results of testing programs in relation to Indian education in Nevada.²

New Mexico.--The Director of Indian Education for the State of New Mexico reported:

Educational and vocational guidance have been emphasized by both the Assistant Director who works chiefly in the eastern side of the state and by the Field Representative in the western area of the state. Literally hundreds of students have been given specific information concerning opportunities for higher education and for employment, as well as assistance in securing scholarships and employment. In many cases, the counseling program has extended to college students and to adults.³

Summary

The findings concerning practices in pupil personnel and guidance services were extensive. The degree to which such practices were found to exist to a full extent is shown in the following information. While specific, written

¹Poehlman, op. cit.

²Ibid.

³Owens, op. cit.

objectives were found to exist in only 45.3 per cent of the districts, 58 per cent and more of the responses indicated that the objectives of guidance given on the questionnaire were sought in the programs of the districts. Concerning staffing, over 75 per cent indicated that pupil personnel and guidance staff members had graduate preparation in this field. Over 65 per cent employed at least one professionally trained counselor. The 250 to 1 ratio of students to qualified personnel was indicated by only 40.8 per cent. A separate room for counseling at the high school level was reported by 69.9 per cent.

Concerning testing, 57 per cent and more of the responses indicated that the purposes of a testing program shown on the questionnaire were the purposes for which tests were utilized. Over 58 per cent indicated a testing program of wide scope. Concerning records, over 59 per cent indicated that outside sources were utilized to obtain information on students. Ninety-two per cent indicated that cumulative records were kept and 80.5 per cent reported that such records were transferred with students.

Only 16.4 per cent reported that systematic studies of drop-outs were made. Only 22.5 per cent indicated that there was a follow-up of high school graduates. Only 27 per cent reported that transportation was provided for rural students who took part in extra-curricular activities.

In the comments made from school districts, practices in staffing for pupil personnel and guidance services were revealed. Two districts reported that occupational information was provided Indian students. One district reported various tests were utilized. Another district cited problems concerning length of bus routes which affects student participation in after-school activities.

In comments from state departments, problems of Indian students in relation to irregular attendance and dropping out of school were noted. In efforts to assist school districts, guidance staff members were employed at the state level in Arizona and New Mexico. Guidelines for the use of tests with bicultural children were developed in Arizona. In other states, fund contributions of unknown accounts were made to support pupil personnel and guidance services. The State Department of Education administers an Indian scholarship fund in Nevada.

CHAPTER V

HEALTH AND PHYSICAL EDUCATION

The phases of the education program in public schools serving Indian students from reservations in five western states considered thus far have been administration, supervision, and facilities; the instructional program; and pupil personnel and guidance services. This chapter will deal with health and physical education in these schools. In it, practices which existed and comments from school districts and state departments of education will be considered.

Practices Which Existed - Comments

Items which concerned health and physical education practices in the schools have been grouped for presentation and discussion. The grouping for practices which existed are staffing, facilities, and coordination; curriculum and instruction; physical education; examinations, records and follow-ups; school-home contacts; and lunch practices. Comments were received which concerned staffing and other practices in the school health and physical education programs of the schools.

Staffing, Facilities and Coordination

Table 18 reflects the responses to the items concerning staffing, facilities and coordination.

Only 29 or 33.9 per cent indicated that the school system had clinical facilities available to students. Thirty-one or 36 per cent reported this existed to a limited extent and 25 or 29 per cent indicated such facilities were missing. These findings reveal that clinical facilities were not present to a full extent in 65 per cent of the school systems.

Concerning staffing, 51 or 59.4 per cent indicated that, to a full extent, the school district employed or had the services of a school nurse or nurses. This was reported as existing to a limited extent by 17 or 19.7 per cent and as missing by 18 or 20.9 per cent.

Superintendent Lewis of Whiteriver, Arizona, reported:

We have two full-time nurses for 1000 students. The North Central Committee, two years ago, rated our health services 4.9 out of a possible score of 5.0. No drastic¹ changes have been made in our program since then.

Superintendent Olds of Fallon, Nevada, indicated:

"We have a full-time nurse."² Superintendent Thompson of Magdalena, New Mexico, reported, "We have the services of a health nurse relative to screening, referrals, and immunizations."³

¹Lewis, op. cit.

²Olds, op. cit.

³Thompson, op. cit.

TABLE 18.--Staffing, facilities and coordination practices in the school health and physical education programs

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
The school district has clinical facilities available to students.....	25	29.0	31	36.0	29	33.9	1	1.1	86	100
The school district employs or has the services of a school nurse or nurses....	18	20.9	17	19.7	51	59.4	0	0	86	100
School nurses, teachers, and other members of the school staff cooperate both in the instructional program and in health services.....	10	11.6	26	30.2	46	53.6	4	4.6	86	100

A Practice is missing
 B Practice exists to limited extent
 C Practice exists to a full extent
 D No response

Other comments revealed utilization of Public Health Service facilities. Superintendent McConnell of Coolidge, Arizona, noted, "Our Indian children have access to a Public Health Service Clinic on the reservation."¹ Principal Jares of Peach Springs, Arizona, indicated:

We have a Public Health Service Clinic with a doctor, clinic nurse, and Public Health Nurse, but no school nurse. Public Health Service cooperates with the school,² and the school cooperates with Public Health Service.

Superintendent Randall of Ft. Thomas, Arizona, reported:

We do not have a qualified school nurse. First aid measures are given by a qualified teacher or principal and the child is taken to a doctor some miles away. This person serves as a doctor and advisor for a small retainer fee.³

It was indicated that school nurses, teachers and other members of the school staff cooperated both in the instructional program and in health services to a full extent by 46 or 53.6 per cent and to a limited extent by 26 or 30.2 per cent. This practice was reported missing by 10 or 11.6 per cent. These findings may be interpreted to indicate that to a considerable degree attempts were made to coordinate health and instructional activities.

¹McConnell, op. cit.

²Jares, op. cit.

³Randall, op. cit.

Curriculum and Instruction

The responses to the items concerning the health curriculum and instruction are shown in Table 19. The findings revealed that in 49 or 57 per cent of the school systems the curriculum in health was adequate in scope and included such items as foods, rest, sleep, relaxation, safety, posture, communicable diseases, proper clothing, mental hygiene and personal development. Thirty-two or 37.3 per cent reported that this existed to a limited extent. These findings appear to be of special significance to Indian students from reservations. Because their health needs are out-of-proportion to the general population¹, it would appear that they have an unusual need for the learning which might evolve from a curriculum which deals with the items noted.

Fifty-two or 60.4 per cent indicated that the program of health instruction made use of opportunities for learning about health in connection with school living, including use of immunizations and cafeteria. This practice was noted to exist to a limited extent by 32 or 37.3 per cent. This could mean that efforts were exerted to make the program of instruction practical and understandable for the students who spend a substantial part of the day for approximately half the days of the year at the school. It seems evident

¹Supra. pp. 5-7.

TABLE 19.--Curriculum and instruction practices in school health and physical education programs

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
The curriculum in health is adequate in scope and includes such items as foods, rest, sleep, relaxation, safety, posture, communicable diseases, proper clothing, mental hygiene and personal development.	1	1.1	32	37.3	49	57.0	4	4.6	86	100
The program of health instruction makes use of opportunities for learning about health in connection with school living, including use of immunizations and the school cafeteria.....	0	0	32	37.3	52	60.4	2	2.3	86	100
Dental hygiene is included in the health program of the district.....	10	11.6	34	39.5	42	48.9	0	0	86	100
A definite time is set aside in the schedule of the elementary school for health instruction.....	1	1.1	19	22.0	64	74.6	2	2.3	86	100
At the elementary level, health teaching is directed toward helping children develop and maintain desirable attitudes toward healthful living.....	0	0	10	11.6	74	86.1	2	2.3	86	100
Health instruction is provided at the junior high level.....	1	1.1	23	26.7	60	69.9	2	2.3	86	100

TABLE 19.--Continued

Practice	A		B		C		D		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%
The minimum time allotment for health instruction in the senior high school is the equivalent of a daily period for at least one semester.....	10	11.6	22	25.5	45	52.5	9	10.4	86	100
Awards for attendance which cause students to come to school when they are ill are avoided.....	16	18.6	29	33.9	39	45.2	2	2.3	86	100

A Practice is missing
 B Practice exists to limited extent
 C Practice exists to a full extent
 D No response

that the prevalence of this practice would have significance for Indian students whose out-of-school experience with proper health practices is often limited.

It was reported by 42 or 48.9 per cent that, to a full extent, dental hygiene was included in the health program of the district. This was reported to have existed to a limited extent by 34 or 39.5 per cent and as missing by 10 or 11.6 per cent. It is significant to note that this practice did not exist to a full extent in about one-half of the responses.

It was indicated by 64 or 74.6 per cent that, to a full extent, a definite time was set aside in the schedule of the elementary school for health instruction, with 19 or 22 per cent reporting this practice existed to a limited extent. Seventy-four or 86.1 per cent indicated that, to a full extent, at the elementary level, health teaching is directed toward helping children develop and maintain desirable attitudes toward healthful living. Sixty or 69.9 per cent reported that health instruction is provided at the junior high level to a full extent. This practice was indicated to have existed to a limited extent by 23 or 26.7 per cent. The minimum time allotment for health instruction in the senior high school, the equivalent of a daily period for at least one semester, was reported to exist to a full extent by 45 or 52.5 per cent, to a limited extent by 22 or 25.5 per cent and missing by 10 or 11.6 per cent. These

findings reveal that health education programs are found at all grade levels in a majority of the systems.

Only 39 or 45.2 per cent indicated that, to a full extent, awards which caused students to come to school when they are ill were avoided. Twenty-nine or 33.9 per cent reported that these awards were avoided to a limited extent and 16 or 18.6 per cent indicated no efforts to avoid such awards. These findings suggest that the control of communicable diseases in the schools may be hampered by the undue emphasis placed on perfect attendance.

Physical Education

Table 20 presents the responses to the items concerning physical education.

It was reported by 75 or 87.4 per cent that, to a full extent, part of each day, week and year was set aside for wholesome recreation and play for every elementary student. Nine or 10.4 per cent indicated this existed to a limited extent. Sixty or 69.9 per cent indicated that to a full extent, and 23 or 26.7 per cent to a limited extent, students in junior and senior high schools were scheduled for daily periods of physical education, the time for which was sufficient to allow them to change to appropriate clothing and have a reasonable period of activity followed by a shower. Only 41 or 47.6 per cent reported that each high school student had an opportunity, to a

TABLE 20.--Physical education practices

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
For every elementary student, part of each day, week and year is set aside for wholesome play and recreation.....	1	1.1	9	10.4	75	87.4	1	1.1	86	100
Students in junior and senior high school are scheduled for daily periods of physical education the time for which is sufficient to allow them to change to appropriate clothing and to have a reasonable period of activity followed by a shower.....	2	2.3	23	26.7	60	69.9	1	1.1	86	100
Each high school student has an opportunity to participate in an intramural program of sports in addition to his regular physical education class activities.....	12	14.0	27	31.6	41	47.6	6	6.8	86	100

A Practice is missing
 B Practice exists to limited extent
 C Practice exists to a full extent
 D No response

full extent, to participate in an intramural program of sports in addition to his regular physical education class activities. This was indicated to exist to a limited extent by 27 or 31.6 per cent and as missing by 12 or 14 per cent. This means that programs of play and physical education activities were in effect in a majority of the school systems. It may be worth noting that the availability of showers for bathing after such activities at the junior and senior high school levels may be of considerable benefit to Indian students from reservations, since many of them come from homes that are not modern in terms of indoor plumbing according to comments received from state departments of education.¹ Another observation is that it appears that many students did not receive the benefits of participation in intramural programs.

Examinations, Records and Follow-up

The responses to the items concerning health examinations, records and follow-up are presented in Table 21.

Concerning medical examinations, only 22 or 25.5 per cent indicated that, to a full extent, students were given or required to have a medical examination, upon entrance to school. Twenty-six or 30.2 per cent reported this practice existed to a limited extent and 38 or 44.3

¹Infra, pp. 137-138.

TABLE 21.--Examinations, records, and follow-up practices in school health and physical education programs

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Upon entrance to school, students are given or required to have a medical examination.....	38	44.3	26	30.2	22	25.5	0	0	86	100
The school district provides opportunities and encouragement for teachers to use their observational abilities to note changes in appearance or behavior that are indicative of health status....	2	2.3	20	23.2	63	73.4	1	1.1	86	100
Additional medical examinations are given when something is suspected to be wrong as noted by the teacher or school nurse..	11	12.9	23	26.7	49	57.0	3	3.4	86	100
Vision tests are conducted annually in all schools.....	4	4.6	17	19.7	65	75.7	0	0	86	100
Hearing tests are given annually in elementary schools and every two years in secondary schools.....	9	10.4	33	38.4	44	51.2	0	0	86	100
Periodic height and weight determinations are made which are reflected in "growth charts" which become a part of the student's cumulative record.....	7	8.1	31	36.0	47	54.8	1	1.1	86	100

TABLE 21.--Continued

Practice	A		B		C		D		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%
Health information is placed in the cumulative record of the student and follows him from school to school.....	5	5.8	20	23.2	60	69.9	1	1.1	86	100
As part of the school health program, each student is helped to understand the meaning of his health record.....	10	11.6	47	54.8	28	32.5	1	1.1	86	100
The school district provides for a follow-up of health deficiencies noted in the examinations.....	22	25.5	34	39.5	27	31.6	3	3.4	86	100
A Practice is missing										
B Practice exists to limited extent										
C Practice exists to a full extent										
D No response										

per cent reported the practice as missing. These findings reveal that in only one-fourth of the school systems was there sufficient initial information available about the health needs of the student to serve as a basis for sound guidance and counseling programs.

It was indicated by 63 or 73.4 per cent that, to a full extent, the school district provided opportunities and encouragement for teachers to use their observational abilities to note changes in appearance or behavior that were indicative of health status. This was reported by 20 or 23.2 per cent to have existed to a limited extent. This data indicates that to a considerable degree the day-by-day observational ability of teachers were utilized to determine health status.

The practice of additional medical examinations being given when something is suspected to be wrong as noted by the teacher or school nurse was reported to exist to a full extent by 49 or 57 per cent, to a limited extent by 23 or 26.7 per cent and missing by 11 or 12.9 per cent. These responses suggest that appropriate follow-up was given to suspected health problems of students in slightly more than half of the reporting schools.

Sixty-five or 75.7 per cent reported that, to a full extent, vision tests were conducted annually in all schools with 17 or 19.7 per cent reporting that this practice existed to a limited extent. Hearing tests were indicated

to be given annually in elementary schools and every two years in secondary schools, to a full extent, by 44 or 51.2 per cent and to a limited extent by 33 or 38.4 per cent. These findings may be interpreted to mean that such screening tests are fairly widely used to detect student health needs.

Concerning examinations, Principal Jares of Peach Springs, Arizona, noted, "We give vision and hearing tests at two year intervals to all students."¹ A practice in the Albuquerque, New Mexico Public Schools was reported as follows:

Vision screening is done annually on all pupils. A general appraisal is done by the school nurse in grades one and four, and at any grade level upon referral from the teacher or other school personnel. Audiometric testing is done in grades three, six, eight₂ and ten or upon referral from school personnel.

Guidelines developed at the Albuquerque Public Schools in terms of the health of Indian students reveal the following:

Cultural differences necessitate a recognition of attitudes that impinge upon the health of the individual student. Traditional behavior patterns might be difficult to analyze and may often become cause for concern. An example is the student who is suspected of having a hearing problem, as it has been noted or indicated earlier in this report. It is not uncommon for the Navajo to avoid answering the direct form of questioning. An awareness of this

¹Jares, op. cit.

²Lockwood, op. cit.

characteristic may be helpful in screening tests for both visual and auditory acuity.

Social adjustment to the school group may become difficult to attain, for the Navajo tends to socialize within his own group.

Some knowledge of the environment in which the Navajo has lived can be beneficial in understanding why twenty-five per cent of the Navajo school children are affected with trachoma, the leading cause of progressive loss of sight in the world.¹

Forty-seven or 54.8 per cent reported that, to a full extent, periodic height and weight determinations were made which were reflected in growth charts and became a part of the student's cumulative record. This practice was indicated to exist to a limited extent by 31 or 36 per cent. An observation is that use of height and weight charts should not only provide information concerning growth but should also serve to encourage instruction relating to growth in the classroom.

Pertaining to records, the following was reported by Superintendent Thompson of Magdalena, New Mexico, "We maintain individual health status records, height and weight charts, and a complete health history on all students."²

It was indicated by 60 or 69.9 per cent that, to a full extent, health information was placed in the cumulative record and followed the student from school to school. Twenty or 23.2 per cent reported this existed to a limited extent. These findings reveal a widespread endeavor to

¹Ibid., p. 12.

²Thompson, op. cit.

include health information in the cumulative records of the students.

Concerning follow-up given, only 28 or 32.5 per cent indicated that, to a full extent, as part of the school health program, each student was helped to understand the meaning of his health record. Forty-seven or 54.8 per cent reported this practice existed to a limited extent and 10 or 11.6 per cent identified the practice as missing. These findings suggest that full use was not made of health records for instructional purposes to help the students understand and want to change faulty health habits or seek correction for remedial defects.

Only 27 or 31.6 per cent signified that the school district provided for a follow-up of health deficiencies noted in examinations to a full extent. This practice was indicated to have existed to a limited extent by 34 or 39.5 per cent and as missing by 22 or 25.5 per cent. These findings suggest an area of potential weakness in the health program of a majority of the schools. The practice of following-up on health deficiencies existed to a full extent in only one-third of the responses.

School-Home Contacts

Table 22 depicts responses to items concerning school-home contacts. Only 35 or 40.8 per cent indicated that, to a full extent, the school nurse made home visits. This was reported to have existed to a limited extent by

TABLE 22.--School-home contacts or practices in school health and physical education programs

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
The school nurse(s) makes home visits...	23	26.7	26	30.2	35	40.8	2	2.3	86	100
The school reports, regularly to parents, observations about students' health status and makes immediate notification of serious deviations.....	8	9.3	42	48.9	34	39.5	2	2.3	86	100
The home cooperates with the school in seeing that students get sufficient sleep and rest and that neither home nor school activities produce undue tension.....	10	11.6	64	74.6	9	10.4	3	3.4	86	100

A Practice is missing
 B Practice exists to limited extent
 C Practice exists to a full extent
 D No response

26 or 30.2 per cent and as missing by 23 or 26.7 per cent. Only 34 or 39.5 per cent indicated that, to a full extent, the school reported regularly to parents observations about students' health status and made immediate notification of serious deviations. This was reported as existing to a limited extent by 42 or 48.9 per cent and as missing by 8 or 9.3 per cent. Only 9 or 10.4 per cent acknowledged that to a full extent, the home cooperated with the school in seeing that students get sufficient sleep and rest and that neither home nor school activities produce undue tension. This was reported to exist to a limited extent by 64 or 74.6 per cent and as missing by 10 or 11.6 per cent. These findings may be interpreted to indicate shortcomings in the health program of the schools since parental involvement and cooperation are needed to maintain and improve the health of the students. Another observation is that this assumes special significance for Indian parents on reservations because of their limited competence in this area.

Lunch Practices

The responses to the items concerning lunch practices in relation to the health program are presented in Table 23. Seventy-four or 86.1 per cent indicated that, to a full extent, the school system provided a hot lunch program. Four or 4.6 per cent noted this practice existed to a limited extent and only 8 or 9.3 per cent reported that the practice

TABLE 23.--Lunch practices in school health and physical education programs

Practice	A		B		C		D		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%
The school district provides a hot lunch program.....	8	9.3	4	4.6	74	86.1	0	0	86	100
The school district provides or arranges for a free lunch for students who cannot afford the cost.....	7	8.1	7	8.1	72	83.8	0	0	86	100

A Practice is missing
 B Practice exists to limited extent
 C Practice exists to a full extent
 D No response

was missing. Similarly, 72 or 83.8 per cent reported that the school system provided or arranged for a free lunch for students who could not afford the cost. This was reported to exist to a limited extent by 7 or 8.1 per cent and as missing by 7 or 8.1 per cent.

These findings indicate that in most of the schools, lunch programs provide opportunities for the development of practices which could improve the physical, mental and social health of all the students.

Comments from State Departments

The comments received from representatives of state departments of education generally described health conditions and in two instances, assistance provided school systems was noted.

Health Conditions and Aid Given

The states from which comments were received are shown below.

Arizona.--In this comment, general health conditions are described as follows:

It has been published that the life span of reservation Indians is only 42 years which is one-third less than the rest of the population of our country. When we realize what this means among the Indian people we know that such things as standard housing, water, heating facilities and improvement of the sanitation most certainly should be some of our major goals.¹

¹Gemmell, op. cit.

Idaho.--Health conditions and aid given are described in this comment as follows:

Health conditions are generally poor although these conditions have improved rapidly in the last six years. Idaho does have a problem in relation to tuberculosis and the other general problems that go with Indian communities. The establishment of health clinics and adult education programs for education on the use of the clinics has greatly improved health conditions.

We assist school districts to adequately equip school lunch rooms. We provide funds to school districts to assist Indian children in having ¹ clothing and gym shoes for physical education.

Montana.--Progress made in change of attitudes are described in this comment.

Health conditions have certainly improved on our reservations; however, we still have a long way to go. Perhaps the greatest advance has been made in changing the Indian attitude toward acceptance of the health service of the white man.²

Nevada.--General health conditions and assistance given were described in this comment.

As to structural dwellings, sanitation, and water, home conditions are sub-standard. Health conditions have shown increased betterment over the last five years but still leave much to be desired regarding sanitation, impetigo, tuberculosis, nutritional deficiencies and health problems commonly found in most Indian communities.

We help support lunches for Indian children.³

Summary

Responses to questionnaires provided information concerning health and physical education practices, and

¹Farley, op. cit.

²Howard, op. cit.

³Poehlman, op. cit.

comments from representatives of school districts and state departments of education.

The per cent to which practices were found to exist to a full extent is indicated below. Only 33.9 per cent reported that the school district had clinic facilities available to students. Over 59 per cent indicated that the district had the services of a school nurse. The cooperation of nurses and instructional personnel in the instructional program and health services was reported by 53.6 per cent.

Fifty-seven per cent stated that the curriculum in health was adequate. Over 60 per cent indicated that the program of health instruction utilized opportunities for learning about health in connection with school living. Only 48 per cent reported dental hygiene was included in the health program of the district. Over 74 per cent indicated that a definite time was set aside in the elementary school schedules for health instruction and 86.1 per cent reported that teaching at the elementary level was directed toward the development of desirable health attitudes. Over 69 per cent indicated that health instruction was provided at the junior high level. Over 52 per cent reported that the minimum time allotment for health instruction at the senior high level was the equivalent of a daily period for at least one semester. Only 45.2 per cent indicated that awards which caused students to come to school when they were ill were avoided.

Over 87 per cent reported that time was set aside for wholesome recreation and play for elementary students. Over 69 per cent indicated that students at junior and senior high schools were scheduled for daily periods of physical education with time for clothing change and shower. Only 47.6 per cent reported that each high school student had an opportunity to participate in intramural sports.

Only 25.5 per cent indicated that students were required to have medical examinations prior to entrance to school. Over 73 per cent reported that opportunities were provided for teachers to note changes indicative of students' health status. Fifty-seven per cent specified that additional medical examinations were given students when something was suspected to be wrong. Over 75 per cent indicated periodic height and weight determinations were made. Over 69 per cent reported health information was placed in the students' cumulative records. Only 32.5 per cent signified that each student was helped to understand the meaning of his health record. Only 31.6 per cent reported that the school district provided for a follow-up of health deficiencies noted.

Only 40.8 per cent indicated that the school nurse made home visits. Only 39.5 per cent signified that the schools reported regularly to parents observations on the health status of students. Only 10.4 per cent acknowledged cooperation of the home and school in seeing that students got sufficient rest and tension was avoided.

Over 86 per cent indicated the district provided a hot lunch program with 83.8 noting provision for free lunches for indigent students.

In comments received from school districts, a variety of staffing patterns were revealed. Some reported utilization of Public Health Service facilities and staff. In one comment the lack of local medical help was cited. The importance of cultural differences of Navajo students in health matters has been recognized in one school district and the high incidence of trachoma cited.

In comments received from state departments, general health conditions were described which appeared to indicate the existence of particular health problems in Indian communities. Two states reported assistance given to districts for lunches for Indian students. One noted that assistance was provided for clothing and gym shoes for physical education.

CHAPTER VI

SCHOOL, COMMUNITY AND PARENTAL RELATIONSHIPS

The preceding chapter dealt with health and physical education practices in public schools serving Indian students from reservations in five western states. The present chapter concludes the description of characteristics of educational programs serving these students. In this chapter, findings concerning the relationships of the school with parents and the community are presented. The purpose is to present an analysis of returns from the school systems as to practices which existed in these relationships; comments made by respondents concerning such practices; and comments made by personnel of state departments of education concerning these relationships and efforts to assist school systems.

Practices Which Existed - Comments

Practices which existed have been grouped for presentation and discussion. The groupings are: information and involvement practices; and other practices in school, community and parental relationships. Comments were received from respondents concerning attendance officers,

community and tribal involvement in school affairs, lunches provided and adult educational activities.

Information and Involvement Practices

The findings concerning information and involvement practices of the school systems are shown in tabular form in Table 24. Fifty-three or 61.8 per cent reported that, to a full extent, schools of the district employed varied means of informing parents of the school program which included "pre-registration" or "get acquainted" days, school bulletins to parents, visitors' days or open house activities, and American Education Week activities. Twenty-six or 30.2 per cent indicated this practice existed to a limited extent. This finding suggests a general awareness of the importance of providing information to parents and the use of varied means to accomplish this objective.

Only 22 or 25.5 per cent specified that, to a full extent, there were parent-teacher or other educationally active organizations in which Indian parents participated on about the same basis as non-Indians. This was indicated to exist to a limited extent by 39 or 45.5 per cent and 18 or 20.9 per cent reported this practice missing. These findings may be interpreted to mean that such organizations did not exist extensively or that Indian parents did not participate to the same extent as other parents. Since 20.9 per cent reported this practice missing, it seems

TABLE 24.--Information and involvement practices in school, community and parental relationships

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Schools of the district employ varied means of informing parents of the school program and activities which includes "pre-registration" or "get acquainted days," school bulletins to parents, visitors' days or "open house" activities and American Education Week activities..	4	4.6	26	30.2	53	61.8	3	3.4	86	100
There are parent-teacher or other educationally active organizations in which Indian parents participate on about the same basis as non-Indians.....	18	20.9	39	45.5	22	25.5	7	8.1	86	100
At least two parental conferences are held each year for each student.....	20	23.2	51	59.4	10	11.6	5	5.8	86	100
A pre-conference training session is held to help teachers and other staff members to learn better, more effective conference techniques for use with parents.....	20	23.2	42	48.9	19	22.1	5	5.8	86	100
Parents work with school personnel in such activities as immunizations, the school lunch program, and health examinations.....	15	17.4	36	41.9	29	33.9	6	6.8	86	100

TABLE 24.--Continued

Practice	A		B		C		D		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%
The school district works regularly with some organization from the tribe or tribes such as an education committee or members from the tribal council.....	21	24.4	32	37.3	28	32.5	5	5.8	86	100
A	Practice is missing									
B	Practice exists to limited extent									
C	Practice exists to a full extent									
D	No response									

evident that the possibilities of parent-teacher organizations as a means of obtaining intelligent cooperation between the home and school were not fully understood or utilized.

Concerning community and tribal involvement in school affairs, Superintendent Gonzales of Cuba, New Mexico, noted, "A big problem in our district is that the participation of Indian parents is limited by distance."¹ Superintendent Rieman of Worley, Idaho, reported, "Indian parents are more reluctant to participate in parent-teacher associations than the parents of white students."²

Only 10 or 11.6 per cent signified that, to a full extent, at least two parental conferences were held each year for each student. Fifty-one or 59.4 per cent indicated that this practice existed to a limited extent. Twenty or 23.2 per cent reported this practice missing. These findings suggest that the increased understanding which can be derived from frequent parental conferences were probably being realized only by a small number of the schools.

Superintendent Barlow of Hot Springs, Montana, reported:

Our is a small school with an enrollment of 300 in grades one through twelve with approximately 25 per cent Indian enrollment. We have excellent cooperation from parents and due to our size we are

¹Gonzales, op. cit.

²Rieman, op. cit.

able to contact them frequently without setting up formal conferences.

I am an American Indian (Blackfoot) and Indians are also elected as school trustees.¹

Only 19 or 22.1 per cent reported that, to a full extent, a pre-conference training session was held to help teachers and other staff members learn better, more effective conference techniques for use with parents. This practice was reported to exist to a limited extent by 42 or 48.9 per cent. Twenty or 23.2 per cent indicated the practice was missing. This would appear to indicate that preliminary training of staff members to make proper utilization of parental conferences should receive greater emphasis.

Only 29 or 33.9 per cent indicated that, to a full extent, parents worked with school personnel in such activities as immunizations, the school lunch program, and health examinations. This practice was reported to exist to a limited extent by 36 or 41.9 per cent and as missing by 15 or 17.4 per cent. These responses appear to disclose a failure of many systems to take advantage of the direct interest parents have in such matters as a means of securing parental involvement and assistance.

Regarding tribal relations, only 28 or 32.5 per cent indicated that the school system worked regularly with some

¹Questionnaire, Earl J. Barlow, Superintendent, Hot Springs School District, Hot Springs, Montana, August 14, 1964.

organization from the tribe or tribes such as an education committee or members of the tribal council. This was reported to exist to a limited extent by 32 or 37.3 per cent and as missing by 21 or 24.4 per cent. These findings may be interpreted to indicate that most of the school systems did not fully utilize tribal organizations for developing an understanding of the plans, programs and objectives of the schools and obtaining assistance on school problems.

Superintendent Wilson of Kayenta, Arizona, reported the following:

We have a group appointed from local tribal chapters which is the local unit of tribal government. This group meets with administration and the school board to discuss problems of the school and community.¹

Superintendent Powell of Maricopa, Arizona, commented, "A close and effective relationship is maintained between school officials and tribal officials."²

Other Practices

Table 25 reflects the responses to items concerning other practices in relation to school, community and parental relationships.

¹Questionnaire, Jack Wilson, Superintendent, Monument Valley-Kayenta School District #27, Kayenta, Arizona, August 10, 1964.

²Questionnaire, Charles Powell, Superintendent, Maricopa School District #20, Maricopa, Arizona, August 11, 1964.

TABLE 25.--Other practices in school, community and parental relationships

Practice	A		B		C		D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
The school district employs an attendance officer or liaison person to work with parents on attendance and other school problems.....	26	30.2	16	18.6	36	41.9	8	9.3	86	100
The school district provides leadership and accepts some responsibility for seeing that urgent welfare needs are met....	5	5.8	44	51.1	32	37.3	5	5.8	86	100
The school district provides appropriate adult educational activities which are available to adults in the district including Indian residents.....	26	30.2	36	41.9	16	18.6	8	9.3	86	100
<p>A Practice is missing</p> <p>B Practice exists to limited extent</p> <p>C Practice exists to a full extent</p> <p>D No response</p>										

Only 36 or 41.9 per cent indicated that, to a full extent, the school district employed an attendance officer or liaison person to work with parents on attendance and other school problems, This practice was reported as existing to a limited extent by 16 or 18.6 per cent. Twenty-six or 30.2 per cent indicated the practice was missing. These findings appear to reveal that less than one-half of the systems were realizing fully the possible advantages of a school attendance officer visiting homes and explaining the consequences of non-attendance and establishing a closer relationship between the home and school.

County Superintendent Spargur of Cut Bank, Montana, noted, "We have an attendance officer for the two city schools only. We do not have one for the rural schools where most of the Indian students attend."¹ Superintendent Killfoil of Lovelock, Nevada, reported:

On about October 1, 1964, an employee paid jointly by the city-county schools will work as an attendance officer, juvenile officer and welfare worker in Pershing County. This will be a start and a step to help the Indian colony in the county.²

The school district was reported providing leadership and accepting some responsibility for seeing that urgent

¹Questionnaire, Aleen Spargur, County Superintendent, East Glacier School District, Cut Bank, Montana, August 31, 1964.

²Questionnaire, Marvin Killfoil, Superintendent, Lovelock School District, Lovelock, Nevada, September 9, 1964.

welfare needs were met, to a full extent, by 32 or 37.3 per cent. This practice was indicated to exist to a limited extent by 44 or 51.1 per cent. The data appear to indicate that in most of the systems, to some extent at least, leadership was being provided and responsibility accepted for the welfare needs of indigent students who attend the schools.

Concerning lunches and other school opportunities, Director of Special Services Hawkins of Carson City, Nevada, commented as follows:

Many times Indian parents and/or children have not availed themselves to opportunities offered by the schools. However, at least 80 per cent¹ of the children receiving free lunches are Indian.

Only 16 or 18.6 per cent reported that, to a full extent, the school district provided appropriate adult educational activities which were available to adults in the district including Indian residents. Thirty-six or 41.9 per cent indicated this existed to a limited extent. Twenty-six or 30.2 per cent noted this practice was missing. These findings indicate that in a large percentage of the systems appropriate adult educational activities were not being provided or existed only to a limited extent.

A comment from Montana revealed adult educational activities in the Charlo School District as reported by

¹ Questionnaire, John Hawkins, Director of Special Services, Carson City School District, Carson City, Nevada, October 11, 1964.

Superintendent McCurdy. He stated, "We provide adult educational classes in commercial work, first aid and art."¹

Principal Crawford of Owyhee, Nevada, commented:

Our school will, in the next two weeks, sponsor a Manpower Development Program of education for adult training in farm mechanics and farm management. This program will involve about 30 students who will attend six hours per day for the full school term. The school has employed one full-time instructor and two² part-time instructors to carry out this program.

Comments from State Departments

Comments were received from three state departments of education concerning problems in school, community and parental relations or efforts exerted to assist school districts in such relations.

Idaho.--The Deputy State Superintendent reported the following:

I think that one of our greatest educational problems is the lack of communication between the school and Indian parents. We find this lack quite noticeable on our best reservations.

To assist, we work directly with school administrators and Indian councils to develop a better understanding of the problems of the public schools.³

Montana.--The Director of Indian Education for this state commented as follows:

In addition to workshops at the local and college levels designed to develop more favorable attitudes

¹Questionnaire, E. B. McCurdy, Superintendent, Charlo School District, Charlo, Montana, September 1, 1964.

²Crawford, op. cit.

³Farley, op. cit.

on the part of non-Indians, we have also met with school boards, teacher groups, groups of Indian parents, and tribal councils. Again, the idea has been bringing about favorable attitudes and a better educational environment for our Indian children. We have also encouraged and worked with tribal councils meeting jointly with local school boards in an effort to bring about more understanding and closer working relationships.¹

Nevada.--The Deputy Superintendent for this state reported the following:

Some of the objectives of the Seminar staged at the University of Nevada included the improvement of school-parent relationships and the development of adult education programs aimed at improving understanding between Indian and other parents and their relations with schools.

The writer has also participated in an advisory capacity on the Nevada Indian Tribal Council which now has a monthly publication. This seems to be the first successful attempt to bring together the problems and thinking, as well as information, to all the colonies and reservations which are scattered throughout the State of Nevada.²

Summary

Findings regarding school, community and parental relationships revealed practices which existed and yielded comments from respondents in school districts and state departments of education.

The per cent to which practices were found to exist to a full extent is revealed in the following. Over 60 per cent indicated that varied means were employed to inform parents of the school program. Only 25.5 per cent

¹Howard, op. cit.

²Poehlman, op. cit.

reported the existence of parent-teacher or other similar organizations in which Indian parents participated on the same basis as non-Indians. Only 11.6 per cent signified that at least two parental conferences were held each year for each student. Only 22.1 per cent reported a pre-conference training session was held to develop more effective techniques for use with parents. Only 33.9 per cent indicated that parents worked with school personnel on such activities as immunizations and health examinations. Only 32.5 per cent reported that the school system worked regularly with tribal organizations. Only 41.9 per cent indicated that the school district employed an attendance officer. Only 37.3 per cent reported that the school district assumed leadership and responsibility for the needs of indigent students. Only 18.6 per cent indicated that the school district provided comprehensive adult educational activities.

Comments from respondents in school districts disclosed a variety of practices. Two districts reported that attendance officers were hired. In one district, the attendance officer worked only in the urban area. The effect of distance on parental participation was noted, as well as Indian parental reluctance to participate. School district cooperation with tribal groups and parents was cited. The advantages of a small school in parental contacts were noted by a superintendent of American Indian descent.

In one district 80 per cent of the free lunches were received by Indian students. Adult educational activities were described by two districts.

In comments from respondents in state departments of education, the problem of communication between school employees and Indian parents was identified. Efforts to assist school districts by personnel of state departments included meeting with parents, school and tribal officials. Workshops and seminars were provided. In one state, the deputy superintendent served in an advisory capacity on an Indian tribal council.

CHAPTER VII

PROBABLE FUTURE DEVELOPMENTS IN INDIAN EDUCATION IN FIVE WESTERN STATES

In a study of practices in public schools serving Indian students from reservations in five western states, it is appropriate to consider the future. In this chapter, the opinions or projections of personnel in the state departments of education in each of the states will be presented. The chapter will close with a summary.

Probable Future Developments

In the questionnaire to State Directors of Indian Education or the Deputy State Superintendents who work in this field in the five western states, each was asked to give an assessment or evaluation of probable future developments in Indian education programs at the state department level. Further information was obtained from material furnished by these respondents.

Arizona

The Director of Indian Education of the Department of Public Instruction for the State of Arizona commented as follows:

We plan to continue and intensify our efforts to improve educational programs through calling attention to the needs of Indian students, developing and publishing materials to assist school employees serving these students, conducting and stimulating research on programs and techniques suited to Indian students from reservations, staff visits to schools on a consultant basis, cooperating with other agencies, local and national, on matters of common interest and concern, and similar related activities.

In addition, we anticipate an expanding interest in adult education. We plan to utilize, to the extent possible, a new television series to teach under-educated adults to read and write for our Indian citizens.

We plan to give special attention to Indian families who follow the crops. This also will include adult education financed by a special grant for migrant education from the United States Department of Health, Education, and Welfare.

In the next year, we plan in-service workshops in cooperation with colleges and universities and the Bureau of Indian Affairs.

We plan to work towards state certification of all teachers of Indian students in Arizona.¹

Idaho

The Deputy State Superintendent of the Department of Education for the State of Idaho reported the following:

We are planning on the things listed below for state developments in our program of Indian education:

1. Expand guidance services to the junior high schools and to elementary schools by paying part of the salary of people from Indian education funds.
2. Expand our six weeks pre-school readiness program to include all major school districts educating Indian children.
3. Continue to sponsor two weeks workshops at institutions of higher education for teachers of Indian children with the idea that after one series of workshops and some practical applications of what has been learned, teachers can be called back into

¹Gemmell, op. cit.

a workshop to work on publications which will be valuable to all teachers of Indian children.

4. Employ a full-time Director of Indian Education who will work more directly with school administrators, teachers, and Indian children in our public schools.

5. Establish close contact between the Director of Indian Education and those students who are in high school and to assist high school guidance people in keeping Indian children in school.

6. Follow Indian children beyond high school who are seeking additional vocational training to encourage them and to help them with problems which may arise to show Indian children that someone cares about what they are doing.

7. Print pictures of all high school Indian graduates in our reports with the hope that this will encourage students to stay in school.

8. Work more directly with public health personnel, Bureau of Indian Affairs personnel and tribal groups to assist in better understanding by Indian parents of educational needs and demands.¹

Montana

The Director of Indian Education of the Department of Public Instruction for the State of Montana commented as follows:

As to the future of my program as Director of Indian Education, it would be somewhat difficult to say. We will continue to render all the services that are asked of us and will always strive toward the improvement of the Indian's lot in life, especially the youth. We do have a state scholarship program which has proved to have been of considerable help along with other aids which are available to the Indian in order for these young people to go to college. Our Indian young people who have completed college have done well. We have some very able young people in key positions in our state. We will continue to encourage and work in every way we know to bring about greater opportunities for young Indian people to assume roles of leadership.²

¹Farley, op. cit.

²Howard, op. cit.

An insight into the future from the standpoint of a school administrator in this state, is presented in the following:

In dealing with the problems of Indian education, it is quite easy to confuse the symptoms of the problems with the problems themselves. Such things as poor attendance and dropout have too often been considered the problems rather than symptoms of deeper problems which manifest themselves in behavior of this type.

The Indian student is caught in a great conflict. As a participant in a transitional culture, he faces the difficult choices in values which stem from the traditions of his race as opposed to the infringements of the twentieth-century value system which bombard him from every side. His respected elders cling to that which they understand, a socio-political system based on government paternalism allied with the Indian's own desire to maintain a racial identity. Of necessity, such a system demands a form of isolationism and rejection of values inherent in what is considered the outside world. Yet on every hand, by radio, newspaper, television, trips to other communities, mass advertising, everyday business contacts, the outside world impresses itself on the consciousness of the student. Increasing inter-marriage also tends to bring the influence of the outside world to the reservation.

The problem is magnified when it becomes necessary to define the needs of the Indian student. Successful instruction must be based on a system of fulfilling felt needs. Significance is a basic component of instruction. The assessment of significance is a personal matter subject to many influences. If the home and school disagree on what constitutes the need of the student, the home will naturally assume dominance with the result that rejection patterns accompanied by withdrawal tendencies will appear. Suspicion of motives and ill-feeling are by-products of the situation, and lack of support for the school program can be characteristic.

The basic problem then becomes two-fold; to educate the parent to the positive contribution the school can make to the life of the individual child, and to provide the highest possible level of achievement and sense of achievement in the individual child. The first is a slow process simply because only time can provide evidence of the school's contribution.

The second is the basis for the day-by-day challenge that exists in Indian education. The problems attendant in the second are individual in nature and must be met individually. A combination of superior instructional practices and individualized concern are tools by which adult support and student acceptance of the educational program must be built.¹

Nevada

The Deputy Superintendent of the Department of Education for the State of Nevada reported the following:

We hope to be able to have counselors in all high schools and junior high schools having Indian students; to expand pre-schools; to expand library facilities; to develop a testing program by which teachers and administrators can establish norms for the Indian students in junior high school and high school in their schools.

We hope to have some significant results as to the value of programmed instruction for Indian students.

We are in the process of publishing a handbook which will be out in 1965 which will be available to educators and administrators to provide a background and guidelines for work with Indians of all age levels.

We hope to be able to encourage the isolation of training of Indian children who are special education cases, i. e. mentally retarded as differentiated from those who are educably retarded.

We hope to encourage the University of Nevada to include in their teacher education curriculum courses for teacher trainees in problems in Indian education and also encourage the University of Nevada to introduce a₂ course in teaching English as a second language.²

In a publication, these recommendations for future improvement of Indian Education in Nevada are made by the Deputy Superintendent:

¹William C. Howard, "Annual Report," pp. 8-9, State Department of Public Instruction: Helena, Montana, November 4, 1963. (Mimeographed).

²Poehlman, op. cit.

Greater concentration in the area of improvement of Indian parent-school relationships through increased contacts with Indian parents, tribal councils, P. T. A. or similar groups.

An increase in the excellent adult education program inaugurated in this area by the Bureau of Indian Affairs on the Nevada reservations and colony settlements in order to provide a greater opportunity for the administrator of the Johnson-O'Malley Program to meet larger numbers of Indian parents regularly for the purpose of discussing educational programs and problems.

Increased emphasis and development of supervised study halls of upper elementary and high school students residing on reservations and colony settlements.

Continuation of assistance by the University of Nevada College of Education in a definite program of in-service training for teachers and administrators who are working with Indian children in Nevada public schools as was inaugurated this year.

Increased attention to the problem of drop-outs among Indian children of the upper elementary and high school level with the development of preventative measures through the schools and through parental contacts.

Greater effort toward the development of programmed activities particularly in the predominantly Indian enrollment schools which will serve to increase the experiential background of Indian pupils and will counteract the negative effect of residence in remote reservation areas in the assistance of socio-economic elements which deter active efficiency.

Continuance of grant of Johnson-O'Malley Funds for assistance in operation of School Lunch Programs and in an increase of funds for allocation in the Special Program category.¹

New Mexico

The Director of Indian Education for the Department of Education for the State of New Mexico commented as follows:

¹C. H. Poehlman, "Annual Report," pp. 8-9, State Department of Education: Carson City, Nevad, August 1, 1963. (Mimeographed).

There is a need for closer evaluation of time requirements and instructional offerings in the kindergarten program. It is highly possible that many Indian children can achieve readiness in a much shorter period of time than in a nine-month term. It is our hope that schools will experiment with pilot programs in the summer and with the idea that an individual child is not held in the strait jacket of one educational level regardless of his ability and readiness to proceed to a higher level.

Our elementary grades where the attack skills and the joy and challenge of reading and learning should be developed, and subsequently we should initiate somewhat grandiose and colorful remedial programs to correct our earlier mistakes. State and federal support combined should be adequate to support a proper teacher-pupil ratio and the provision of needed special services, especially in the schools with appreciable numbers of federally-connected Indian children.

While there have been varying degrees of success and failure of the summer programs supported by Johnson O'Malley funds, available evidence of the results indicates the need for further expansion of summer opportunities.

The intensification of guidance and counseling is crucial at this time. A realistic presentation of what is involved in academic college training could well assist many high school graduates in avoiding pitfalls and disillusionments resulting from impractical choices. It appears that higher institutions might well intensify the screening process for Indian college freshmen. In connection with this, a summer orientation for college candidates should be given a more thorough trial. We still believe that such a program has merit in reducing the attrition rate among college freshmen and sophomores. College education is not the only key to future success and satisfaction. In view of the greater demand for skilled and semi-skilled workers, the State of New Mexico could well afford to consider the establishment of community colleges with both academic and terminal courses. Permissive legislation for such institutions has been enacted during the years, but public interest and support has not crystallized.

Although several tribes have underdeveloped recreational resources, the necessary training of manpower to develop these resources remains somewhat limited. The emphasis of federal and state governments and other agencies upon the need for

recreation, the rapidly increasing population, the increase in leisure time, all indicate that future demands for facilities and personnel in this field will provide many opportunities for those who are interested and trained.

In addition to the acquisition of skills and techniques, the attitudes fostered among our youth are a matter of national concern. The existence of poverty, delinquency, illiteracy, dependence, and apathy confront the nation with serious domestic problems. If we grasp the opportunities and meet the educational responsibilities which are part of New Mexico's cultural heritage, the next twenty-five years will witness approximately twenty-five thousand more Indian students enrolled in our public schools, and they will come with a scarcely noticeable language barrier. Substantial numbers of Indian teachers will be employed as staff members of public schools. Indian doctors, attorneys, teachers and engineers will be found among professional people. Also, various small industries established on the reservations will find no lack of skilled employees.¹

Summary

In this chapter, the opinions or projections of personnel in the state department of education in each of the states included in the study concerning probable future developments for Indian education were presented.

In Arizona, it was anticipated that assistance from the state department level would be intensified. Additionally, an expanding interest in adult education was anticipated. There was a prospect for utilization of television to reach under-educated adults. Special attention was planned for Indian migrant families. Cooperative in-service

¹Owens, op. cit.

workshops were planned. Efforts were planned to get state certification of all teachers of Indian students.

In Idaho, an expansion of guidance services and an expansion of pre-school readiness programs were planned. Plans were made for a continuation of workshops held at colleges and universities. Employment of a full-time Director of Indian Education at the state department level was anticipated. This person would work closely with Indian high school students and guidance staff members in the schools. Efforts will be directed toward extending the aspiration level of Indian students and better follow-up of Indian high school graduates. Also, attention will be given to the establishment of better parental understanding through close cooperation with other agencies.

In Montana, a continuation of present services was planned including a state scholarship program. Emphasis was planned for the provision of opportunities for leadership to Indian young people. An unidentified school administrator in this state noted the need to educate parents to the contributions schools can make to the life of an individual child and for the schools to provide superior programs and individualized concern.

In Nevada, an extension of pre-schools, guidance and library services was planned; also a handbook on Indian Education is to be published for school personnel. Special attention will be given to the needs of the mentally retarded.

The continuation of university participation in teacher training was planned. Greater concentration on the improvement of parental relationships, including expansion of adult education, was in prospect. Plans were to increase emphasis on study periods, attention to drop-out problems and development of activities which would broaden the experience of Indian students. Assistance to school lunch programs will be continued.

In New Mexico, the need for evaluating kindergarten programs, developing better independent reading skills in the elementary schools, and instituting remedial reading programs was cited. An extension of summer and orientation to college programs for Indian students was in prospect. A need for further vocational education was recognized, and the possibility of reservation development for recreational purposes offering employment prospects, was noted. It was the opinion of the Director of Indian Education for the State of New Mexico that vast changes could be made in the next twenty-five years if present opportunities were utilized.

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CHAPTER VIII

GENERAL SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to provide a body of organized information about which interpretations and conclusions might be drawn concerning existing practices and the experiences of selected public school districts serving Indian students from reservations in five western states; to appraise existing practices in view of standards which were developed; and to serve as a basis for comparison and source of ideas for other schools serving such students. The findings of the study have been presented in Chapters II through VII.

The first part of the present chapter presents the general summary. This is followed by a statement of conclusions which may be drawn from the study concerning general characteristics of programs in public schools serving Indian students from reservations in the five western states. The last part brings together certain recommendations concerning these programs.

General Summary

Pertaining to administration, supervision and facilities, generally, non-teaching principals were employed. The principals helped new teachers become oriented, cooperated with community agencies, encouraged and facilitated the in-service growth of teachers, provided leadership in the improvement of the teaching-learning situation, devoted a significant portion of their time to the supervision of instruction, and arranged for consultants to help with instructional problems. The school districts usually promoted in-service training for teachers by providing salary bonuses for graduate credit and additional degrees. Physical facilities of the districts generally included a gymnasium or multi-purpose room, a cafeteria, library, separate band room but, usually, a separate auditorium was not available to students.

Concerning the instructional program, generally, the ratio of students to teachers at the elementary level did not exceed 30 to 1 and at the high school level 28 to 1. Full-time librarians, with at least 15 hours preparation in library science were employed in most high schools with an enrollment of 500 or more. Pre-school conferences were scheduled and provision made for the orientation of new teachers. Full utilization was not being made of institutions of higher learning nor were system wide studies generally made to determine the unique needs of students.

The daily preparation time of teachers was limited and a professional library for staff members was not generally available. Full utilization was not being made of multiple types of grouping. Provision of first hand experiences for concept building, field trips and audio-visual aids in science, and student participation in classroom organization and management were not generally found.

In reading, there was general use of small groups, wide reading to extend the vocabulary of students; emphasis was placed on growth in comprehension, ability to organize what is read, and skills essential to research activities. Remedial reading instruction and time for leisure reading were not generally provided.

Pre-school programs were not generally provided nor were adaptations usually made in the instructional program for students with differing backgrounds. Planned opportunities in music and art to develop a better understanding of various cultures were not prevalent. Generally, there was flexibility in the schedules which permitted shifts in emphasis and students had opportunity to work with a variety of art media. Conservation of natural resources was stressed in most school systems. Student governmental activities were generally present which provided for maximum student participation. Usually, parents were not provided opportunity to participate in curriculum planning and evaluation. There were adequate maps, globes,

bulletin boards and audio-visual equipment. Classroom environments were generally attractive.

With regard to pupil personnel and guidance services, specific, written objectives did not exist to a great extent, but objectives deemed desirable were usually sought. Generally, staff members in these fields had proper graduate preparation. At least one professionally trained counselor was usually employed and a separate room was available for counseling at the high school level. Generally, the ratio of students to guidance personnel exceeded the ratio of 250 students to one staff member. For the most part, a testing program of wide scope was in effect and purposes deemed desirable were utilized for the testing program. Outside sources were utilized to obtain information on students and cumulative records were maintained which were transferred with the students. Generally, systematic studies of drop-outs were not made nor was there a follow-up of high school graduates. Extra-curricular transportation service for rural students was largely missing.

In relation to health and physical education, clinic facilities were usually not present but the services of a school nurse were generally available. There was cooperation between nurses and staff members on health and instructional matters. The curriculum in health was stated to be adequate and opportunities for learning about health in connection with school living were utilized. Generally,

a definite time was set aside in the elementary school for health instruction which was directed toward the development of desirable health attitudes. Usually, health instruction was provided at the junior high level and the minimum time allotment for such instruction at the senior high level was the equivalent of a daily period for at least one semester. Generally, health instruction in dental hygiene was not provided. Awards which encouraged students to come to school when they were ill were given in most schools. Time was set aside for wholesome play and recreation and students in junior and senior high schools were scheduled for daily physical education periods with time for a clothing change and shower. Usually, students did not have an opportunity to participate in intramural sports.

Generally, students are not required to have medical examinations before entering school. Opportunities were provided for teachers to note changes indicative of the students' health status and additional medical examinations were given when something was suspected to be wrong. Periodic height and weight determinations were made and health information was placed on the students' cumulative records.

School nurses usually did not make home visits, schools did not report regularly to parents observations on the health status of students, and there was little cooperation between the home and school on student health

matters. Generally, hot lunches were provided and provisions made for free lunches for indigent students.

In relation to school, community, and parental relationships, generally, varied means were employed to inform parents on the school program such as school bulletins and open house activities, but parent-teacher or other similar organizations in which Indian parents participated on the same basis as non-Indian parents were usually not present. Few schools reported a minimum of two parental conferences each year for each student and pre-conference training sessions for staff members to improve parental contacts were not provided.

Generally, parents did not work with school personnel on activities such as immunizations and health examinations nor was there regular cooperation with tribal organizations. Usually, attendance officers were not employed and the school systems did not assume leadership and responsibility for the needs of indigent students. Comprehensive adult educational activities were not provided, generally.

In many phases of the school program, practices were utilized, some unique or innovative, which demonstrated that attention was being given the needs of Indian students. State departments of education were endeavoring to assist schools in the five states in the solution of problems facing Indian students.

With regard to future developments, state departments of education were almost unanimous in their desire to provide assistance to school districts serving Indian students from reservations and in their commitment to programs designed to improve educational opportunities for these children.

Conclusions

Inferences drawn from these findings were as follows for the public schools serving reservation Indian students in the five western states included in this study:

1. The physical facilities were generally adequate.
2. There was generally sufficient leadership personnel in the schools for the development and supervision of good local programs.
3. It seemed there was a growing awareness of the need for orientation to bicultural educational problems and continuous in-service training.
4. Although there was a wide range in the extent that the schools followed the desirable instructional practices identified by this study, there was a growing effort to improve the instructional programs.
5. Observed shortcomings in regard to attendance, performance, and motivation of many reservation Indian students indicated a need for improvement in guidance programs.

6. Because of the health needs of reservation Indian students, the schools serving such students need to upgrade and expand both the health education program and the school health services.

7. The most acute needs of the school systems surveyed were better liaison with the Indian home and programs to involve actively the Indian parents in the education of their children.

8. There was a recognition by state department personnel in the five states surveyed of the need for programs which more nearly satisfy the requirements of Indian students from reservations.

Recommendations

From the foregoing, it is evident that many of the school systems surveyed met to a considerable degree the suggested standards used in this study. Therefore, the recommendations which follow are generally addressed to the practices and program characteristics where the need existed for improvement. The recommendations are organized around the various phases of the program of the school system.

School Facilities

Concerning the need for more adequate school plants, school systems within federally-impacted areas should review their total facility situation periodically with

personnel of the U. S. Office of Education for any possible entitlement under Public Law 815, as amended. This would avoid failure to file applications for this federal aid at the time when the school district would be eligible. The possibility should be explored for using entitlement funds which accrue to the school district together with any state or local funds available to construct a separate auditorium where the facility is missing.

Personnel of the state departments of education should be kept informed as to the school plant and facility needs of school districts. State departments, if fully informed, can give valuable assistance in interpreting these needs to the U. S. Office of Education and to members of Congress concerned with this problem.

To compensate for the loss of a separate auditorium, careful planning should be done in the utilization of multi-purpose rooms, gymnasiums, large classrooms, and community halls where rental or other arrangements may be made for the use of such facilities. For Indian students, the important consideration is that each student shall have the opportunity to appear in the many phases of auditorium programs sponsored by most public schools.

The Instructional Program

School systems not reporting orientation programs and continuous in-service training opportunities for staff

members should be urged to develop such programs by state department of education personnel having any supervisory or consultation responsibility in the school districts. State departments should take the lead in suggesting content of orientation programs, furnishing materials and staff, and appraising the effectiveness of such programs in upgrading the competencies of school personnel. The assistance of other agencies, such as the Federal Bureau of Indian Affairs should be sought in providing technical staff and materials aimed at enabling schools to understand and serve better the needs of reservation Indian children.

There should be sustained contact with state colleges and universities for the purpose of enlisting the active participation of staff members from such institutions in the development and carrying out of staff orientation and continuous in-service training programs at the school district level. State colleges and universities should be considered a prime resource for help in the solution of instructional and other problems of local public schools. It is felt that school personnel should not only seek needed aid, but, also, should encourage the addition and expansion of such services on the part of state institutions of higher learning. As the study has shown, some state institutions are already performing services or providing help to school districts serving Indian students from reservations.¹

¹Supra, pp. 83-86.

The need for developing more system-wide studies suggests unique opportunities for school districts to utilize the services of state colleges and universities. At the same time, school districts can provide these institutions with social laboratories or field opportunities for their students and staff. To state it another way, system-wide studies might be of mutual benefit to the school districts and to institutions of higher learning.

Meeting the need for additional time within the school day for teacher preparation will mean increasing the size of the staff and will involve administrative and budgetary decisions. The need for money for this purpose should be kept before the board of education, parent-teacher organizations and other community groups.

School districts should encourage a program of professional reading for staff members. Certainly the availability of a professional library developed through modest financial support of the school system would facilitate and encourage professional reading. Pertinent professional literature might be reviewed and studied in faculty meetings and other in-service activities sponsored by the school system.

Concerning the grouping of students, from the standpoint of the Indian children, it is probably more desirable to group the students on a culturally integrated basis rather than on ability in a particular subject area. It

is possible to lose some of the advantages of a non-segregated public school if all reservation Indian students are grouped in a particular class or sub-section of a class purely on an academic basis.

School principals should be leaders in helping teachers, particularly new ones, in recognizing the importance of first-hand experiences in concept building, and in understanding that first-hand experiences for concept building do not necessarily involve field trips and out-of-classroom activities.

The absence of films, filmstrips, models, and specimens in science instruction at all levels is probably due to budgetary inadequacies rather than any lack of recognition of the importance of their use in instruction. It is therefore recommended that the unmet needs in this regard be kept before the school board, parent-teacher associations, and other interested groups.

Because of the limited background of Indian students from reservations, the need to participate in classroom organization and management is felt to be acute.¹ Also, their need to be prepared for the fullest possible participation as citizens makes it doubly important that they get the maximum opportunity to learn the processes of democratic government through training programs in the classroom setting.

¹Supra, pp. 79-83.

Where school districts are not financially able to employ special remedial reading personnel, it is recommended that staff assistance be sought through state department of education specialists and institutions of higher learning. In some elementary schools, those who are specially qualified in teaching remedial reading might exchange classes or assignments with less specialized teachers on a short, periodic basis to meet urgent needs.

The general absence or dearth of reading materials in the homes of many reservation Indian students makes it very important that compensatory activities be developed in the program of the school.¹ It is recommended that for schools which do not have a library program, time should be made available periodically during the weekly class schedule for leisure reading by the students.

Schools without library facilities should develop a special library corner in every elementary classroom. The library corner should be stocked with a wide variety of books including some below the grade level of the class.

Schools serving Indian students whose tribal life has not prepared them for the tasks of the school, should make provisions for readiness through pre-school programs. Such programs should be directed toward maximum activities to develop language capacity and reading readiness. Where

¹Supra, p. 15.

local funds are inadequate for such purposes, school districts should explore the growing number of federal aid programs of financial assistance.

Pupil Personnel and Guidance Services

The development of written objectives for the guidance and counseling program is recommended, and steps should be taken to insure that the goals are clearly understood by the staff, students and parents. In other words, the written statement of objectives should serve as a basis for developing understanding of the goals of the school on the part of the students and the community to be served.

In the absence of guidance personnel or insufficient personnel in adequate ratio to the number of students to be served, it is recommended that the benefits of a committee approach to guidance be investigated by the schools involved. This would utilize the talents of varied staff members in pursuing such activities as case studies, school-wide testing programs, and developing ways to present personalized information to students.

Because it has been established that the drop-out rate of Indian students is considerably higher than that of other students in the general population, it is recommended that careful statistics be maintained in this problem area by the school.¹ Hopefully, school districts will seek to

¹Supra, pp. 9.

find the causes of drop-outs and make program readjustments as may be necessary to meet the needs of all students. It is believed that it is the responsibility of schools to make a continual appraisal of the program offerings to close any gaps which might exist between these offerings and the needs, interests and abilities of the students.

As part of such continuous appraisal, it is recommended that follow-up be made of graduates of the high schools of the districts. This information on graduates would be useful in appraising the curricular offerings of the schools and could indicate changes needed. Such follow-up might well become part of the graduate study of staff members or become part of the continuous in-service training program of the districts.

If the school systems included in this study consider extra-curricular activities important in the total educational program of the students, then provision should be made for special transportation of rural students. An alternative would be to reorganize the daily programs of schools so that some of the activities, usually called extra-curricular, could be incorporated into the normal school day.

Health and Physical Education

Personnel of the school districts should be aware of the total program of the Indian Division of the United

States Public Health Service. This could be of benefit to the development of school health education programs and to the solution of health problems of Indian students. School personnel should know the extent to which this agency either has available, or makes provision by contract, clinical services for Indian students. It may be possible for Public Health Service personnel to hold out-patient clinics in public schools where facilities are available. If possible, such services should include medical examinations for Indian students.

In addition to Public Health Service, the other sub-divisions of local and state governments which make some provision for clinical and other health services for the citizenry should be investigated and utilized.

Other resources which should be explored for obtaining assistance for school health programs include private groups such as dental associations. It is possible that such associations would sponsor free school examinations or dental hygiene instructional programs on a planned basis.

Attendance awards programs of the school systems should be revised to recognize valid reasons for nonattendance which endanger the health of other students. The emphasis should be on the students' understanding of good health practice which sometimes require staying at home.

School systems should consider using intramural activities as part of the physical education program. If this is done, then the motivational aspects of competitive sports could be utilized in an instructional setting.

It is recommended that home visits by school nurses be made a regular part of the health programs of the schools. This should be done so that the cause of such diseases as impetigo and trachoma can be dealt with effectively. The objective would be to change attitudes and understandings in the home which would result in the elimination of many poor health conditions.

The school should use whatever means it has to reach Indian parents for the purpose of developing understanding on their part that children need proper food and rest in order to develop those qualities of health and well-being so essential to satisfactory progress at school.

School-Community and Parental Relationships

Probably no other aspect of the school program is more important or, based on the findings of this study, can be more far reaching than developing the means for the active involvement of Indian parents in the educational program. Hence, the most important recommendation is directed to school district personnel and state department of education officials to explore to the maximum the

entire range of possibilities for involving Indian parents in school affairs.

The study revealed that Indian parents do not participate in parent-teacher and other educationally active organizations on the same basis as non-Indians.¹ When such organizations do not exist or when Indian parental participation is lacking, involvement in such cooperative activities is felt to be an excellent way to initiate Indian parental participation in school affairs. Indian parents may be reached through their children, missionaries, tribal officials, and by direct personal contact.

Hopefully, teachers will have more than two contacts each year with Indian parents because of the potential value such contacts can have for the education of the Indian students. School systems should include training sessions on how to conduct parental conferences as part of the orientation and continuous in-service training programs of school personnel.

It is recommended that schools make more use of such programs as school lunch, immunizations, health examinations, and curricular evaluation as avenues of contact with Indian parents. Through such avenues, Indian support of the school program may be mobilized to a greater extent.

¹Supra, pp. 75-76.

It is recommended that the school districts recognize and utilize the elected or traditional leaders in Indian communities. Such leadership should be utilized as a means of seeking solutions to problems and maintaining the active support of the Indian communities in school affairs. Liaison is needed between the school and Indian parents in seeking the solutions to problems such as irregular attendance and failure of individual students to achieve. If the finances of the school system will not permit the employment of a special visiting teacher or liaison official, the best possible alternate arrangement should be made for visitation by the principal or other members of the school staff when a particular problem arises.

It is recommended that the Divisions of Indian Education in the State Departments of Education in the states included in this study explore means of exchanging information concerning projects in school districts which have been particularly successful in developing Indian parental involvement. Such information should be developed on a timely and periodic basis and disseminated to the school districts in the five states. This would have the effect of focusing attention on this important area of school affairs and serve as a source of stimulation for school district personnel. It would also be beneficial to exchange information on projects found successful in other areas of the educational program.

Because of the known economic needs of reservation Indian students, it is recommended that the school systems accept some responsibility for seeking solutions to the urgent welfare needs of the students.¹ The school systems should be in the best position to identify and refer needy students to appropriate public and private welfare agencies.

Since school districts generally do not have responsibility for adult education activities and would not normally have local funds available for this purpose, it is recommended that public school personnel seek ways to cooperate with other agencies which do have this responsibility.

From the data shown, the needs as presented earlier in the study in the areas of administrative services, physical facilities, instructional material and aspects of health and guidance services, were being met within arbitrary limits of acceptability. However, certain other needs in the areas of pre-school education, individual instruction, programs adapted to the background of students and parental involvement were not being adequately met and therefore public school systems involved in this program of Indian cultural reorientation need to place considerable emphasis on these needs.

¹Supra, pp. 7-8.

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APPENDIX I

LETTER TO PERSON-IN-CHARGE OF INDIAN EDUCATION AT THE STATE DEPARTMENT LEVEL IN ARIZONA, IDAHO, MONTANA, NEVADA AND NEW MEXICO

LETTERS SENT TO:

Mr. Maurice Gemmell
Director of Indian Education
Arizona State Department of Public Instruction
Phoenix, Arizona

Mr. Harold Farley
Deputy State Superintendent
Idaho State Department of Education
Boise, Idaho

Mr. William Howard
Director of Indian Education
Montana State Department of Public Instruction
Helena, Montana

Mr. Charles Owens
Director of Indian Education
New Mexico State Department of Education
Santa Fe, New Mexico

Mr. C. H. Poehlman
Deputy Superintendent
Nevada State Department of Education
Carson City, Nevada

No. 1 Burke Drive
Gallup, New Mexico

May 8, 1964

Mr. William C. Howard
Director of Indian Education
State Department of Public Instruction
Helena, Montana

Dear Mr. Howard:

This is written as a follow-up to our discussion held after the meeting in Denver, Colorado, in November 1963. Participating in the discussion were representatives of Indian Education from The State Departments of Education of Arizona, Idaho, Montana, Nevada, and New Mexico, Mr. Wayne Pratt and the writer. At that time, it was related that the writer is undertaking a doctoral study to determine the characteristics of educational programs in public school districts serving Indian students from reservations in the five states mentioned above. The willingness of all indicated to participate in this study is certainly appreciated.

At the present, the writer is working with a committee composed of persons with wide experience in Indian education on desirable practices for public schools serving Indian students from reservations. These practices will form the basis for a questionnaire which will be developed later and sent to the superintendents in charge of school districts serving pupils from reservations in the five states. You will receive a copy of the questionnaire when it is developed, and an attempt will be made to keep you apprised of progress made on the study.

Your particular help is needed in answering the four questions listed on the attached sheets. Any additional comments you might have would be appreciated. It would also be appreciated if you would return the completed questions to me in the enclosed, self-addressed, stamped envelope by May 25, 1964, since no further action can be taken on the study until your reply is received.

As indicated at Denver, you will be made aware of the results of this study which, it is hoped, might serve as a source of ideas for schools, public, parochial, or federal, which serve students from Indian reservations.

Your help is appreciated.

Sincerely yours,

William J. Benham

1. Please complete the information below for school districts in your state which serve Indian students from reservations.

<u>Name and Address of School District</u>	<u>School Super- intendent or Person in Charge</u>	<u>1963-64 Enroll. (All Students)</u>	<u>1963-64 Enroll. (Indians from Reservations)</u>
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2. Please generally describe the home conditions of Indian students in your state who live on Indian reservations. Please note language spoken in home, extent of parental employment, health conditions, attendance and any other educational problems which may be appropriate.

3. Please describe efforts which have been exerted by you, or members of your staff, to assist school districts in developing programs fitted to the needs of Indian students from reservations. (Any descriptive or illustrative materials which have been developed at the state department level you can attach would be appreciated.)

4. Please give your evaluation of probable future developments in your program at the State Department level of Indian education in your state.

Name

Title

Date

APPENDIX II

LETTER TO MEMBERS OF COMMITTEE OF EXPERTS

LETTER SENT TO:

Mr. Maurice Gemmell
Director of Indian Education
Arizona State Department of Public Instruction
Phoenix, Arizona

Dr. Clara Gonzales
Reservation Principal
Zuni Indian Agency
Zuni, New Mexico

Mr. Charles Owens
Director of Indian Education
New Mexico State Department of Education
Santa Fe, New Mexico

Mr. Wayne T. Pratt
Assistant Chief, Branch of Education
Bureau of Indian Affairs
Washington, D. C.

Dr. Robert A. Roessel, Director
Indian Education Center
Arizona State University
Tempe, Arizona

No. 1 Burke Drive
Gallup, New Mexico

May 3, 1964

Dr. Clara Gonzales
Zuni, New Mexico

Dear Dr. Gonzales:

Your consent to serve as a member of a committee of experts in connection with a doctoral study being undertaken by the writer is appreciated. You were asked to serve in this capacity because of your wide experience in the field of Indian education and knowledge of the needs of Indian students from reservations. In the space below, a brief description of the study to be made and your role as member of the committee of experts will be given.

The problem of the study is to determine the characteristics of educational programs in public school districts in five western states serving Indian students from reservations and to appraise these characteristics in the light of desirable practices. The states involved are Arizona, New Mexico, Nevada, Idaho and Montana. The directors of Indian education of the state department of education in each state have indicated a willingness to cooperate in this study.

Research reveals that Indian students are attending public schools in increasing numbers. Research findings also indicate that Indians from reservations, as a group, have some needs which are proportionately greater than those of the general population. These needs involve education attainment, economic levels, health status, and cultural aspects.

The search of the literature did not reveal any specific, desirable practices for public schools of districts serving Indian students from reservations. A determination of such practices for public schools serving students from reservations is needed in order that practices which do exist can be appraised in terms of what is desirable.

Your help, as a member of the committee of experts, is needed in the formulation of a list of desirable practices for public school districts serving such pupils. Keeping in mind research findings regarding the needs of Indian students from reservations, which are proportionately

greater than those of the general population, the writer reviewed varied evaluation criteria including that of the North Central Association for secondary schools and the Southern Association for elementary schools. Publications on school practices, health, program evaluation and Indian education have also been reviewed. There have also been discussions with many persons with experience in Indian education.

From these sources, a beginning list of such practices has been established which is thought to be desirable for school districts serving Indian students from reservations in view of the identified needs of these students. A copy of the list is enclosed. Your appraisal of the list is needed, including your suggestions for additional items, or deletion of particular ones listed.

For your convenience, you will note that space is provided after each item, or practice, on the list for your agreement or disagreement. After each section, space is provided for you to add practices you feel desirable for public schools serving pupils from Indian reservations. Please feel free to attach additional sheets if you wish, or to make further comments.

Your early attention to this matter would be appreciated. This information is also being sent to the other members of the committee of experts. When your replies are received, the results will be compiled and furnished committee members for review and appraisal. The writer will use the final list of desirable practices as the basis for a questionnaire which will go to approximately 100 superintendents of public school districts serving Indian students from reservations in the five states mentioned. It is expected that the completed doctoral study might serve as a source of ideas for schools (public, parochial and federal), which serve such students.

Your help is appreciated. It would be appreciated if you would return the list with your comments by May 25, 1964. A self-addressed, stamped envelope is included for your convenience.

Sincerely yours,

William J. Benham

APPENDIX III

PRACTICES WHICH THE COMMITTEE OF EXPERTS AGREED SHOULD
BE PRESENT IN PUBLIC SCHOOLS SERVING INDIAN
STUDENTS FROM RESERVATIONS

DESIRABLE PRACTICES FOR PUBLIC SCHOOLS SERVING INDIAN STUDENTS FROM RESERVATIONS

A. GENERAL INFORMATION REGARDING ADMINISTRATION-SUPERVISION FACILITIES

1. The school(s) should have a full-time, non-teaching principal.
2. The principal(s) should encourage and facilitate the in-service growth of teachers.
3. The principal(s) should devote a significant portion of his time to the supervision of instruction.
4. The principal(s) should cooperate with community agencies on school problems.
5. The principal(s) should arrange for consultants to help with instructional problems.
6. The principal(s) should provide leadership in the improvement of the teaching-learning situation.
7. The principal(s) should help new teachers become oriented to the school, community and students they will serve.
8. Physical facilities available to all students who attend the schools of the district should include:
 - (a) a gym or multipurpose room
 - (b) a cafeteria
 - (c) a separate auditorium
 - (d) a band room
 - (e) a library
9. The school district should promote in-service training for teachers and other staff members by providing salary bonuses for graduate credit and additional degrees.

B. THE INSTRUCTIONAL PROGRAM

10. The school district should sponsor a pre-school conference for administrative, supervisory, and instructional personnel for one or more days before the opening of school in the fall which is devoted to a discussion and study of school problems and means of improving the educational program.
11. The school district should make provision for the orientation of new teachers and teachers new to the system. Part of the orientation should include some consideration

of the cultural background of the students served, including Indians, and the learning problems they face.

12. Institutions of higher learning should be utilized by the district to work on problems of interest and concern to teachers and administrators. This assistance is designing courses, sponsoring conferences and workshops, and supplying consultants on particular problems.

13. System-wide studies should be made to determine the unique needs or problems of the students served.

14. The school district should provide a pre-school program for those in the district who have a different cultural, experiential, or linguistic background than the majority of the students.

15. The school staff should engage in the continuous study, planning and evaluation of the curriculum.

16. Parents should participate in curriculum study, evaluation and planning through PTA and other organized groups.

17. Adaptations should be made in the regular instructional program for students with different cultural, language or experiential backgrounds, including supplementary readers and teacher-made material based on the needs and experiences of these students.

18. The schedule of the school system should be flexible enough to permit desirable shifts of emphasis when new events occur or new problems arise.

19. The ratio of students to teachers at the elementary level in schools of the district should not exceed 30 to 1.

20. The ratio of students to teachers and other professional staff members of the high school should not exceed 27 to 1.

21. Each teacher in the elementary, junior high and high school(s) of the district should be assigned at least one period daily for preparation and conferences.

22. Multiple types of grouping should be utilized to meet the needs, interests and abilities of the pupils.

23. With teacher guidance, students should participate in classroom organization, management and control.

24. Classroom environments should be attractive and stimulating through well-organized materials and resources such as, books, magazines, pictures, films, recordings, maps, nature specimens, science materials and displays of students' work.

25. The schools of the district should be well supplied with audio-visual equipment, and provision made for darkening classrooms for the use of audio-visual materials.

26. A professional library should be available for teachers and staff members to engage in a program of directed readings.

27. In the language arts program of the district, many first-hand experiences should be provided for concept building.

28. Teachers should use small groups for the developmental reading program.

29. At all levels, provision should be made for wide reading to extend the vocabulary of the students.

30. Growth in reading comprehension should be stressed at all levels in the program of the district.

31. The ability to organize what is read should be stressed in the upper grades and throughout the junior high and high school program.

32. Many opportunities should be provided for using written and oral language and for developing and expressing ideas.

33. Remedial instruction should be provided for students with particular reading problems.

34. Time should be provided each week for leisure reading.

35. Textbooks should be used as guides rather than followed verbatim.

36. Planned opportunities should be provided for experiences in art, music, literature, and rhythmic activities to develop a better understanding of various cultures.

37. Adequate wall maps, globes and bulletin boards should be provided.

38. Instruction should be provided in those reading and study skills essential to research activities, including library skills, map, chart and graph skills, and encyclopedia skills.

39. The science program of the school should emphasize the need for conservation and methods used to conserve natural resources.

40. Field trips, films, filmstrips, models and specimens should be used widely in science instruction at all levels.

41. A music education program should be provided all students.

42. The music program activities should develop an awareness of music as an expressive art of all peoples and cultures.

43. Students should have opportunities to work with a variety of art media.

44. High schools of the district should sponsor a student council organization that provides the greatest number of students with the most opportunity to participate.

45. High schools of the district with an enrollment of 500 or more should employ a librarian who devotes full time to library services.

46. The librarian employed should have a minimum of 15 semester hours of library science in addition to general and professional preparation.

C. PUPIL PERSONNEL AND GUIDANCE SERVICES

47. There should be specific written objectives for the guidance and counseling program of the district.

48. The objectives for the counseling and guidance program should be:

(a) to help the student gain an understanding and appreciation of his own interests and aptitudes.

(b) to become familiar with the nature and variety of educational and vocational opportunities open to him.

(c) to prepare for the next step in his development whether it is further education or employment.

(d) to acquire an understanding not only of his privileges, but also his responsibilities as an individual member of society.

49. All high schools in the district should employ at least one professionally trained counselor or director of guidance services.

50. In high schools, the ratio of students to qualified guidance personnel should be approximately 250 to 1.

51. Professional staff members employed primarily as guidance counselors or directors should have at least 15 semester hours of graduate preparation in guidance and counseling.

52. The testing program of the district should include subject matter, aptitude, vocational interests, personality scales, college aptitude, and individual interest categories, as well as reading readiness tests, intelligence tests and a selection of achievement and comprehension tests in separate subject matter fields.

53. The purpose of the testing program should be:

(a) provide an overall view of the educational program.

(b) improve the teaching-learning situation.

(c) identify needed curricular revisions.

(d) provide a comparison with previous years.

(e) identify remedial cases.

(f) provide information needed for grouping students.

54. Use should be made of test results through follow-up workshops with principals and teachers in each building.

55. There should be a well-planned, systematic study of drop-outs from high school to determine whether the high school program is fitted to the needs of students and to determine if a gap exists between the program offerings and the interests, needs and abilities of the students.

56. There should be a follow-up of high school graduates to determine how graduates are doing in college, vocational and technical training and employment. Appropriate curricular revisions should be made in view of the findings.

57. The school district should provide separate rooms for counseling in the high school.

58. A cumulative record should be maintained for each student in the district.

59. The cumulative record should accompany the student when he transfers to another school within or without the district.

60. Teachers should check with parents, community agencies, and public officials to get information needed about students.

61. The school district should provide special transportation for all rural students who stay at school late to take part in extra-curricular activities.

D. HEALTH AND PHYSICAL EDUCATION

62. The curriculum in health should be adequate in scope and include such items as foods, rest, sleep, relaxation, safety, posture, communicable diseases, proper clothing, mental hygiene and personal development.

63. The program of health instruction should make use of opportunities for learning about health in connection with school living, including use of immunizations and the school cafeteria.

64. Awards for attendance which cause students to come to school when they are ill should be avoided.

65. A definite time should be set aside in the schedule of the elementary school for health instruction.

66. At the elementary level, health teaching should be directed toward helping children develop and maintain desirable attitudes toward healthful living.

67. Health instruction should be provided at the junior high school level.

68. The minimum time allotment for health instruction in the senior high school should be the equivalent of a daily period for at least one semester.

69. The school district should have clinic facilities available to students.

70. The school district should employ or have the services of a school nurse or nurses.

71. The school nurse(s) should make home visits.

72. School nurses, teachers and other members of the school staff should cooperate both in the instructional program and in health services.

73. Upon entrance to school, students should be given or required to have a medical examination.

74. Additional medical examinations should be given when something is suspected to be wrong as noted by the teacher or school nurse.

75. The school district should provide for a follow-up of health deficiencies noted in the examinations.

76. Vision tests should be conducted annually in all schools.

77. Hearing tests should be given annually in elementary schools and every two years in secondary schools.

78. The school district should provide opportunities and encouragement for teachers to use their observational abilities to note changes in appearance or behavior that are indicative of health status.

79. Periodic height and weight determinations should be made which are reflected in "growth charts" which become a part of the student's cumulative record.

80. Health information should be placed in the cumulative record of the student and follow him from school to school.

81. As part of the school health program, each student should be helped to understand the meaning of his health record.

82. The school should report, regularly to parents, observations about students' health status and make immediate notification of serious deviations.

83. Dental hygiene should be included in the health program of the district.

84. For every elementary student, part of each day, week and year should be set aside for wholesome play and recreation.

85. Students in junior and senior high school should be scheduled for daily periods of physical education the time for which is sufficient to allow them to change to appropriate clothing and to have a reasonable period of activity followed by a shower.

86. Each high school student should have an opportunity to participate in an intramural program of sports in addition to his regular physical education class activities.

87. The school district should provide a hot lunch program.

88. The school district should provide or arrange for a free lunch for students who cannot afford the cost.

89. The home should cooperate with the school in seeing that students get sufficient sleep and rest and that neither home nor school activities produce undue tension.

E. SCHOOL, COMMUNITY AND PARENTAL RELATIONSHIPS

90. There should be parent-teacher or other educationally active organizations in which Indian parents participate on about the same basis as non-Indians.

91. Schools of the district should employ varied means of informing parents of the school program and activities which includes "pre-registration" or "get acquainted days", school bulletins to parents, visitors' days or "open house" activities and American Education Week activities.

92. At least two parental conferences should be held each year for each student.

93. A pre-conference training session should be held to help teachers and other staff members to learn better, more effective conference techniques for use with parents.

94. The school district should employ an attendance officer or liaison person to work with parents on attendance and other school problems.

95. Parents should work with school personnel in such activities as immunizations, the school lunch program, and health examinations.

96. The school district should provide leadership and accept some responsibility for seeing that urgent welfare needs are met.

97. The school district should provide appropriate adult educational activities which are available to adults in the district including Indian residents.

98. The school district should work regularly with some organization from the tribe or tribes such as an education committee or members from the tribal council.

APPENDIX IV

QUESTIONNAIRE TO PERSONS-IN-CHARGE OF SCHOOL DISTRICTS
IN FIVE WESTERN STATES SERVING INDIAN
STUDENTS FROM RESERVATIONS

(Printed Questionnaire in pocket inside back cover)

A STUDY OF PRACTICES IN PUBLIC SCHOOLS SERVING
INDIAN STUDENTS FROM RESERVATIONS
IN FIVE WESTERN STATES

Dear School Superintendent:

On the check sheet that follows please indicate the extent to which each practice is present in the school system you administer. It is important that a response be indicated for each item.

Circle (a) if the practice IS MISSING

Circle (b) if the practice EXISTS TO A LIMITED EXTENT

Circle (c) if the practice EXISTS TO A FULL EXTENT

Your early reply by October 1, 1964, if possible, would facilitate this study. A stamped, self-addressed envelope is enclosed for your convenience.

Your help is deeply appreciated.

William J. Benham
#1 Burke Drive
Gallup, New Mexico

a--is missing
 b--exists to a limited extent
 c--exists to a full extent

PRACTICES IN SCHOOLS

GENERAL INFORMATION REGARDING ADMINISTRATION--SUPERVISION--FACILITIES

1. The school(s) has a full-time, non-teaching principal. a b c
2. The principal(s) encourages and facilitates the inservice growth of teachers. a b c
3. The principal(s) devotes a significant portion of his time to the supervision of instruction. a b c
4. The principal(s) cooperates with community agencies on school problems. a b c
5. The principal(s) arranges for consultants to help with instructional problems. a b c
6. The principal(s) provides leadership in the improvement of the teaching-learning situation. a b c
7. The principal(s) helps new teachers become oriented to the school, community and students they will serve. a b c
8. Physical facilities available to all students who attend the schools of the district include:
 - (a) a gym or multipurpose room a b c
 - (b) a cafeteria a b c
 - (c) a separate auditorium a b c
 - (d) a band room a b c
 - (e) a library a b c
9. The school district promotes in-service training for teachers and other staff members by providing salary bonuses for graduate credit and additional degrees. a b c

YOUR COMMENTS - MATERIALS: Please note unique or innovative features about your administration, supervision and facilities which are particularly contributive to the needs of Indian students. Your personal comments and copies of materials developed would be appreciated. Please attach additional sheets if necessary.

THE INSTRUCTIONAL PROGRAM

10. The school district sponsors a pre-school conference for administrative, supervisory, and instructional personnel for one or more days before the opening of school in the fall which is devoted to a discussion and study of school problems and means of improving the educational program. a b c
11. The school district makes provision for the orientation of new teachers and teachers new to the system. Part of the orientation includes some consideration of the cultural background of the students served, including Indians, and the learning problems they face. a b c
12. Institutions of higher learning are utilized by the district to work on problems of interest and concern to teachers and administrators. This assistance is designing courses, sponsoring conferences and workshops, and supplying consultants on particular problems. a b c
13. System-wide studies are made to determine the unique needs or problems of the students served. a b c
14. The school district provides a pre-school program for those in the district who have a different cultural, language, or experiential background than the majority of the students. a b c
15. The school staff engages in the continuous study, planning and evaluation of the curriculum. a b c
16. Parents participate in curriculum study, evaluation and planning through PTA and other organized groups. a b c
17. Adaptations are made in the regular instructional program for students with different cultural, language, or experiential backgrounds, including supplementary readers and teacher-made material based on the needs and experiences of these students. a b c
18. The schedule of the school system is flexible enough to permit desirable shifts of emphasis when new events occur or new problems arise. a b c
19. The ratio of students to teachers at the elementary level in schools of the district does not exceed 30 to 1. a b c
20. The ratio of students to teachers and other professional staff members of the high school does not exceed 27 to 1. a b c

21. Each teacher in the elementary, junior high and high school(s) of the district is assigned at least one period daily for preparation and conferences. a b c
22. Multiple types of grouping are utilized to meet the interests, needs and abilities of the pupils. a b c
23. With teacher guidance, students participate in classroom organization, management and control. a b c
24. Classroom environments are attractive and stimulating through well-organized materials and resources such as books, magazines, pictures, films, recordings, maps, nature specimens, science materials and displays of students' work. a b c
25. The schools of the district are well supplied with audio visual equipment, and provision made for darkening classrooms for the use of audio visual materials. a b c
26. A professional library is available for teachers and staff members to engage in a program of directed reading. a b c
27. In the language arts program of the district, many first-hand experiences are provided for concept building. a b c
28. Teachers use small groups for the developmental reading programs. a b c
29. At all levels, provision is made for wide reading to extend the vocabulary of the students. a b c
30. Growth in reading comprehension is stressed at all levels in the program of the district. a b c
31. The ability to organize what is read is stressed in the upper grades and throughout the junior high and high school program. a b c
32. Many opportunities are provided for using written and oral language and for developing and expressing ideas. a b c
33. Remedial instruction is provided for students with particular reading problems. a b c
34. Time is provided each week for leisure reading. a b c
35. Textbooks are used as guides rather than followed verbatim. a b c
36. Planned opportunities are provided for experiences in art, music, literature, and rhythmic activities to develop a better understanding of various cultures. a b c
37. Adequate wall maps, globes, and bulletin boards are provided. a b c
38. Instruction is provided in those reading and study skills essential to research activities, including library skills, map, chart, and graph skills, and encyclopedia skills. a b c

39. The science program of the school emphasizes the need for conservation and methods used to conserve natural resources. a b c
40. Field trips, films, filmstrips, models and specimens are used widely in science instruction at all levels. a b c
41. A music education program is provided all students. a b c
42. The music program activities develop an awareness of music as an expressive art of all peoples and cultures. a b c
43. Students have opportunities to work with a variety of art media. a b c
44. High schools of the district sponsor a student council organization that provides the greatest number of students with the most opportunity to participate. a b c
45. High schools of the district with an enrollment of 500 or more employ a librarian who devotes full time to library services. a b c
46. The librarian employed has a minimum of 15 semester hours of library science in addition to general and professional preparation. a b c

YOUR COMMENTS - MATERIALS: Please note unique or innovative features about your instructional program which are particularly contributive to the needs of Indian students. Your personal comments and copies of materials developed would be appreciated. Please attach additional sheets if necessary.

PUPIL PERSONNEL AND GUIDANCE SERVICES

47. There are specific written objectives for the guidance and counseling program of the district. a b c
48. The objectives for the counseling and guidance program include:
 - (a) to help the student gain an understanding of his own interests and aptitudes a b c
 - (b) to become familiar with the nature and variety of educational and vocational opportunities open to him a b c
 - (c) to prepare for the next step in his development whether it is further education or employment a b c

- (d) to acquire an understanding not only of his privileges, but also of his responsibilities as an individual member of society. a b c
49. All high schools in the district employ at least one professionally trained counselor or director of guidance services. a b c
50. In high schools, the ratio of students to qualified guidance personnel is approximately 250 to 1. a b c
51. Professional staff members employed primarily as guidance counselors or directors have at least 15 semester hours of graduate preparation in guidance and counseling. a b c
52. The testing program of the district includes subject matter, aptitude, vocational interests, personality scales, college aptitude, and individual interest categories, as well as reading readiness tests, intelligence tests and a selection of achievement and comprehension tests in separate subject matter fields. a b c
53. The purpose of the testing program is to:
- (a) provide an overall view of the educational program. a b c
 - (b) improve the teaching-learning situation. a b c
 - (c) identify needed curricular revisions. a b c
 - (d) provide a comparison with previous years. a b c
 - (e) identify remedial cases. a b c
 - (f) provide information needed for grouping students. a b c
54. Use is made of test results through follow-up workshops with principals and teachers in each building. a b c
55. There is a well-planned, systematic study of drop-outs from high school to determine whether the high school program is fitted to the needs of students and to determine if a gap exists between the program offerings and the interests, needs and abilities of the students. a b c
56. There is a follow-up of high school graduates to determine how graduates are doing in college, vocational and technical training, and employment. Appropriate curricular revisions are made in view of the findings. a b c
57. The school district provides separate rooms for counseling in the high school. a b c
58. A cumulative record is maintained for each student in the district. a b c
59. The cumulative record accompanies the student when he transfers to another school within or without the district. a b c

60. Teachers check with parents, community agencies, and public officials to get information needed about students. a b c
61. The school district provides special transportation for all rural students who stay at school late to take part in extra-curricular activities. a b c

YOUR COMMENTS - MATERIALS: Please note unique or innovative features about your pupil personnel and guidance services which are particularly contributive to the needs of Indian students. Your personal comments and copies of materials developed would be appreciated. Please attach additional sheets if necessary.

HEALTH AND PHYSICAL EDUCATION

62. The curriculum in health is adequate in scope and includes such items as foods, rest, sleep, relaxation, safety, posture, communicable diseases, proper clothing, mental hygiene and personal development. a b c
63. The program of health instruction makes use of opportunities for learning about health in connection with school living, including use of immunizations and the school cafeteria. a b c
64. Awards for attendance which cause students to come to school when they are ill are avoided. a b c
65. At the elementary level, health teaching is directed toward helping children develop and maintain desirable attitudes toward healthful living. a b c
66. Health instruction is provided at the junior high level. a b c
67. A definite time is set aside in the schedule of the elementary school for health instruction. a b c
68. The minimum time allotment for health instruction in the senior high school is the equivalent of a daily period for at least one semester. a b c
69. The school district has clinic facilities available to students. a b c
70. The school district employs or has the services of a school nurse or nurses. a b c
71. The school nurse(s) makes home visits. a b c

72. School nurses, teachers, and other members of the school staff cooperate both in the instructional program and in health services. a b c
73. Upon entrance to school, students are given or required to have a medical examination. a b c
74. Additional medical examinations are given when something is suspected to be wrong as noted by the teacher or school nurse. a b c
75. The school district provides for a follow-up of health deficiencies noted in the examinations. a b c
76. Vision tests are conducted annually in all schools. a b c
77. Hearing tests are given annually in elementary and every two years in secondary schools. a b c
78. The school district provides opportunities and encouragement for teachers to use their observational abilities to note changes in appearance or behavior that are indicative of health status. a b c
79. Periodic height and weight determinations are made which are reflected in "growth charts" which become a part of the student's cumulative record. a b c
80. Health information is placed in the cumulative record of the student and follows him from school to school. a b c
81. As part of the school health program, each student is helped to understand the meaning of his health record. a b c
82. The school reports, regularly to parents, observations about students' health status and makes immediate notifications of serious deviations. a b c
83. Dental hygiene is included in the health program of the district. a b c
84. For every elementary student, part of each day, week and year is set aside for wholesome play and recreation. a b c
85. Students in junior and senior high school are scheduled for daily periods of physical education the time for which is sufficient to allow them to change to appropriate clothing and to have a reasonable period of activity followed by a shower. a b c
86. Each high school student has an opportunity to participate in an intramural program of sports in addition to his regular physical education class activities. a b c
87. The school district provides a hot lunch program. a b c

88. The school district provides or arranges for a free lunch for students who cannot afford the cost. a b c
89. The home cooperates with the school in seeing that students get sufficient sleep and rest and that neither home nor school activities produce undue tension. a b c

YOUR COMMENTS - MATERIALS: Please note unique or innovative features about your health and physical education programs which are particularly contributive to the needs of Indian students. Your personal comments and copies of materials developed would be appreciated. Please attach additional sheets if necessary.

SCHOOL, COMMUNITY AND PARENTAL RELATIONSHIPS

90. There are parent-teacher or other educationally active organizations in which Indian parents participate on about the same basis as non-Indians. a b c
91. Schools of the district employ varied means of informing parents of the school program and activities which includes "pre-registration" or "get acquainted days," school bulletins to parents, visitors' days or "open house" activities and American Education Week activities. a b c
92. At least two parental conferences are held each year for each student. a b c
93. A pre-conference training session is held to help teachers and other staff members to learn better, more effective conference techniques for use with parents. a b c
94. The school district employs an attendance officer or liaison person to work with parents on attendance and other school problems. a b c
95. Parents work with school personnel in such activities as immunizations, the school lunch program, and health examinations. a b c
96. The school district provides leadership and accepts some responsibility for seeing that urgent welfare needs are met. a b c

97. The school district provides appropriate adult educational activities which are available to adults in the district including Indian residents.
98. The school district works regularly with some organization from the tribe or tribes such as an education committee or members from the tribal council.

a b c

a b c

YOUR COMMENTS - MATERIALS: Please note unique or innovative features about your school, community and parental relationships which are particularly contributive to the needs of Indian students. Your personal comments and copies of materials developed would be appreciated. Please attach additional sheets if necessary.

XX

Name _____ Date _____

Title _____

Address _____

APPENDIX V

LETTER TO PERSONS-IN-CHARGE OF PUBLIC SCHOOL
DISTRICTS SERVING INDIAN STUDENTS FROM
RESERVATIONS IN FIVE WESTERN STATES

#1 Burke Drive
Gallup, New Mexico
August 10, 1964

Henry C. Nelson, Superintendent
Humboldt County Schools
Winnemucca, Nevada

Dear Mr. Nelson:

Your help is needed. In connection with a doctoral study, practices in public schools serving Indian students from reservations in five western states are being surveyed. You will be interested to know that this study has been discussed with the person in your State Department of Education who works in Indian education and he is lending his help and support to it.

Research has not revealed a similar study. It is believed that the survey data might have practical value to local school administrators and others interested in improving the educational services available to reservation Indian students. A summary of the conclusions of the study will be sent to each school superintendent who participates.

It would be appreciated if you would complete the attached check sheet. The check sheet consists of desirable practices for public schools serving reservation Indian students. It was developed from the literature by the writer working with a committee of experts. Membership on the committee consisted of a college professor, two western state directors of Indian education for public schools, and two other persons with wide experience in Indian education.

As an educator, I am aware of the demands on your time. This is why this phase of the survey has been developed so that responses can be made with a minimum of time and effort. Also, the study is not aimed at an attempt to find how good or how poor one school system is in relation to another. The information will be summarized so that it will be impossible to identify individual school districts.

With deep appreciation and thanks in advance for assistance that you may give, I am

Sincerely yours,

William J. Benham

APPENDIX VI

FOLLOW-UP LETTERS TO:

1. PERSONS-IN-CHARGE OF SCHOOL DISTRICTS WHO HAD NOT RETURNED QUESTIONNAIRE

2. STATE DEPARTMENTS IN ARIZONA, IDAHO, MONTANA, NEVADA AND NEW MEXICO LISTING PERSONS IN EACH STATE WHO HAD NOT RETURNED QUESTIONNAIRE AND SEEKING HELP

#1 Burke Drive
Gallup, New Mexico
September 12, 1964

Glenn Satchwell
School District #341
Lapwai, Idaho

Dear Sir:

It is sincerely hoped that you will find time in your busy schedule to complete the check sheet sent to you on August 10, 1964. Your reply is needed to lend strength to the study. You will be interested to know that slightly more than 50% have already responded at the time of this writing.

As noted in the previous letter, the study is not aimed at an attempt to find how one school system is in relation to another. The information will be summarized so that individual school districts cannot be identified. The check sheet is designed so that responses can be made with a minimum of time and effort. A summary of the conclusions will be sent to each one who participates.

Your reply by October 1, 1964, would be of great assistance to the study. Your help is deeply appreciated.

You have my best wishes for a successful school year.

Sincerely yours,

William J. Benham

#1 Burke Drive
Gallup, New Mexico
September 12, 1964

Glenn Satchwell
School District #341
Lapwai, Idaho

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You have my best wishes for a successful school year.

Sincerely yours,

William J. Benham

#1 Burke Drive
Gallup, New Mexico
September 12, 1964

William C. Howard
Director of Indian Education
Department of Public Instruction
Helena, Montana

Dear Mr. Howard:

It is a pleasure to report that due to a large measure to your fine assistance, the response to the questionnaire from your state has been good. The attached follow-letter was sent to the following who have not, as yet, returned the questionnaire:

Aleen Spargur
H. H. Salyer
Max H. Blodgett
Rose J. Smith
Peter Vukad
John Morris

Ernest Copenhaver
Frederick L. Phillips
Milton K. Negus
Allan O. Crain
Harry H. Cloke
H. B. Ensrud

Any further help you can provide in encouraging the above to return the questionnaire would be greatly appreciated. You have my sincere thanks for your help.

Sincerely yours,

William J. Benham

APPENDIX VII

LIST OF 86 PERSONS-IN-CHARGE OF SCHOOL SYSTEMS INCLUDED
IN THE STUDY BY STATES SHOWING NAME OF SCHOOL
DISTRICTS AND 1963-64 ENROLLMENT OF
ALL STUDENTS AND RESERVATION
INDIANS

PERSONS-IN-CHARGE OF SCHOOL DISTRICTS COOPERATING IN THE STUDY SHOWING NAME OF
SCHOOL DISTRICTS AND 1963-64 ENROLLMENT OF ALL STUDENTS AND RESERVATION INDIANS
BY STATE

School Superintendent or Person-in-charge ¹	Name of School District	1963-64 Enrollment	
		All Students	Reservation Indians
<u>ARIZONA</u>			
1. John L. Ashe	Mohave County Union High School	703	23
2. John H. Bendixen	Casa Grande #4	3160	54
3. F. E. Blake	Parker #27	834	370
4. W. S. Carpenter	Ganado #19	1036	955
5. Ruthie W. Clason (Head Teacher)	Moccasin	29	14
6. R. W. Crichton	Gila Bend #24 Gila Bend High School	686	29
7. Loren S. Curtis	Casa Grande High School	1104	81
8. Andrew J. Dail	Stanfield #24	635	12
9. George S. Giezel	Tuba City #15 Tuba City High School	1127	953
10. John K. Herrera	Sunnyside #12 Sunnyside High School	5319	47
11. Edward E. Jares (Principal)	Peach Springs #8	142	122
12. A. W. Judd	Prescott #1 Prescott High School	4011	20
13. Fred R. Lewis	Whiteriver #20 Alchesay High School	899	758
14. William C. McConnell	Coolidge #21 Coolidge High School	2803	187

15. William S. Martin	Window Rock #8	1854	1534
16. J. L. Matthews	Chinle #24	1305	1167
17. Max Oliger	Rice #20	650	550
18. L. W. Parker	Campe Verde #28		
	Campe Verde High School	417	35
19. D. L. Peterson	Keams Canyon #25	149	117
20. C. A. Powell	Maricopa #20	490	52
21. Eldon Randall	Ft. Thomas #7		
	Ft. Thomas High School	386	256
22. Brunetta Schroeder (Head Teacher)	Valentine #22	26	13
23. R. T. Shepherd	Mesa #4		
	Mesa High School	15175	405
24. Emett Sims	Northern Yuma County		
	Union High School	319	96
25. H. L. Suverkrup	Crane #13	1217	9
26. Jack Wilson	Kayenta #27		
	Monument Valley High School	620	559
		<hr/>	<hr/>
	<u>ARIZONA TOTAL</u>	45096	8418

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IDAHO

1. R. M. Banks	Salmon #291	1324	21
2. R. A. Burns	Bonnors Ferry #101	1548	15
3. Michael Cassetto	Orofino #171	2087	20
4. R. M. Ellis	Pocatello #25	11478	187
5. Merrill McCarten	Craigmont #305	507	15
6. Leo Rieman	Worley #275	158	37
7. Glenn Satchwell	Lapwai #341	570	238
8. I. T. Stoddard	Blackfoot #55	3916	529
9. William Thomas	American Falls #381	1272	55
10. Earl Vopat	Grangeville #241	2313	55
		<hr/>	<hr/>
	<u>IDAHO TOTAL</u>	25164	1172

MONTANA

1.	W. D. Adams	Poplar Elementary-		
		Poplar High School	1043	553
2.	W. R. Anderson	Polson	1215	199
3.	G. R. Ausen	Golstrip	167	43
4.	E. J. Barlow	Hot Springs	347	79
5.	A. L. Cooper	Ronan-Pablo-Round Butte	1011	180
6.	C. L. Hanson	Box Elder	151	101
7.	A. I. Harris	Wyola Elementary	104	66
8.	T. L. Lippert (Co. Supt.)	Pryor	59	55
9.	E. B. McCurdy	Charlo	243	11
10.	E. M. Main	Dodson	173	26
11.	Milton Moldsberry	Lodge Grass	564	369
12.	Kenneth Papenfuss	Dixon	134	86
13.	Lloyd Rase	Brockton	235	208
14.	H. R. Sayler	Crow, Hardin, Ft. Smith, St. Xavier	2340	515
15.	Elmer Schwoch (Co. Supt.)	Grandview, Badger-Fisher	44	36
		Heart Butte	189	188
		Upper Birch Creek	11	11
16.	L. L. Sherrodd	Edgar	127	23
17.	Aleen Spargur (Co. Supt.)	East Glacier	37	37
18.	P. A. Ward	Browning	1482	1213
19.	J. F. Watkins	Cut Bank	1490	196
<u>MONTANA TOTAL</u>			<u>11166</u>	<u>4195</u>

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NEVADA

1.	Robert Best	Yerrington	1790	18
2.	Procter Hug	Reno	22761	100
3.	Marvin Killfoil	Lovelock	724	21
4.	Burnell Larson	Elko	3487	251

5-	Henry C. Nelson	Winnemucca	1639	95
6.	L. B. Newcomer	Las Vegas	49228	34
7.	Walter V. Olds	Fallon	2183	16
8-	Gene Scarselli	Gardnerville	1085	24
9.	Albert Seeliger	Carson City	2440	38
10.	Floyd Smalley	Hawthorne	1768	88
11.	Ray Tennant	Tonapah	994	54
12.	Aubrey C. Trimble	Battle Mountain	473	11
			<hr/>	<hr/>
<u>NEVADA TOTAL</u>			88572	750

NEW MEXICO

1.	Benito Duran	Penasco	978	28
2.	William Dwyer	Jemez Springs	453	189
3.	Phillip Gonzales	Cuba	689	176
4.	Garfield Gutierrez	Dulce	660	463
5.	Robert Karlin	Central Consolidated	2526	1471
6.	Frank Lopez	Pojoaque Valley	916	70
7.	Siby Lucero	Rio Arriba	609	147
8.	M. B. McBride	Grants	4935	766
9.	James McCormack	Farmington	6467	88
10.	N. B. McNeilly	Tularosa	1203	317
11.	Edward A. Medina	Espanola	3323	162
12.	Joe L. Otero	Taos	1854	76
13.	O. C. Shockley	Santa Fe	8586	11
14.	Dr. Charles Spain	Albuquerque	67619	501
15.	E. L. Thomas	Bloomfield	1275	240
16.	George Thompson	Magdalena	499	172
17.	M. B. Toledo	Los Lunas	2260	181
18.	George White	Ruidosa	812	67
19.	Dr. George P. Young	Gallup-McKinley County	8048	2987
			<hr/>	<hr/>
<u>NEW MEXICO TOTAL</u>			113712	8112

	1963-64 Enrollment	
	All	Reservation
	Students	Indians
<u>GRAND TOTAL</u>	283,710	22,647

¹Person shown is the school superintendent unless otherwise designated.

**A STUDY OF PRACTICES IN PUBLIC SCHOOLS SERVING
INDIAN STUDENTS FROM RESERVATIONS
IN FIVE WESTERN STATES**

Dear School Superintendent:

On the check sheet that follows please indicate the extent to which each practice is present in the school system you administer. It is important that a response be indicated for each item.

Circle (a) if the practice IS MISSING

Circle (b) if the practice EXISTS TO A LIMITED EXTENT

Circle (c) if the practice EXISTS TO A FULL EXTENT

Your early reply by October 1, 1964, if possible, would facilitate this study. A stamped, self-addressed envelope is enclosed for your convenience.

Your help is deeply appreciated.

William J. Benham
No. 1 Burke Drive
Gallup, New Mexico

PRACTICES IN SCHOOLS

a—is missing
b—exists to a limited extent
c—exists to a full extent

GENERAL INFORMATION REGARDING ADMINISTRATION—SUPERVISION—FACILITIES

- | | |
|--|-------|
| 1. The school(s) has a full-time, non-teaching principal. | a b c |
| 2. The principal(s) encourages and facilitates the inservice growth of teachers. | a b c |
| 3. The principal(s) devotes a significant portion of his time to the supervision of instruction. | a b c |
| 4. The principal(s) cooperates with community agencies on school problems. | a b c |
| 5. The principal(s) arranges for consultants to help with instructional problems. | a b c |
| 6. The principal(s) provides leadership in the improvement of the teaching-learning situation. | a b c |
| 7. The principal(s) helps new teachers become oriented to the school, community and students they will serve. | a b c |
| 8. Physical facilities available to all students who attend the schools of the district include: | |
| (a) a gym or multipurpose room | a b c |
| (b) a cafeteria | a b c |
| (c) a separate auditorium | a b c |
| (d) a band room | a b c |
| (e) a library | a b c |
| 9. The school district promotes in-service training for teachers and other staff members by providing salary bonuses for graduate credit and additional degrees. | a b c |

YOUR COMMENTS—MATERIALS: Please note unique or innovative features about your administration, supervision and facilities which are particularly contributive to the needs of Indian students. Your personal comments and copies of materials developed would be appreciated. Please attach additional sheets if necessary.

THE INSTRUCTIONAL PROGRAM

- | | |
|---|-------|
| 10. The school district sponsors a pre-school conference for administrative, supervisory, and instructional personnel for one or more days before the opening of school in the fall which is devoted to a discussion and study of school problems and means of improving the educational program. | a b c |
| 11. The school district makes provision for the orientation of new teachers and teachers new to the system. Part of the orientation includes some consideration of the cultural background of the students served, including Indians, and the learning problems they face. | a b c |
| 12. Institutions of higher learning are utilized by the district to work on problems of interest and concern to teachers and administrators. This assistance is designing courses, sponsoring conferences and workshops, and supplying consultants on particular problems. | a b c |
| 13. System-wide studies are made to determine the unique needs or problems of the students served. | a b c |
| 14. The school district provides a pre-school program for those in the district who have a different cultural, experiential, or linguistic background than the majority of the students. | a b c |
| 15. The school staff engages in the continuous study, planning and evaluation of the curriculum. | a b c |
| 16. Parents participate in curriculum study, evaluation and planning through PTA and other organized groups. | a b c |
| 17. Adaptations are made in the regular instructional program for students with different cultural, language, or experiential backgrounds, including supplementary readers and teacher-made material based on the needs and experiences of these students. | a b c |
| 18. The schedule of the school system is flexible enough to permit desirable shifts of emphasis when new events occur or new problems arise. | a b c |
| 19. The ratio of students to teachers at the elementary level in schools of the district does not exceed 30 to 1. | a b c |

a—is missing
b—exists to a limited extent
c—exists to a full extent

- | | |
|---|-------|
| 20. The ratio of students to teachers and other professional staff members of the high school does not exceed 27 to 1. | a b c |
| 21. Each teacher in the elementary, junior high and high school(s) of the district is assigned at least one period daily for preparation and conferences. | a b c |
| 22. Multiple types of grouping are utilized to meet the interests, needs and abilities of the pupils. | a b c |
| 23. With teacher guidance, students participate in classroom organization, management and control. | a b c |
| 24. Classroom environments are attractive and stimulating through well-organized materials and resources such as books, magazines, pictures, films, recordings, maps, nature specimens, science materials and displays of students' work. | a b c |
| 25. The schools of the district are well supplied with audio visual equipment, and provision made for darkening classrooms for the use of audio visual materials. | a b c |
| 26. A professional library is available for teachers and staff members to engage in a program of directed reading. | a b c |
| 27. In the language arts program of the district, many first-hand experiences are provided for concept building. | a b c |
| 28. Teachers use small groups for the developmental reading program. | a b c |
| 29. At all levels, provision is made for wide reading to extend the vocabulary of the students. | a b c |
| 30. Growth in reading comprehension is stressed at all levels in the program of the district. | a b c |
| 31. The ability to organize what is read is stressed in the upper grades and throughout the junior high and high school program. | a b c |
| 32. Many opportunities are provided for using written and oral language and for developing and expressing ideas. | a b c |
| 33. Remedial instruction is provided for students with particular reading problems. | a b c |
| 34. Time is provided each week for leisure reading. | a b c |
| 35. Textbooks are used as guides rather than followed verbatim. | a b c |
| 36. Planned opportunities are provided for experiences in art, music, literature, and rhythmic activities to develop a better understanding of various cultures. | a b c |
| 37. Adequate wall maps, globes, and bulletin boards are provided. | a b c |
| 38. Instruction is provided in those reading and study skills essential to research activities, including library skills, map, chart and graph skills, and encyclopedia skills. | a b c |
| 39. The science program of the school emphasizes the need for conservation and methods used to conserve natural resources. | a b c |
| 40. Field trips, films, filmstrips, models and specimens are used widely in science instruction at all levels. | a b c |
| 41. A music education program is provided all students. | a b c |
| 42. The music program activities develop an awareness of music as an expressive art of all peoples and cultures. | a b c |
| 43. Students have opportunities to work with a variety of art media. | a b c |
| 44. High schools of the district sponsor a student council organization that provides the greatest number of students with the most opportunity to participate. | a b c |
| 45. High schools of the district with an enrollment of 500 or more employ a librarian who devotes full time to library services. | a b c |
| 46. The librarian employed has a minimum of 15 semester hours of library science in addition to general and professional preparation. | a b c |

YOUR COMMENTS—MATERIALS: Please note unique or innovative features about your instructional program which are particularly contributive to the needs of Indian students. Your personal comments and copies of materials developed would be appreciated. Please attach additional sheets if necessary.

a—is missing
b—exists to a limited extent
c—exists to a full extent

PUPIL PERSONNEL AND GUIDANCE SERVICES

47. There are specific written objectives for the guidance and counseling program of the district. a b c
48. The objectives for the counseling and guidance program include:
 - (a) to help the student gain an understanding and appreciation of his own interests and aptitudes. a b c
 - (b) to become familiar with the nature and variety of educational and vocational opportunities open to him. a b c
 - (c) to prepare for the next step in his development whether it is further education or employment. a b c
 - (d) to acquire an understanding not only of his privileges, but also his responsibilities as an individual member of society. a b c
49. All high schools in the district employ at least one professionally trained counselor or director of guidance services. a b c
50. In high schools, the ratio of students to qualified guidance personnel is approximately 250 to 1. a b c
51. Professional staff members employed primarily as guidance counselors or directors have at least 15 semester hours of graduate preparation in guidance and counseling. a b c
52. The testing program of the district includes subject matter, aptitude, vocational interests, personality scales, college aptitude, and individual interest categories, as well as reading readiness tests, intelligence tests and a selection of achievement and comprehension tests in separate subject matter fields. a b c
53. The purpose of the testing program is to:
 - (a) provide an overall view of the educational program. a b c
 - (b) improve the teaching-learning situation. a b c
 - (c) identify needed curricular revisions. a b c
 - (d) provide a comparison with previous years. a b c
 - (e) identify remedial cases. a b c
 - (f) provide information needed for grouping students. a b c
54. Use is made of test results through follow-up workshops with principals and teachers in each building. a b c
55. There is a well-planned, systematic study of drop-outs from high school to determine whether the high school program is fitted to the needs of students and to determine if a gap exists between the program offerings and the interests, needs and abilities of the students. a b c
56. There is a follow-up of high school graduates to determine how graduates are doing in college, vocational and technical training, and employment. Appropriate curricular revisions are made in view of the findings. a b c
57. The school district provides separate rooms for counseling in the high school. a b c
58. A cumulative record is maintained for each student in the district. a b c
59. The cumulative record accompanies the student when he transfers to another school within or without the district. a b c
60. Teachers check with parents, community agencies, and public officials to get information needed about students. a b c
61. The school district provides special transportation for all rural students who stay at school late to take part in extra-curricular activities. a b c

YOUR COMMENTS—MATERIALS: Please note unique or innovative features about your pupil personnel and guidance services which are particularly contributive to the needs of Indian students. Your personal comments and copies of materials developed would be appreciated. Please attach additional sheets if necessary.

HEALTH AND PHYSICAL EDUCATION

62. The curriculum in health is adequate in scope and includes such items as foods, rest, sleep, relaxation, safety, posture, communicable diseases, proper clothing, mental hygiene and personal development. a b c
63. The program of health instruction makes use of opportunities for learning about health in connection with school living, including use of immunizations and the school cafeteria. a b c

a—is missing
b—exists to a limited extent
c—exists to a full extent

- | | |
|--|-------|
| 64. Awards for attendance which cause students to come to school when they are ill are avoided. | a b c |
| 65. A definite time is set aside in the schedule of the elementary school for health instruction. | a b c |
| 66. At the elementary level, health teaching is directed toward helping children develop and maintain desirable attitudes toward healthful living. | a b c |
| 67. Health instruction is provided at the junior high school level. | a b c |
| 68. The minimum time allotment for health instruction in the senior high school is the equivalent of a daily period for at least one semester. | a b c |
| 69. The school district has clinic facilities available to students. | a b c |
| 70. The school district employs or has the services of a school nurse or nurses. | a b c |
| 71. The school nurse(s) makes home visits. | a b c |
| 72. School nurses, teachers, and other members of the school staff cooperate both in the instructional program and in health services. | a b c |
| 73. Upon entrance to school, students are given or required to have a medical examination. | a b c |
| 74. Additional medical examinations are given when something is suspected to be wrong as noted by the teacher or school nurse. | a b c |
| 75. The school district provides for a follow-up of health deficiencies noted in the examinations. | a b c |
| 76. Vision tests are conducted annually in all schools. | a b c |
| 77. Hearing tests are given annually in elementary schools and every two years in secondary schools. | a b c |
| 78. The school district provides opportunities and encouragement for teachers to use their observational abilities to note changes in appearance or behavior that are indicative of health status. | a b c |
| 79. Periodic height and weight determinations are made which are reflected in "growth charts" which become a part of the student's cumulative record. | a b c |
| 80. Health information is placed in the cumulative record of the student and follows him from school to school. | a b c |
| 81. As part of the school health program, each student is helped to understand the meaning of his health record. | a b c |
| 82. The school reports, regularly to parents, observations about students' health status and makes immediate notification of serious deviations. | a b c |
| 83. Dental hygiene is included in the health program of the district. | a b c |
| 84. For every elementary student, part of each day, week and year is set aside for wholesome play and recreation. | a b c |
| 85. Students in junior and senior high school are scheduled for daily periods of physical education the time for which is sufficient to allow them to change to appropriate clothing and to have a reasonable period of activity followed by a shower. | a b c |
| 86. Each high school student has an opportunity to participate in an intramural program of sports in addition to his regular physical education class activities. | a b c |
| 87. The school district provides a hot lunch program. | a b c |
| 88. The school district provides or arranges for a free lunch for students who cannot afford the cost. | a b c |
| 89. The home cooperates with the school in seeing that students get sufficient sleep and rest and that neither home nor school activities produce undue tension. | a b c |

YOUR COMMENTS—MATERIALS: Please note unique or innovative features about your health and physical education programs which are particularly contributive to the needs of Indian students. Your personal comments and copies of materials developed would be appreciated. Please attach additional sheets if necessary.

a—is missing
b—exists to a limited extent
c—exists to a full extent

SCHOOL, COMMUNITY AND PARENTAL RELATIONSHIPS

- | | | | |
|--|---|---|---|
| 90. There are parent-teacher or other educationally active organizations in which Indian parents participate on about the same basis as non-Indians. | a | b | c |
| 91. Schools of the district employ varied means of informing parents of the school program and activities which includes "pre-registration" or "get acquainted days," school bulletins to parents, visitors' days or "open house" activities and American Education Week activities. | a | b | c |
| 92. At least two parental conferences are held each year for each student. | a | b | c |
| 93. A pre-conference training session is held to help teachers and other staff members to learn better, more effective conference techniques for use with parents. | a | b | c |
| 94. The school district employs an attendance officer or liaison person to work with parents on attendance and other school problems. | a | b | c |
| 95. Parents work with school personnel in such activities as immunizations, the school lunch program, and health examinations. | a | b | c |
| 96. The school district provides leadership and accepts some responsibility for seeing that urgent welfare needs are met. | a | b | c |
| 97. The school district provides appropriate adult educational activities which are available to adults in the district including Indian residents. | a | b | c |
| 98. The school district works regularly with some organization from the tribe or tribes such as an education committee or members from the tribal council. | a | b | c |

YOUR COMMENTS—MATERIALS: Please note unique or innovative features about your school, community and parental relationships which are particularly contributive to the needs of Indian students. Your personal comments and copies of materials developed would be appreciated. Please attach additional sheets if necessary.

NAME _____ DATE _____

TITLE _____

ADDRESS _____