

OBSERVATION OF BEHAVIOUR CHANGES OF CHILDREN LIVING IN  
COOPERATIVE DORMITORIES AT FORT SILL INDIAN SCHOOL

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COOPERATIVE DORMITORIES AT FORT SILL INDIAN SCHOOL

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## PREFACE

Teachers and other educators in the Indian Service are interested in knowing what is happening to students who participate in the co-operative living experience provided by the cottage dormitory. The chief purpose of the study was to observe certain selected students living, for the first time, in a cottage dormitory and to note kinds of behaviour changes made during a nine months period. No attempt was made to compare the changes observed with any other group. There were no implications that the changes were attributable entirely to cottage dormitory living but permissive factors were pointed out.

Surveys and literature indicate that the congregate housing of the old type boarding schools which was based on regimental procedure with over-crowded, inconvenient living conditions, caused maladjustment among Indian students who attended these schools. The writer, who attended one of these early boarding schools has been interested in the development of the cottage dormitories, personally realizing the bewilderment and unhappiness that may be caused by impersonal living conditions.

Observations of students were made at seven regular intervals and results recorded. It was assumed that these observations would indicate behaviour changes in selected specific types of adjustment.

Sincerest appreciation is extended to Miss Rowan Elliff, for her guidance, helpful criticisms and kind interest in the development of this study. Appreciation is also expressed to Dr. Katharine Kumler,

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## CHAPTER I

### THE COTTAGE DORMITORY AS AN EDUCATIONAL FACTOR

Educational leaders in the Bureau of Indian Affairs are concerned that any program provided for students in Indian boarding schools be functional and effective. They believe that the schools should provide programs that simulate, to some extent at least, the conditions found in homes that nurture democratic ideals. They are aware of the tremendous responsibility of the Indian Service for providing an educational program that will prepare students for effective participation in family and civic life.

There appeared to be a real need for studying the effectiveness of some of the present programs, therefore the writer proposed to isolate and study the problem outlined in the following pages.

#### Statement of Problem

The general problem considered in the study was: What observable changes are taking place in Indian boys and girls who live in cottage dormitories? This is a very real and pressing problem to people in the Indian Service. From the time when they were put into operation, teachers and other school personnel have been trying to evaluate what is happening to boys and girls who live in the cottage dormitories.

#### Major Hypothesis

The major hypothesis giving direction to the study assumed that the physical arrangement and organization of the cottage dormitory



influence favorably the behaviour of the students who live there. Studies show that in many cases physical conditions are conducive to standards of living, and that attractive convenient surroundings have an effective relation to the development of the student.<sup>1</sup> Since the cottage dormitories were built with the needs and best development of the individual in mind, it was the purpose of the study to determine if the behaviour of students is affected by the experiences he has as he lives in a cottage dormitory at Fort Sill Indian School, Lawton, Oklahoma.

#### Basic Assumptions

The basic assumptions underlying this study were:

1. Evidences of behaviour changes or growth made by students living in cottage dormitories can be found
2. Greater skills in the techniques of personal and home living can be one result of living in a convenient attractive environment
3. The smaller group that characterizes the cottage dormitory living arrangement makes for more individual attention and better adult-student relationships
4. Since the basic aim of the cottage dormitory is to simulate good family living in an attractive and permissive environment it is to be expected that students who live there will change in both attitudes and behaviour
5. Records can be kept that show behaviour changes and while the amount of growth may not be indicated by these records they will tend to provide evidences of change

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<sup>1</sup>Maurice D. Woolf and Jeanne A. Woolf, The Student Personnel Program (New York, 1952), p. 134.

6. Records kept will have to be interpreted, if the results are to be of any value.

#### Reasons for Choosing the Problem

As a former student of the old-type boarding schools, the writer shares with many others the memories of inadequacies and of impersonal treatment to which she was subjected in a small federal boarding school. These early experiences are a constant reminder of the need to make living more appealing, pleasant and functional in present day schools by developing a more sympathetic and understanding relationship with the student and his problems.

Her interest in the outcomes of the study is particularly keen because she is a home economist in an Indian boarding school, where half of the children are housed in the cottage dormitory type building; and where she is in charge of the foods program and homemaking classes. Her interest in all phases of home living and personality development coupled with her desire to correlate teaching with the everyday life of the students made it desirable to conduct a study to reveal how cottage dormitory life contributes or fails to contribute to the growth and behaviour changes of the child. It was hoped that the study would show both the strengths and weaknesses of the cottage dormitory program.

#### Procedures Used in Making the Study

In order to make the study the following activities were utilized:

1. Defining the problem which was "In what respect does the cottage dormitory organization contribute to behaviour changes?"
2. Surveying literature pertinent to the problem

3. Formulating a philosophy related to dormitory living as based on concepts of leading educators, psychologists and sociologists
4. Developing a plan of procedure
5. Selecting twenty-seven new students from the six cottage dormitories, during the 1954-55 school year, who had never before lived in this type of building
6. Compiling data on each child from the cumulative records including weight and health charts, having conferences with boys and girls advisors and utilizing personal observations
7. Compiling a check list on which to record observable changes in students behaviour
8. Making seven observations at different periods and keeping anecdotal records and check lists. Making such observations while eating meals with the students, visiting with them and observing them at various activities
9. Collecting evidence concerning student behaviour from the house mothers and teacher counselors who were in charge of the cottages
10. Tabulating data recorded from the periodic observations
11. Discussing and interpreting findings
12. Summarizing findings and making recommendations for use in evaluating the cottage dormitory program
13. Recording case studies of the students observed.

#### Limitation of the Problem

In developing the plan for observing students, the problem was limited to the observation of behaviour within five areas: physical growth, vocabulary and speech, selected personality factors, develop-

ment of manual skills and cultural skills related to everyday living. There was no attempt to interpret all behaviour reactions of all the students observed in the study, but merely to record observations made regarding the five definite types of behaviour mentioned. No attempts were made to compare changes observed with those of any other group and there were no implications that changes were attributable entirely to cottage dormitory living.

The study was not designed in any way to discredit any present, past or future organization of congregate housing, rather it aimed to point out some of the desirable features and educational values of the cottage dormitory in the Indian service as well as to suggest improvements.

#### Plans for Observing Behaviour Changes

Plans for the study included:

1. Selecting twenty-seven students on the following basis:
  - a. They were new students
  - b. They had never lived in a cottage dormitory before
  - c. They were representative of the six cottage dormitories
  - d. Some were special Navajo students
  - e. They were of varied ages and grades
  - f. Both boys and girls were included
  - g. They were students with a wide range of background.
2. Preparing record forms and tables to facilitate the recording of observations made regarding selected definitive behaviour patterns at specified intervals.
3. Observing behaviour of each student in terms of developmental

needs of childhood and adolescence. These needs were grouped in five categories: use of vocabulary and speech, personality factors, development of manual skills, cultural skills related to everyday living and physical growth.

4. Making observations at stated intervals: the first week of school; the second week of school; at the end of the first six weeks; at the end of the second six weeks; at the end of the third six weeks; at the end of the fourth six weeks; and at the end of the fifth six weeks. The students had no knowledge of the study and were unaware that they were being observed.
5. In setting up the tables that record improvement in vocabulary and speech, three degrees were noted: "good," "limited," and "little." In all other tables the behaviour changes were noted as "good," "some evidence," and "little evidence."

In order to understand why this problem is of importance it seemed desirable to review briefly the history of Indian education in the United States and show why the cottage dormitories came into use.

## CHAPTER II

### THE DEVELOPMENT OF DORMITORY LIVING IN INDIAN BOARDING SCHOOLS IN RELATION TO BEHAVIOUR OUTCOMES OF STUDENTS

#### Philosophy Related to Problem

The student attending a boarding school, spends the majority of his time in the place where he lives. Since he is learning all the time, it is important that his environment be conducive to the development of skills and attitudes that will be useful to him. This means that the boarding school is not only responsible for the student during class hours, but for all the time he is in its care. It means that the school must assume the tremendous responsibility of providing training and guidance that will exert the best possible influence in preparing the child for the society of which he will become a part.

Educators believe that the home environment and atmosphere have a very direct influence on what a student learns at school and that the school cannot effectively accomplish its aims without the help of the home.<sup>1</sup> For the majority of students who attend an Indian boarding school, it will be the only home they know. Whether the school dormitory merely provides a place to sleep and eat for the student or whether it becomes a residence with a homelike atmosphere will depend largely on the objectives of the school as they are interpreted and accepted by the adults who are in charge of the dormitories.

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<sup>1</sup>Paul R. Mort and William S. Vincent, Modern Educational Practice (New York, 1950), p. 357.

A great deal of thought therefore should go into the planning of the curriculum for the boarding school. Worthy home membership, one of the objectives of education, should be one of the guiding goals on which the curriculum must be based. Counselors in schools recognize the fact that students become better adjusted and gain real satisfaction when they overcome obstacles that help them achieve their hopes and desires. They are fully aware that academic achievement and grades are frequently outranked by the adolescent's interest in social adequacy and acceptance and they attempt to use one of the basic concepts of modern psychology namely that the child will learn more readily if he sees a need for learning.

Modern educators hold that a greatly enriched and meaningful curriculum can be built by considering the daily living activities of children as a part of the educational program. Mort and Vincent, in describing the educational practice of good schools, make these statements:<sup>2</sup>

Good schools provide a lifelike setting for the development of character and personality. Character develops in action. Pupils come to have the trait responsibility by having been given responsibilities... Good schools provide in their settings many opportunities for individuals and groups to take responsibility, to practice good manners, to be sincere, honest and courteous. Life in itself is full of situations where such traits are developed... Good schools provide settings for natural personality growth in order that satisfactory adjustment to the challenges and the frustrations of life may be the pupils.

Similar objectives are stressed by educational leaders in the Bureau of Indian Affairs as stated in an article by the Education Staff of the Aberdeen Area office:<sup>3</sup>

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<sup>2</sup> Ibid., p. 25.

<sup>3</sup> Hildegard Thompson, "Education for Current Living" Indian Education, 265, March, 1955.

In order to develop the total personality of the child, the school must serve as a unifying center for all childhood experiences that take place in the home, community and school program. The educational program, to be effective, must be fashioned in terms of child life. The schools should no longer be an institution with boresome routine and authoritative demands. Meaningless conformity should no longer be required. The school should become a cooperatively directed, dynamic society of children. A true picture of progress is expressed in terms of the growth of children as individuals and as members of the social group. It is through daily living in schools that the social pattern of the future will be determined. The values desired in life should be found, enjoyed and made meaningful in school. The personality of the child will expand as a natural result of cooperative living.

In other words, the boarding school with its potential educational values, can be more than merely a place to stay. Many of the students who attend are placed there because they are orphans or have been taken from undesirable home conditions. Since the boarding school must take the place of the home for many students an environment should be provided that will foster good social adjustment, promote desirable health habits, provide many worthwhile experiences, approximate experiences of desirable home life, and simulate as much as possible a home that radiates understanding, love and affection. It seems safe to assume that the facilities of every boarding school could be used intelligently to provide worthwhile experiences for the students who live there for nine months of the year.

#### History of Boarding Schools for Indians

In 1849, the United States Department of the Interior undertook the job of educating the Indians of the United States.<sup>4</sup> Since that time there have been continuous changes and revisions in the educational programs that have been offered. Because civilization advances, it is de-

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<sup>4</sup>Edward Everett Dale, The Indians of the Southwest (Norman, Okla., 1949), p. 4.



sirable that educational philosophy parallel a changing society.

In the early attempts made to offer the Indian suitable educational opportunity, the Indian children were transported from their homes to entirely new environments. It was believed that by exposing them to an entirely new culture they would more readily accept this culture and learn new habits of living. At this time the prime objective of would-be educators was to completely change the individual in his mode of dress, his thinking and his social outlook. There were a few instances where this plan was successful, but for the most part when the Indian children who accepted the ways of white people returned to their homes they found that readjustment was difficult and it was hard to find a place for themselves in either the competitive labor and business market or in the social world of the whites.

In the boarding school of several generations ago, the guiding philosophy encouraged the use of force. Those in charge frequently believed in strong discipline and rigid controls in all of the activities of daily living. This led to the practice of regimentation. There was little attempt to consider the child as an individual. Uniformity and conformity were expected of every child. If he did not measure up to the required standards he often met with corporal punishment. Little or no effort was made to understand the physical or emotional make-up of the child.

In reviewing the history of the Indian boarding school we find that life in the old barracks-type dormitories was unpleasant to say the least. Surveys have indicated that the students who emerged from

these schools were often maladjusted and suffered from feelings of insecurity.<sup>5</sup> Social workers have condemned the impersonal atmosphere that existed between the student and adults in congregate housing. The dormitories were unattractive and inconvenient with inadequate facilities. Often one hundred individuals lived in a single room with no facilities for privacy or for the storage of personal belongings. The adults in charge were frequently untrained and handled the large number of students in the best way they could. Such a setting was not conducive to the development of individual initiative.

Educators of today stress the fact that the pupil learns through participation, and that he should be given some responsibility for planning, carrying out activity, evaluating his progress and seeing the results of his actions. In the early boarding schools there was no opportunity provided for the student to help plan any of his activities. The student shared no part in the organization or the arrangement of his dormitory living. He did not have to make any decisions at all, his every activity of life at school was regulated by a bell, whistle or bugle. This situation was not conducive to the development of initiative or responsibility, nor did it provide opportunity to learn through experience. It should be noted that this educational philosophy was not necessarily peculiar to the Indian service.

The students who attended these early Indian boarding schools were similar to the students in today's boarding schools in that they had the varied backgrounds, interests and abilities, as would be found

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<sup>5</sup>Lewis Meriam, The Problem of Indian Administration (Baltimore, 1928), p. 32.

in a group of students in any public school in the country. However, today the range of cultural background is greater, because some students come from homes that are strictly modern along with others who come from primitive isolated homes, where no English is spoken.

Many students in the boarding schools of today have little difficulty in adjusting to their new environment, since they have similar surroundings and conveniences at home. But the child who knows only the primitive ways of living of his forefathers may be completely bewildered and lost. The student who has had little or no contact with white culture can be expected to have difficulty in adjusting. He is often misunderstood by his would-be educators, since they may expect him to fit into a set mold. They may even condemn his native way of living and expect him to forget his family and native culture altogether.

Probably, the Indian child misses the affection and security provided by his home and family, even more than the child of any other race. This is due to the close family ties that are an important part of the Indian family organization still common in many tribal groups. The family group, includes not only the immediate family members; but the aunts, uncles, grandparents and cousins as well. All live together, or in a closely knit community. The grandparent, uncles and aunts are considered as parents and the cousins as brothers and sisters. From this group the Indian child receives much attention, affection and a feeling of security. There is little wonder that the first experiences of the child in the boarding school may be frightening.

In the late 1920's the militant system of student control began to be abolished and consideration for human development became the

keynote of the Indian School organization and philosophy. Thoughtful leaders began to look at the problem of educating Indian children from a different angle. They began to see a need for a more realistic and humane approach. Uniformity and routinization were de-emphasized. Students were allowed to wear clothes of their own choice rather than the unattractive uniforms of earlier years. Lining up and marching to activities was discontinued. Above all, the change in point of view resulted in better trained dormitory personnel including guidance directors and counselors who were understanding, friendly and sympathetic. As a result students began to assume responsibility for their own lives. Under wise supervision they began to help share not only in the planning of all school activities but in regulating the routine and standards governing dormitory living.

For the most part the buildings were still bare and drab, but some attempt was made to make living conditions more pleasant. The large rooms were made more attractive with paint, curtains and pictures. Some provisions were made for storage of personal belongings. The impersonal relationship that existed between the student and the adult in charge remained a problem since it was practically impossible for one individual to work closely with the large number of students assigned to each adult.

As time passed and a new philosophy influenced the development of dormitory life, some of the old buildings were remodeled to give more privacy to the student and provide for a small amount of storage space but the number of students housed in one building was still too large. One adult could not give much personal attention to the one or

two hundred students who were frequently assigned to him.

Between 1938 and 1942 smaller unit dormitories were built under the direction of Dr. Willard Beatty, Director of Indian Education. These buildings, known as cottage dormitories, had small attractive bedrooms and a large comfortably furnished living room with many other features designed to make living more comfortable and provide for desirable privacy.

Dr. Beatty expressed his philosophy of education in the following concepts designed to help members of the Indian Service understand their part in helping Indian children grow and develop in an environment that would foster individual and group values, attitudes and abilities in keeping with the best in a democratic society.<sup>6</sup>

1. Desirable habits are learned and persist only when the individual gains satisfaction from the experiences and feels uncomfortable when they are interrupted.

Therefore if this assumption is correct that cleanliness of person and clothing, sleeping in separate beds, opportunities for personal privacy, and ease and convenience in sanitary practices are desirable habits to acquire, then school living quarters should be designed to promote these habits.

2. Housing children in small intimate groups promotes friendliness and a feeling of security; makes possible opportunities for personal privacy and encourages the acquisition of desirable personal living habits. Buildings should accommodate groups of not more than eighteen to twenty pupils. Sleeping quarters should be planned for two to four students.
3. The desirable elements of a family group should be simulated so far as possible. Boys and girls should therefore both be housed in the same building unless tribal custom forbids the association of adolescents with the opposite sex. The home should be under the care of husband and wife, and if possible, in many wholesome ways take the place of father and mother.
4. As many experiences of home living as possible should take place

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<sup>6</sup>Willard W. Beatty and Others, Education for Action, (Chilocco, 1944), p. 232.

in the dormitory home, and should be shared by the children. Meals should be prepared in the home kitchen and served in the home dining room. Boys and girls should both share in planning, preparing and serving meals and in cleaning up afterwards.

The care of rooms, making of beds, cleaning and personal laundry should be shared by the children as part of home-management, not as a detail chore.

5. Home recreational experiences should be encouraged, and a living room and playroom included in the building, especially in areas with severe winter climate.

The above convictions about student housing in Indian service schools brought about plans for the erection of cottage dormitories in Indian boarding schools. The major objective was to limit the number of students to be housed in one building, and to provide an environment that would tend to promote cooperative satisfying living.

The first cottage dormitories in the Indian Service were built at Standing Rock in South Dakota in 1938, and others were erected at Fort Berthold, Crow Creek, Tongue River, Kiowa (Fort Sill and Riverside), Cheyenne and Arapaho. The three double cottage dormitories at Fort Sill Indian School were built in 1941, 1942 and 1951.

CHAPTER III  
PROVISIONS OF THE COTTAGE DORMITORY FOR  
COOPERATIVE LIVING AT FORT SILL SCHOOL

The School

Fort Sill Indian School is a federally operated boarding school, located about one mile north of Lawton, Oklahoma, accomodating approximately two hundred and fifty students each year. It is fully accredited by the State Department of Education. Grades taught are from the first to the twelfth. Recently one class of special Navajo students was enrolled. The curriculum is based on the educational philosophy previously outlined, providing for student participation in planning both in the classroom and in the dormitories. Due to the open minded and progressive attitude of the administrators and teaching staff, the school is adequately equipped, and offers a curriculum that is planned to meet student needs.

High school students are adequately prepared for college. Others who do not care to enter college are prepared to make a livelihood for themselves. Fundamentals in trades are offered to interested students. They may take all such courses offered and in addition may take courses at other schools where more intensive training is provided.

The six cottage dormitories can take care of one hundred and twenty students. Other students, both boys and girls are housed in large dormitories and their meals are served cafeteria style in the central dining room. Each year as vacancies occur in the cottage dormitories,

they are filled with new students or with others who are on a waiting list.

### The Students

The pupils who attend this school represent various tribes, though the majority are Comanche, Kiowa and Navajo.

In recent years special qualifications for admitting area or local students to Indian boarding schools have been set up. If possible, Indian students are encouraged to attend public schools. They may be enrolled in a federal boarding school if they are orphans; if they are court or welfare cases; if they have undesirable home conditions; if they do not have access to a public school; and if they want to take special vocational courses.

These qualifications do not apply to the Navajo pupils. Any Navajo student may enroll in any boarding school because of the shortage of educational facilities on the Navajo reservation in Arizona and New Mexico. However, they are encouraged to attend public schools if possible. Over half of the enrollees at Fort Sill school are Navajo pupils.

The students have varied backgrounds ranging from those students who have lived in average modern homes to others who have lived in primitive type dwellings and have had very little contact with white culture. Some of the students have posed serious behaviour problems, due in all probability, to their experiences in undesirable home environments. This is one of the reasons why many are enrolled in a boarding school. An understanding of the types of students who are enrolled in school makes it doubly clear that careful consideration needs to be given to means of providing a home-like atmosphere in the



buildings where they are housed.

### The Cottage Dormitory

Fort Sill Indian School has six cottage dormitories that house one hundred and twenty students. Each building houses ten boys, ten girls, and two adults--the teacher-counselor and the housemother. The dormitories are two-story brick buildings with colorful wrought iron trim around the porches and doors. The lawns are attractive and some landscaping has been done with shrubs and flowers.

From the front entrance the first room entered is the large living room with attractive draperies, comfortable living room furniture, a fire place and adequate storage space for books and magazines. The living room is home-like and cozy. The students use this room to entertain their guests, for study, for reading, for cottage meetings and for visiting. At one side of the living room, down half a flight of stairs are the quarters of the adults. One is a two-room apartment for the teacher-counselor and a single room and bath for the housemother. The rooms are all attractive and efficiently arranged.

The living room separates the boys and girls quarters. Up a flight of stairs on either side of the living room are the boys and girls quarters. There are three large rooms, two accommodate three students each and the other four students. Each student has a closet and two or three large bureau drawers. The closet, bureau and mirror are built-in, making cleaning easy because only the bed, chairs and table have to be moved. The children use their imagination and ingenuity in making their rooms attractive. They have pennants, pictures,

photographs and other knick-knacks that any boy or girl would like to have in the room.

Both the boys and girls sides have large centrally located bathrooms, not many steps from each room. The floor and part of the wall are tile lined which makes for greater sanitation. A double shower, two toilet stools and two wash sinks serve ten students. Each student is provided with a stainless steel cubby hole for soap, toothbrush and other toilet articles.

The dining room is down another short flight of steps, leading out of the living room. Twenty-five people can be comfortably seated. The walls are paneled in knotty pine, with attractive drapes and Venetian blinds for the windows. In addition to tables and chairs there is a china closet and buffet. This room is also used for a study room at night. Opening into the kitchen is a large service window that can be closed and locked.

The kitchen is rectangular in shape, and arranged conveniently for a minimum of walking and motion. A heavy duty stove, double sink, a large refrigerator and cooking facilities are the main pieces of equipment. Close by are the hallway closets and utility room in which are stored supplies and other articles. The laundry room is also in this area and is equipped with a double sink, an electric washing machine and facilities for ironing.

The basement playroom is down a flight of steps, at one side of the dining room. In some of the cottages large windows at ground level make the playroom light and airy. This room is used for dancing games and work. In other words, it is a rumpus room enjoyed by all.

In the construction of these buildings, all horizontal moldings were kept at a minimum, because they are dust catchers, and would be especially so in this area. Effort was made to make the buildings as attractive as possible, by using pleasing and striking colors. The walls of the rooms in some cottages are tinted, but in the cottages at Fort Sill the walls have been left the natural white of plaster. The baseboards, window sills, and built-in furniture are brilliant greens, blues and Chinese red. The floors are covered with linoleum in a neutral color. On the walls in two of the cottages are murals done in true fresco by famous Indian artists. One of the two murals depicts the life of the Plains Indians; the other shows scenes from a ceremonial dance of the Apache tribe. These are very colorful and are a never ending source of interest and enjoyment to students and visitors alike.

Each cottage receives current magazines and a daily newspaper, and has well stocked shelves of simple standard fiction which students are encouraged to read. Additional standard items for student use are radios, record players and pianos. One cottage has a television set. These furnishings have added greatly to pleasant living.

Life in the cottages is a well planned educational experience. The cleaning, care of clothing and personal belongings, laundry work, recreation, leisure time activities, preparation, serving and the cleaning up after meals are all approached from an educational angle so that students do not feel that these are chores, but they get the experience of doing these jobs often and realize that they are necessary for satisfactory living. To attain and promote desirable learning experiences in the cottage dormitory requires a great deal of thought and

effort on the part of the staff. For this reason it is important that teachers and housemothers have a sincere interest and belief in this type of living for Indian children in boarding schools. There are many teachers who cannot stand up under the great demands of the cottage dormitory, but there are other individuals who welcome the chance to work with children who otherwise would not have the experience of living in an atmosphere simulating that of a good home.

The supervisors directly concerned with the management of the cottage dormitories are the boys and girls advisors and the homemaking teacher. The advisors guide the student personnel program, through counselling and helping plan activities and making weekly inspections when they are given a rating which has proved to be a great incentive in their daily work. The advisers are responsible for the cleanliness of the students rooms, living rooms and playrooms. The homemaking teacher is responsible for the food preparation program, the cleanliness and sanitation of the kitchen, dining-room and laundry rooms; and the laundry program. Methods and techniques of cleaning for all parts of the building are guided by the homemaking teachers. Good manners and good grooming are also their responsibility.

The teacher counselor is the adult in charge, and the housemother helps with the work. The teacher counselor is a college trained teacher, who has regular teaching duties during the day. The housemother is on duty the majority of the time, but is guided by the better trained teacher counselor.

#### The Functioning of the Cottage Dormitory

The day begins at six o'clock in the morning, when everyone gets

up, makes his bed and starts some of his work. The girls are divided into two groups, five are on cooking duty while the other five are on cleaning detail. They rotate these jobs each week. Twice a week the girls who are on cleaning detail start the family wash soon after they get up, and they are through with this by school time. The girls who are on cooking detail start breakfast about six fifteen, start some of their cleaning and are ready to serve breakfast at seven o'clock. These girls wash the breakfast dishes and check supplies or start some of the preparation for the evening meal. By eight-fifteen they are ready to go to their rooms and prepare for school.

The boys clean the living room, play room, walks, yard and take care of the trash and garbage. They also take care of their rooms, the bathroom, their personal belongings, their closets and drawers.

All leave the building at eight-thirty and do not return until noon when they have an hour and a half to eat and relax or catch up on their work before returning to the afternoon classes. Recently the noon meal has been served in the large central dining room, but until a year ago the girls prepared all three meals each day in the cottage dormitory. However, the girls are responsible for the evening meal, which they start preparing any time after four o'clock, depending on the menu. At three fifteen in the afternoon many of the boys go out for sports. The girls are free to do their own work, read, relax or anything they want to but there is always an adult around to help and to advise them in any way.

After the evening meal, from seven to eight, the students have a quiet hour, at which time they have supervised study, or they may attend

different organizational meetings. The students are expected to be in bed with the lights out about nine-thirty.

Each child may get individual attention from the adult in charge at any time it is needed. The child is helped with his table manners, cleaning procedures, health habits and social adjustment. He develops a sense of belonging. One boy was heard to remark, "These are all my brothers and sisters."

An effort is made to provide for mixed groups representing various ages, grades and tribes. However, two or more of the same age are placed together so that they will have companionship. Brothers and sisters are encouraged to live in the same cottage unless they do not get along. However, every effort is made to strengthen family ties. Putting various tribes together encourages the students to speak English, and those who do not speak English will learn much faster because they learn from others.

Every other Monday night, the cottage group holds its house meeting at which time the students are free to discuss anything they want. They voice their opinions and complaints. They make suggestions or just talk. These meetings usually end with some special entertainment provided by the group and always with some light refreshments. Special meetings are held whenever the need arises.

Birthday parties for each student are held regularly, or the girls bake cakes and serve them at meals for the honoree. The cottage group has theatre parties, skating parties, hikes and picnics. They love to have Sunday dinner guests. Every child is briefed on social etiquette before each occasion, thus making all activities as educational as possible.

It was originally intended that all homemaking for girls be carried out in the cottage dormitory, but in recent years it has been found that there is much theory and practice that should be learned before the students are turned loose in the cottages. The cottage personnel are expected to carry out methods and standards as prescribed by the homemaking teachers in regard to cleaning, food preparation, food service, laundry work, room arrangement and proper etiquette. Problems, suggestions and questions that arise are discussed at bi-weekly meetings of the housemothers, teacher counselors and specialists who are concerned with cottage management.

Cottage food classes are held twice a week. The girls on cooking detail help plan the menus, discuss plans for the day or week and ask for information on anything pertaining to management, methods or standards of products. The homemaking teacher gives demonstrations and instructions. Before a new dish is put on the menu the homemaking teacher demonstrates this, and the girls get a chance to try it out in the foods class.

The laundry work is handled in the same way. Demonstrations are held and the home economics teacher along with the cottage adults, checks regularly to see that the work is being done satisfactorily.

Though all jobs are done according to the ability of the student, each student is offered instruction in all phases of cottage dormitory living. Each is encouraged to participate in all of the activities that are necessary for group living.

## CHAPTER IV

### OBSERVATION OF SPECIAL AND FIRST YEAR STUDENTS LIVING IN COTTAGE DORMITORIES DURING THE SCHOOL YEAR 1954-55

The general problem considered in this study was: What observable changes are taking place in Indian boys and girls who live in cottage dormitories? In seeking a solution to this problem the writer proposed to prepare record forms and tables to facilitate the recording of observations extending over a period of nine months designed to show behaviour changes of twenty-seven selected students new to cottage dormitory life.

The changes observed were concerned with the use of vocabulary and speech; changes in selected personality factors; development of manual skills; cultural skills related to everyday living and physical growth. Observations were made at the end of the first and second week of school and at the end of each six weeks period thereafter.

Tables were prepared and used to record observable changes in the control of five selected types of behaviour; use of vocabulary and speech, changes in selected personality factors, development of manual skills; cultural skills related to everyday living and physical growth.

An interpretation of the tables serves to validate the assumption that:

1. Evidences of behaviour changes can be found.
2. The exact amount of growth cannot be ascertained but evidences of change can be cited.



3. Since the basic aim of the cottage dormitory is to simulate good family living in an attractive and permissive environment it is to be expected that students who live there will change in behaviour.
4. Records can be kept that when interpreted will indicate changes made by individual students. It is not implied that all growth made by individuals is due to cottage dormitory living, though permissive factors may influence the students willingness to change behaviour patterns.

#### Interpretation of Tables

##### Use of Vocabulary and Speech

Table I indicates improvement in vocabulary and speech. The first observation showed that during the first week of school twelve students could speak English well. These students had been to public schools or to other boarding schools. Three students could not speak any Indian language. Evidently English was the only language used in the home. Nine students had some ability to speak English. They were from homes where only an Indian dialect is spoken, but they had been to school or had some contact with English speaking people. Six students indicated no knowledge of English at all. They were not familiar with even simple words. These students were quiet, seemed frightened and did not enter into any activity. They made no attempt to speak during the first two weeks. It is possible that they became overly conscious of their speech handicap and were embarrassed when around others. Though all of the other students tried to help them there were times when certain ones would make fun of the new students' pronunciation.

During the first four observation periods, there was a gradual improvement in the speaking ability of most of the special students. This seems to be associated with improvement in dress and grooming. By this time the girls had new hair arrangement and wore skirts and blouses instead of the ill fitting dresses they had brought to school. They were using lipstick and other cosmetics. This seemed to make them feel more a part of the group. This change in personal appearance seemed to have a miraculous effect on the students observed as they became more confident. They mixed more with other students even though they could not speak to them or understand them.

By the end of the seventh observational period only one student made no improvement in speaking. She was a fourteen-year-old girl who was friendly and liked to be with other people, but did not talk. However, it was thought by her teacher and housemother that she had a speech defect, though this was not based on medical diagnosis.

It was noted that if not more than two special students were placed in a cottage they learned to speak and understand English more quickly. Where there were several special students placed together in a cottage, they had a tendency to cling together, and not make much attempt to speak English, this seemed to be the reason why they took a longer time to learn some of the simpler words.

In the ability to understand English, twelve students understood English well at the beginning of school; twelve had limited ability and three had little or no ability. At the beginning of school, three of the special students could not speak English but they could understand many words. The three who had no ability showed this by

TABLE I

OBSERVABLE ADJUSTMENT AND CHANGE IN VOCABULARY AND SPEECH OF TWENTY-SEVEN SELECTED STUDENTS  
IN THE FORT SILL SCHOOL DURING THE YEAR 1954-55

Observed Behavior	First Observation			Second Observation			Third Observation			Fourth Observation			Fifth Observation			Sixth Observation			Seventh Observation		
	Good	Limited	Little	Good	Limited	Little	Good	Limited	Little	Good	Limited	Little	Good	Limited	Little	Good	Limited	Little	Good	Limited	Little
1. Speak English	12	9	6	12	9	6	12	9	6	12	11	4	12	11	4	16	8	3	16	10	1
2. Understand English	12	12	3	12	12	3	12	12	3	12	12	3	12	14	1	17	8	1	17	8	1
3. Carry on routine activities	19	5	3	19	5	3	19	5	3	19	5	3	19	8	0	19	8	0	19	8	0
4. Meet people effectively	11	8	8	11	8	8	11	12	4	11	12	4	11	13	3	19	8	0	19	8	0

not being able to respond in any way to simple requests. After the fourth observation period all students except one had improved a great deal and could understand the simple requests and statements that had to do with dormitory living.

The special students were very observant and tried very hard to learn. They were able to interpret meanings of situations quicker and easier than they could learn to speak.

During the first four observations nineteen students understood and coped effectively with the daily routine. Five students showed some ability but three others had difficulty. All of these students showed some ability but three others had difficulty. All of these students showed some improvement from one observation time to the next. About the time of the fifth observation the three students who were having difficulty, began to understand the routine and went ahead with their activities without having to be told what to do in each situation studied. The cottage dormitories thus offered opportunities for problem solving in that the students planned and decided how and when to do the tasks that had to be done. The adults who directed students stimulated student interest, but did not control their every move.

In relation to meeting people effectively, eleven students could meet and converse with others well at the beginning of the school year. Eight showed a limited ability and eight made no attempt at all to be friendly. It was interesting to note that four of the students who could neither speak nor understand English, were friendly and liked to be with people, though they could not carry on a conver-

sation nor did they know the proper words of salutation. These students were cheerful and friendly and would walk with the adults, holding their hands but would only smile when spoken to.

Three of the special students showed no outward signs of friendliness and seemed to be indifferent to adults. These girls were lonesome and unhappy and did not show much improvement until the sixth observation period. During the last observation period these students became more friendly and mixed more with the cottage group and others. These girls were fifteen and sixteen years of age and had never been to school before and must have felt very inadequate in their social relations, because of their new environment.

#### Changes in Selected Personality Factors

Table II records the changes made in certain selected personality factors by the students during the observation period.

Of the twenty-seven students observed, fourteen got along well with others in the cottage from the beginning of school and throughout the observation period. This group of students was composed not only of the students who could understand and speak English but also some of the special students. Seven showed some evidence and six showed little evidence of improvement in getting along with others. By the end of the observation period all had improved, though five needed to improve more. Two high school girls were included in this group. They were orphans and did not have normal home backgrounds, since they had been in mission homes and other Indian schools. They resented supervision and showed an uncooperative attitude coupled with temper outbursts. They caused much agitation in the cottage. These girls

TABLE II

OBSERVABLE ADJUSTMENT AND CHANGE IN BEHAVIOUR OF TWENTY-SEVEN SELECTED STUDENTS  
IN FORT SILL SCHOOL DURING THE YEAR 1954-55, IN RELATION TO NINE SPECIFIC PERSONALITY FACTORS

Observed Behaviour	First Observation			Second Observation			Third Observation			Fourth Observation			Fifth Observation			Sixth Observation			Seventh Observation		
	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence
1. Getting along with others	14	7	6	14	7	6	22	3	2	22	3	2	22	5	0	22	5	0	22	5	0
2. Control of behaviour in spite of feelings	20	1	6	20	1	6	22	2	3	24	3	0	24	3	0	24	2	1	24	3	0
3. Good attitude toward responsible adults	24	3	0	24	3	0	24	2	1	25	2	0	25	2	0	27	0	0	27	0	0
4. Appreciation and consideration of others in dormitory	20	5	2	20	5	2	20	5	2	25	2	0	27	0	0	27	0	0	27	0	0
5. Willingness to help with work in dormitory	17	10	0	17	10	0	21	5	1	21	6	0	27	0	0	27	0	0	27	0	0
6. Sharing experiences with own and other sex	19	5	3	19	5	3	19	5	3	19	8	0	19	8	0	19	8	0	19	8	0

TABLE II, page 2.

7. Helping plan dormi- tory life	11	6	10	11	6	10	11	6	10	13	6	8	11	12	4	13	14	0	13	14	0
8. Meeting obligations promptly	-	-	-	-	-	-	12	14	3	12	14	1	18	8	1	21	6	0	24	3	0
9. Good outlook on life	18	3	6	18	3	6	21	0	6	21	0	6	21	6	0	21	6	0	21	6	0

were in the same cottage at first but were later separated and put in different cottages. By the fifth observation period the attitude of each had improved; they were happier and they controlled their feelings much better. These girls need much more help but are gaining a feeling of security. They are aware that the teacher and cottage mother are interested in their welfare, and that adults may be sympathetic and understanding.

All students showed a good attitude toward responsible adults, with the exception of one boy. This particular boy got along well at first but at the end of the first six weeks he had become rude and ignored the supervision of the adults in charge. This reaction may have been brought on by the wrong approach in correcting the boy. However, his resentment did not last long and by the time of the next observation the boy had improved and steadily became better adjusted.

Seventeen students showed a willingness to help with the work in the cottages, during the first two weeks. Ten students showed some evidence of willingness to help with work. The special Navajo students were always willing, but lacked confidence and initiative to go ahead. By the end of the fifth observation period all students showed a willingness to help with the work in the dormitory.

Nineteen students got along well with the opposite sex. They showed this by conversing and sharing activities with them. During the first three week period three of the special Navajo girls made no attempt to associate with the boys of the cottage, though they may have been interested. They were shy and made no attempt to talk to



the boys or share any activity with them. During the rest of the observation period they changed somewhat but not as much as some of the other students, who after getting acquainted, intermingled as brothers and sisters. The cottage provide excellent opportunity to get along with the opposite sex since all activities were planned with the participation of all as the major objective.

One of the activities that is difficult for new students and the special Navajo students is helping to plan dormitory living through discussion. Eleven of the twenty-seven subjects showed some ability to help with the planning; six had little ability; and ten had no ability. This may be an expected tendency for first year students, since they are unfamiliar with the routine and many students cannot speak or understand English and most of them have never before been given opportunity to help plan. By the end of the observation period, thirteen took some active part in planning and fourteen others showed some evidence of helping to plan cottage living. Some of these students did not express their opinions orally at meetings, but they discussed with their room-mates or with the adults some of the activities they felt needed to be used.

During the first two weeks of school it was impossible to learn if students met their obligations promptly, so this was not recorded. During the latter part of the last six weeks period this was determined on such things as getting to activities on time, completing dormitory jobs on time, returning library books and getting assignments in on time. By the end of the observation period only three students had to have any serious reminders to take care of obligations.

At the beginning of the observation period, eighteen students seemed to have a good outlook on life. They showed this by being friendly, adjusting to their new environment and entering into all activities with enthusiasm. These students did not develop any serious problems. Six students seemed to have emotional problems. They were moody and did not participate in any of the activities voluntarily. These students were lonesome and unhappy. They were older students who were in school for the first time.

#### Development of Manual Skills

Table III shows progress in the development of manual skills. All of the listed skills are those connected with the daily house-keeping activities in the cottage dormitory. Four students had been to schools where they received thorough training in cleaning methods. They did not have any trouble doing their share of the housekeeping.

Twelve students showed some evidence of knowing how to care for and use necessary equipment for the floor but needed some additional instruction. Eleven students did not have any idea of how to care for the floor. Steady improvement was noted at each observation and by the sixth observation all students knew how to care for the various types of floors and use suitable equipment. The vacuum cleaner was a new object to the majority of students. They were all taught to use it but the younger students and special students were not assigned the care of the living room rugs. Caring for cleaning equipment seemed to be difficult for some students; this may have been due to the lack of proper facilities for storing cleaning equipment.

The majority of students could dust after being shown how, but

TABLE III

OBSERVABLE CHANGES IN DEVELOPMENT OF MANUAL SKILLS BY THE TWENTY-SEVEN SELECTED STUDENTS  
IN FORT SILL SCHOOL DURING THE YEAR 1954-55

Observed Behaviour	First Observation			Second Observation			Third Observation			Fourth Observation			Fifth Observation			Sixth Observation			Seventh Observation		
	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence
Manual Skills	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence
1. Sweep using appropriate equipment	4	12	11	4	12	11	9	18	0	23	4	0	23	4	0	27	0	0	27	0	0
2. Use a wet mop on a floor	4	12	11	4	12	11	9	18	0	23	4	0	23	4	0	27	0	0	27	0	0
3. Wax and polish a floor	4	9	14	4	9	14	14	9	4	23	4	0	23	4	0	27	0	0	27	0	0
4. Dust furniture and other parts of the room	4	15	8	10	11	6	10	9	2	10	9	2	23	4	0	27	0	0	27	0	0
5. Straighten drawers and shelves	5	6	16	5	6	16	14	7	6	22	5	0	22	5	0	22	5	0	22	5	0
6. Care for cleaning equipment	4	12	11	4	12	11	21	6	0	22	5	0	22	5	0	22	5	0	22	5	0
7. Use a vacuum cleaner	4	12	11	4	12	11	15	10	2	15	10	2	18	3	6	18	3	6	18	6	3
8. Clean woodwork	4	12	11	4	12	11	15	10	2	15	10	2	23	4	0	23	4	0	27	0	0

TABLE III, page 2.

9. Wash windows	4	12	11	4	12	11	15	10	2	15	10	2	23	4	0	25	2	0	27	0	0
10. Clean mirrors	4	12	11	4	12	11	15	10	2	15	10	2	23	4	0	27	0	0	27	0	0
11. Clean sinks	4	12	11	4	12	11	7	16	4	21	6	0	21	6	0	27	0	0	27	0	0
12. Clean toilet stools	4	12	11	4	12	11	7	16	4	23	4	0	23	4	0	23	4	0	23	4	0
13. Clean shower	4	12	11	4	12	11	7	16	4	23	4	0	23	4	0	23	4	0	23	4	0
14. Clean Venetian blinds	0	16	11	0	16	11	7	16	4	24	3	0	24	3	0	24	3	0	24	3	0
15. Clean walls	0	16	11	0	16	11	7	16	4	24	3	0	27	0	0	27	0	0	27	0	0
16. Make a bed	0	16	11	0	16	11	7	16	4	27	0	0	27	0	0	27	0	0	27	0	0
17. Arrange decorative objects	0	16	11	0	16	11	0	19	8	0	19	8	0	19	8	11	12	4	11	12	4
18. Fold clothes	0	16	11	0	16	11	7	16	4	7	20	0	7	20	0	27	0	0	27	0	0
19. Wash personal clothing by hand	12	7	6	12	7	6	19	8	0	19	8	0	27	0	0	27	0	0	27	0	0
20. Iron personal clothing	12	7	6	12	7	6	19	8	0	19	8	0	19	8	0	19	8	0	19	8	0
21. Mend personal clothing	11	12	4	11	12	4	19	4	4	19	4	4	19	8	0	19	8	0	19	8	0
22. Wash clothes by machine	0	5	22	0	5	22	7	16	4	12	7	8	12	7	8	12	7	8	12	7	8
23. Buy proper clothing	0	7	20	0	7	20	7	14	6	12	11	4	12	11	4	12	15	0	12	15	0
24. Care for shoes	11	14	2	11	14	2	19	8	0	27	0	0	27	0	0	27	0	0	27	0	0

TABLE III, page 3.

25. Set the table	0	4	23	0	4	23	12	7	8	19	0	8	19	8	0	19	8	0	19	8	0
26. Wash the dishes	0	10	17	0	10	17	12	7	8	12	7	8	19	8	0	19	8	0	19	8	0
27. Follow a recipe	0	10	17	0	10	17	0	10	17	2	11	14	13	0	14	13	0	14	13	0	14
28. Clean the refrigerator	0	6	21	0	6	21	9	10	8	9	10	8	9	10	8	9	10	8	9	10	8
29. Clean the stove	0	6	21	0	6	21	9	10	8	9	10	8	9	10	8	9	10	8	9	10	8
30. Clean the walk-in refrigerator	0	6	21	0	6	21	0	6	21	9	7	11	9	7	11	12	7	8	12	7	8
31. Store food	0	6	21	0	6	21	9	7	11	9	7	11	9	7	11	9	7	11	13	6	8
32. Arrange the kitchen	0	0	27	0	0	27	9	7	11	9	7	11	9	7	11	9	7	11	9	10	8
33. Clean garbage and trash can	0	6	21	0	6	21	9	7	11	9	7	11	9	14	4	9	14	4	9	14	4
34. Clear the table	0	6	21	0	16	11	9	10	8	9	10	8	9	18	0	9	18	0	9	18	0
35. Wait on tables	0	6	21	0	6	21	9	7	11	9	7	11	9	10	8	9	10	8	9	10	8
36. Prepare fruits	0	4	23	0	4	23	0	4	23	0	9	18	9	7	11	9	7	11	9	7	11
37. Prepare salads	0	0	27	0	0	27	0	5	22	9	7	11	9	7	11	9	7	11	9	7	11
38. Cook simple vegetables	0	0	27	0	0	27	0	0	27	0	4	23	4	12	11	4	12	11	4	12	11
39. Make simple sauces	0	0	27	0	0	27	0	0	27	0	9	18	4	12	11	2	12	11	4	12	11
40. Prepare meats	0	2	25	0	2	25	0	2	25	0	2	25	0	4	23	0	4	23	0	4	23

TABLE III, page 4.

41. Prepare starchy foods	0	2	25	0	2	25	0	2	25	4	12	11	0	12	11	0	12	11	0	12	11
42. Make pies	0	0	27	0	0	27	0	0	27	0	0	27	0	2	25	0	2	25	0	2	25
43. Make cakes	0	0	27	0	0	27	0	0	27	0	0	27	0	2	25	0	2	25	0	2	25
44. Prepare simple desserts	0	0	27	0	0	27	0	0	27	0	0	27	0	2	25	0	2	25	0	2	25
45. Make quick breads	0	3	24	0	3	24	0	3	24	4	12	11	4	12	11	16	3	8	16	3	8
46. Prepare yeast breads	0	0	27	0	0	27	0	0	27	0	0	27	0	2	25	0	2	25	0	2	25
47. Use principles of egg cookery	0	3	24	0	3	24	0	3	24	0	3	24	4	12	11	4	12	11	0	12	11
48. Prepare meat substitute dishes	0	3	24	0	3	24	0	3	24	0	3	24	0	3	24	0	3	24	0	3	24
49. Use left-over dishes	0	3	24	0	3	24	0	3	24	0	3	24	0	3	24	0	3	24	0	3	24
50. Organize work	0	0	27	0	0	27	0	16	11	2	8	17	5	11	11	5	11	11	16	11	0
51. Follow a schedule	0	0	27	0	0	27	0	16	11	0	16	11	0	16	11	6	10	11	6	10	11
52. Plan a balanced menu	0	0	27	0	0	27	0	0	27	0	16	11	0	16	11	2	14	11	16	0	11
53. Go ahead with jobs without supervision	6	4	17	6	4	17	10	7	10	17	10	0	17	10	0	21	6	0	21	6	0

were not very thorough until the fifth or sixth observation. Learning to straighten drawers and shelves so that they looked neat was one of the most difficult jobs to learn, though the majority of students showed good ability by the fourth observation. Cleaning the woodwork, windows and mirrors are jobs much alike. By the end of the fifth observation period all but the four younger students could do these jobs properly. By the fourth observation period all of the students except the four younger ones could clean the bathroom properly. This included the toilet stools, shower room, sinks and floor, as well as walls and fixtures.

None of the students was familiar with the care of Venetian blinds but after the first six weeks period the majority of older students were able to give needed weekly care. The younger students were instructed in the care of the Venetian blinds but this was not one of their assigned duties.

All of the students knew how to make their beds properly by the end of the first six weeks period, though none of the students knew at first how to make their beds according to the standards set up by the cottage. After several demonstrations all could make their beds properly.

None of the students knew simple principles of arranging decorative objects in the various rooms. Though sixteen had some ability, it was based on natural ability. By the end of the observation period eleven had good ability; twelve had some ability while four others made no attempt to arrange decorative objects in a different way.

Twelve of the students could wash their clothes properly by

hand. Seven could do a fairly good job and six showed little ability. These six were all special students. Only the high school students were allowed to use the electric washing machine. These five girls had some idea of how to use the machine, but had to be given additional instruction at first but by the third observation period twenty-one of the students knew how to use the electric washing machine and six had been given instructions but were not assigned this job regularly. These were the younger boys and girls. Twelve of the students knew how to iron their clothes with an electric iron. Seven had some idea of how to iron and six had no ability at all. All were encouraged to iron their own clothing. The younger students could not be expected to iron well, but they were instructed in the use of the equipment and were able to iron some of the simple articles. By the end of the observation period nineteen of the students could iron well and eight others could iron simple articles. All of the older students are encouraged to mend their personal clothing. The house-mother did most of the patching and mending for the younger students. Eleven knew how to mend their clothes fairly well, though not properly. The older students improved gradually. By the seventh observation nineteen could mend their clothes fairly well, eight had been given instruction and could sew on buttons. All of the students took very good care of their shoes, though during the first two weeks sixteen needed more instruction on proper methods of storing and polishing.

Seven of the students showed some ability to buy personal clothing during the first two observation periods; this ability must have been on what they observed other students were wearing. More instruction



needs to be given on proper methods of buying.

All of the girls shared in the care of the dining room, kitchen, laundry room and utility room. The boys shared some of this responsibility though they were not scheduled regularly to do so. At the beginning of the observation only four students knew how to set the table properly. At the end of the third observation period twelve girls could set the table properly. By the end of the fifth observation period nineteen of the girls could set the table well and the eight boys had instruction and took their turn in the dining room occasionally. All of the students shared in the washing of dishes and kitchen utensils. The boys helped in the kitchen in the evenings or when some of the girls were absent. By the end of the fifth observation period all of the nineteen girls knew how to wash dishes properly. The boys had some ability.

The ten girls who could read and had taken some homemaking before could follow a recipe. The special students and the boys did not have any ability to follow a recipe. By the end of the observation period, thirteen girls could follow a recipe well, while the boys and the special students did not have such ability, though some of the special students could prepare some foods without a recipe.

The girls who take home economics receive instruction in all phases of food work. Nine of the girls took regular homemaking courses, while seven took only the fundamentals and eleven students have not had this opportunity at all. In the items listed that have to do with food, the data show that the girls did not have much skill in preparing meals during the first four observation periods, but

after the fifth observation much improvement was made. These students do not have the main responsibilities in meal preparation in the cottages; this is given to the more experienced girls. The first six weeks period shows that the majority of students had to be supervised in their work, but after they knew what to do they usually went ahead with little supervision.

#### Skills Related to Everyday Living

Table IV compiles the data obtained in the observation of other skills related to cultural growth.

During the first two weeks of school fourteen students ate all foods that were served. This included all the Navajo students. Many of the foods served were new to the student. Three showed some evidence of trying to eat some of all foods served, and ten did not eat the foods they thought they did not like. By the end of the fourth observation period, twenty-three students were eating some of all foods served. One girl who was very much overweight did not eat vegetables voluntarily, throughout the observation.

Though fourteen students ate some of all foods served, they did not know why they should eat certain foods. By the end of the sixth observation period the majority of students had some idea that balanced meals were necessary for good health.

Only four of the girls who had taken some homemaking could use good table manners; six showed some evidence and seventeen little evidence. By the end of the sixth observation, good table manners were emphasized. This is shown by the fact that by the end of the observation period twenty-one were using good table manners and only

TABLE IV

OBSERVABLE CHANGES IN DEVELOPMENT OF SKILLS IN EVERYDAY LIVING BY THE TWENTY-SEVEN SELECTED STUDENTS  
IN FORT SILL SCHOOL DURING THE YEAR 1954-55

Observed Behaviour	First Observation			Second Observation			Third Observation			Fourth Observation			Fifth Observation			Sixth Observation			Seventh Observation			
	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	Good	Some Evidence	Little Evidence	
Other Skills																						
1. Tries to eat new foods	14	3	10	14	3	10	17	13	0	23	4	0	23	4	0	26	1	0	26	1	0	
2. Eats a balanced diet	14	3	10	14	3	10	17	13	0	17	13	0	17	13	0	21	6	0	21	6	0	
3. Uses good table manners	4	6	17	4	6	17	10	6	11	10	6	11	10	17	0	21	6	0	21	6	0	
4. Knows how and when to bathe	7	15	5	7	15	5	7	20	0	25	2	0	25	2	0	27	0	0	27	0	0	
5. Knows how to care for hair	4	15	8	4	15	8	19	8	0	19	8	0	20	7	0	25	2	0	27	0	0	
6. Knows how to care for hands	4	15	8	4	15	8	19	8	0	19	8	0	19	8	0	19	8	0	19	8	0	

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7. Knows how to care for face	4	15	8	4	15	8	19	8	0	19	8	0	19	8	0	19	8	0	19	8	0
8. Knows how to care for teeth	4	15	8	4	15	8	19	8	0	20	7	0	20	7	0	20	7	0	27	0	0
9. Knows how to care for feet	6	10	11	6	10	11	6	10	11	16	5	6	16	5	6	16	10	0	16	10	0
10. Improves personal appearance	4	15	8	4	15	8	10	10	7	26	1	0	26	1	0	26	1	0	26	1	0
11. Reads good literature	0	4	23	0	4	23	0	4	23	0	4	23	0	4	23	0	4	23	0	4	23
12. Studies voluntarily or after being told	12	15	0	12	15	0	12	15	0	27	0	0	27	0	0	27	0	0	27	0	0
13. Listens to good music along with that of popular appeal	0	1	26	0	1	26	0	1	26	0	1	26	0	1	26	0	1	26	0	1	26
14. Uses leisure time constructively	0	21	6	0	21	6	0	21	6	4	17	6	21	6	0	21	6	0	21	6	0
15. Dresses appropriately for different occasions	6	12	9	6	12	9	6	12	9	10	11	6	15	11	1	20	6	1	20	7	0
16. Attends church	27	0	0	27	0	0	27	0	0	27	0	0	27	0	0	27	0	0	27	0	0

six needed more help.

At the beginning of school seven students bathed regularly each day without having to be told; fifteen bathed when told or reminded and five tried to get out of bathing or would not bathe voluntarily. by the fourth observation all but two of the students bathed each day without having to be told. By the end of the observation period all kept clean voluntarily.

After the first two weeks all of the girls took great pride in their hair; they washed it and kept it groomed nicely. All of the older boys kept their hair neat and clean from the beginning of school. The girls who were in the special Navajo group did not know how to take care of their hair. Most of them had long unkempt hair. About the fourth week of school they had their hair cut and had home permanents.

Four of the older girls knew how to take care of their teeth, face, hands, and feet at the beginning of the observation. By the end of the observation period all of the students knew how to care for their teeth properly. Eight needed more help on the care of their hands, face and feet.

At the beginning four of the older students knew how to take care of their personal appearance. After the students were in school for a short while they tried very hard to improve their appearance by purchasing clothes that were being worn by the other students. By the end of the fourth observation period all of the students except one girl had improved in personal appearance. The one exception was a rather stout girl who still wore inappropriate lines, designs and

color combinations. She took little interest in making herself more attractive. This girl needed more personal attention in the selection of clothing and grooming.

Only four of the students showed any interest in reading the standard fiction books that are included in their library. When any leisure time reading was done, comic books or cheap magazines were their main interest. Though much is being attempted along this line through family group reading, much more needs to be done to encourage the reading of good literature. This same pattern seems to be true of listening to good music. Practically all of the students would rather listen to popular music which is natural for teenagers, but it is hoped that they will develop an appreciation for good music.

Most of the students learned to use their leisure time constructively. This may be due to the fact that they had many responsibilities in the cottage as well as for getting their school assignments and taking care of extra-curricular obligations. Some students had jobs and livestock projects. They are busy most of the time. However, more needs to be planned for the younger students in the form of hobbies or planned recreational activity.

TABLE V

MONTHLY WEIGHT AND HEIGHT RECORD OF TWENTY-SEVEN SELECTED STUDENTS  
IN FORT SILL SCHOOL DURING THE YEAR 1954-55

Student	Age in Sept.	Height in Sept.	Weight in Sept.	Weight in Oct.	Weight in Nov.	Weight in Dec.	Weight in Jan.	Age in Jan.	Height in Jan.	Weight in Feb.	Weight in March	Weight in April	Weight Gained in 8 Months
1	16	59"	90	96	99	104	105	16	59"	103	105	105	15
2	15	60"	103	109	122	125	127	15	60"	129	131	132	29
3	15	58"	91	96	103	105	106	15	58"	101	104	105	14
4	12	57"	87	91	95	100	109	12	58 $\frac{1}{2}$ "	109	115	118	31
5	12	55"	71	77	82	87	89	12	55 $\frac{1}{2}$ "	87	95	98	27
6	10	53"	57	60	60	64	64	11	54 $\frac{1}{2}$ "	64	65	67	10
7	8	51"	55	56	59	64	62	8	52"	63	65	67	12
8	14	60"	105	109	119	124	125	15	60"	125	125 $\frac{1}{2}$ "	125	25
9	14	62"	97	95	98	102	102	14	62 $\frac{1}{2}$ "	106	106	108	11
10	15	61 $\frac{1}{2}$ "	157	164	165	165	160	15	61 $\frac{1}{2}$ "	162	160	160	3
11	14	56 $\frac{1}{2}$ "	88	96	98	100	104	15	56 $\frac{1}{2}$ "	105	106	107	19
12	13	57 $\frac{1}{2}$ "	81	86 $\frac{1}{2}$ "	89	94	92	14	57 $\frac{1}{2}$ "	94	96	101	20
13	14	62 $\frac{1}{2}$ "	117	121	123	129	124	15	63"	125	125	124	7
14	15	58"	110	111 $\frac{1}{2}$ "	113 $\frac{1}{2}$ "	113	110	15	58"	111	110	113	3
15	16	61 $\frac{1}{2}$ "	108	111	113	110	112	16	61 $\frac{1}{2}$ "	112	113	114	6
16	14	62 $\frac{1}{2}$ "	108	120	126	124	129	15	62 $\frac{1}{2}$ "	127	126	126	18
17	13	58"	87	86	89	92	93	13	58"	95	97	100	23
18	16	65"	130	129	127	130	133	16	65"	133	132	132	2
19	16	62	105	104	101	100	103	16	62"	106	110	109	4
20	14	64"	124	125	125	128	132	15	65"	133	136	138	14
21	14	62"	115	116	116	118	121	14	64"	122	125	125	10
22	16	65"	125	130	135	136	136	16	66"	140	141	142	17
23	16	62"	120	121	122	122	122	16	62"	124	124	125	5
24	16	63"	118	121	119	120	123	17	63"	124	125	126	8
25	14	61"	95	96	98	98	99	14	62"	101	103	103	10
26	9	52"	54	57	60	60	62	10	53 $\frac{1}{2}$ "	64	66	66	12
27	12	58"	89	89	93	97	99	12	58 $\frac{1}{2}$ "	99	101	103	14

### Height and Weight Records

Table V records the weight and height of the twenty-seven students observed for an eight month period, from September to April. The chart shows the number of pounds gained by each student as well as the increase in height at mid term. Most of the students showed the greatest increase in weight during the first semester. One student gained twenty-four pounds during the first semester, another twenty-two and a third, twenty pounds.

Some of these students were somewhat underweight when they came to school. They were the students who gained the most weight. These students had good appetites and they were the students who ate some of all foods served.

The older girls did not gain much--two to seven pounds at the most. These girls try to keep down their weight and had finicky appetites. Some of the fifteen and sixteen year old girls gained from fifteen to twenty-four pounds. They were the girls who showed a somewhat immature personality, they were tomboyish and were not especially interested in boys. In this group were the girls who were lonesome and did not enter into activities very well. They did not play ball or do much walking; they would visit among themselves or sit around in groups on the campus.

Two girls were very much overweight to begin with. They did not gain more than three pounds. One girl was very active, she played ball and took brisk walks and did much running and playing. However, she ate a good deal at the table. She did not care for vegetables but she ate starchy and sweet foods. Some of the other girls were



extremely home sick, so were in the habit of snacking between meals.

All of the girls seemed to have attained their permanent height. Two boys gained in height and will probably gain more because of tribal characteristics. Most of the Navajo students are small and short of stature. Some of the girls have a tendency to become overweight.

#### Case Studies

One boy had a hard time adjusting during the first six weeks of school because he had all of his teeth pulled just before he came to school. Aside from being embarrassed he was not able to talk very well. However, the other students overlooked this and accepted him. He did not develop any type of adverse behaviour problems. He has false teeth and is well adjusted.

After eight months of school one of the special Navajo girls cannot speak sentences, though she can say some words, these are not pronounced well. She is a fourteen-year-old girl who weighed ninety pounds when she first came to school. She is very friendly and shows this by smiling and wanting to be around people, but she does not talk. She has developed some understanding of spoken English. She does well with the job assigned to her. A teacher counselor thought she must have a speech defect, though this was not based on medical diagnosis. When she first came to school she had clothes that were ill fitting, old and faded. The adults in charge helped her assemble a more appropriate wardrobe. She had long braids and did not know how to wash her hair. By the end of the first six week period she had cut off her braids and had a home permanent with an attractive, neat hairdo.

It was about this time she and the other special Navajo girls were using lipstick and other cosmetics. Since there was only one other special Navajo girl who lived in the same building with her, about the middle of the term she expressed a desire to move to the larger building where most of the special Navajo girls were housed. The adviser encouraged her to give the cottage another try. She has become happier since she has become better adjusted. She still needs much more understanding and help.

Of the ten Navajo students who were new in the cottages, two girls were orphans and had lived in mission schools most of their lives. They were fifteen and sixteen years of age, very attractive and dressed well. During the first few weeks they were quickly accepted by the group. However, one girl developed temper tantrums and was difficult to manage. After each outburst, however, she apologized and was very repentant. The girl was very bright in class, always got her assignments in on time and was through with anything she was assigned to do. She resented supervision but by the end of the observation period she had learned to control her temper, and was assuming responsibilities and her share of the work. This change was, no doubt, due to the counseling and to the realization that a temper outburst is not an accepted way of acting.

Another Navajo girl who also was an orphan was very attractive and was well liked by her group. However, before the first six weeks were up she became so very unhappy that she had remarked that she wanted to commit suicide. She had been severely burned when she was younger and would often remark that she wished she had burned up in

the house. Her legs had been so badly burned that she wears thick cotton flesh colored stockings to hide the scars. This physical condition may have been the cause of some of her behaviour problems. She, with another girl, left their dormitories one night and went to town. The advisors had to search for them and bring them back. This incident occurred twice. The girls were separated and put in different cottages, where they both found other friends and their attitudes changed. They are now happy and each has a good outlook on life. It was believed that this change could be attributed to the understanding advisor and adults in charge.

A third girl, who was very pretty, dressed well and was quickly accepted by the group. About the first week she developed fainting spells, which may have been caused by the heat or to a physical condition. However, this condition may have been emotional. This girl had said she was in the ninth grade, but when her transcript came she was really supposed to be in the eighth grade. She was put back in the right grade and seemed to become happier and did not have any more fainting spells or dizziness.

Another case of emotional instability was a girl of sixteen who came from a good family and had good training. She could play the piano and was pianist for the glee club and at assembly programs. The first several weeks of school she complained of headaches and nausea. She had a difficult time getting used to the water and complained that she just could not drink it. She was sent to the doctor on several occasions, but he could not find anything wrong with her. She cried often and complained of being very lonesome, however after

a time she became adjusted and by the end of the first six weeks she was happy and did not complain of any physical ailments.

A similar problem was the case of a girl about fourteen years old. She became very conscious of her facial characteristics. She had a rather snub nose and small eyes. She was really a nice looking girl, though some of the students had unwittingly given her nicknames that called attention to her snub nose. After a time she complained of poor eyesight and said that she could not see and that she needed eye-glasses. She complained of aches and pains in different parts of her body, but on each occasion she was sent to the hospital and nothing seemed to be wrong with her. She was later sent to an optometrist who found that she had perfect eyesight. After the girl was informed of this diagnosis, her headaches and complaints ceased. She was happy and was adjusting nicely by the end of the observation period.

Another girl was very much overweight for her size and height. Little was known about her background. She ate a great deal and had very poor table manners. She showed this by eating fast and not pausing or looking up during meals. However, it was not long before she noticed that the other students were not eating in this way so she slowed down and became very conscious of her table manners. She had poor food habits. She ate fattening foods and did not care for vegetables in any way. She worked well and was very dependable. She needed a great deal of help in selecting her clothes and wore poor color combinations on blouses and skirts that were very bright which called attention to her weight and short stature. She wore plaid blouses and flowered or striped skirts, which accentuated her size.

She had not improved in her taste in clothing by the end of the observation period nor had her food habits improved.

Two local boys who are brothers lived in the same cottage. The boys came during the summer due to undesirable home conditions. The older boy was brought to the school first because he had been caught stealing. He ran away from the school twice. The second time he came on his own accord and also brought a younger brother. The boys are exceptionally polite and are very friendly. They crave attention and affection. The adults in charge are attentive to their problems. The boys have not shown any desire to run away again.

These are only a few of the incidents that show how the behaviour of students was affected or failed to be affected favorably, by the environment to which they were exposed in cottage dormitory living.

## CHAPTER V

### SUMMARY, FINDINGS AND RECOMMENDATIONS

#### Summary

It was believed that, by observing the behaviour of students who lived in the cottage dormitories at Fort Sill Indian School, evidence of change could be cited that might be attributed, in part, to cottage dormitory living.

Since the physical environment and attitude of the adults in charge has been based on the needs and optimum development of the child, it was assumed that cottage dormitory living was a good experience for the child who had to live there nine months of the year.

In reviewing literature on the philosophy of Indian education it has been pointed out many times that the old type of boarding school with its regimental procedures and overcrowded, inconvenient living conditions added to the maladjustment of the Indian child who attended these schools.

Many thinking educators believe that the child learns by doing and that learning based on real life situations will be more effective and longer lasting; and that by correlating classroom work with the persistent concerns of everyday living, a curriculum may be developed that is more meaningful to the student.

In making the survey it was further believed that as behaviour changes took place in the student, these would be discernible and could be recorded. In making these observations the student was

totally unaware of being observed. The behaviours observed were based on the persistent concerns of everyday living, in relation to the developmental needs of the individual. These were grouped in five categories: personality factors; cultural skills related to everyday living; manual skills; physical growth, and vocabulary-speech.

In addition to personal observation, conferences with the boys' and girls' advisors, teacher counselors and housemothers were held regularly to obtain information on the students being observed.

### Findings

The following significant facts were revealed by the survey:

1. The length of time it took for the special Navajo students to learn to understand and speak English, and to associate with other students was closely correlated with their improvement in personal appearance.
2. The special Navajo students showed ability to understand English much quicker than they could speak it.
3. When three or more of the special Navajo students were placed in the same cottage they tended to form a cohesive group, which required a longer time for adjustment than that required by less cohesive groups.
4. The students who learned to speak and understand English quickly were generally those students with overt personalities.
5. The special students who have never been to school before, showed outstanding abilities to observe and imitate. They learned to do jobs quickly and once they had learned they went ahead without much supervision.

6. Though the special Navajo students did not understand or speak English they were very anxious to be helpful and to get along.
7. The five students who showed adverse behaviour during earlier observation showed much improvement by the middle of the year. They responded favorably to the kind and understanding treatment that they were given by the adults and by the responsibilities they were encouraged to assume.
8. According to psychologists the behaviours of the adolescent may revert, due to the unstable nature of the individual at this period of life. There were several instances of this tendency in the study.
9. Physical handicaps, whether minor or major, contribute to the maladjustment of the adolescent. This appeared to be true in two cases studied.
10. Students who could neither understand nor speak English had difficulty in participating in planning with the group, but did so individually with the adult in charge or with their roommates.
11. The special Navajo students showed outstanding ability to meet their obligations, if they knew what was expected of them.
12. It was revealed that some of the housekeeping jobs were not new to some of the students, nevertheless they needed to have additional instructions before they could do the jobs as planned by the cottage group.
13. Practically all of the Navajo students ate some of all the foods served from the time they entered school. They need to have more understanding of foods and nutrition. The local students and



- some of the Navajo students who had been to school before had developed dislikes for some foods, especially vegetables.
14. Some of the students showed a natural ability to arrange their closets and to place decorative objects so that they were neat and attractive. The majority need much instruction.
  15. The majority of students had no knowledge of what constitutes good table manners, but this was one item where the greatest improvement was shown by all the students in the shortest time.
  16. During the first observations the majority of students showed a lack of knowledge of good health or good grooming habits. Before the first six weeks were up the majority had become very conscious of their personal appearance and tried in all ways to improve it. The improvement in personal appearance helped the student to learn and to adjust more quickly.
  17. The lack of interest in good literature and good music is outstanding and indicates a need for remedial teaching in this respect since only three out of twenty-seven showed a voluntary interest.
  18. The Navajo students showed a great interest in school work; they studied voluntarily but a longer time was required to learn than was needed by some of the other students.
  19. A good boy-girl relationship was developed through the sharing of activities. Only three students showed an indifferent attitude towards the opposite sex.
  20. It might be assumed that the biggest behaviour problems would be with the students who had no contact with white culture before

they came to school. This was not so. It was students who had become maladjusted because of poor home conditions before they came to Fort Sill School who posed behaviour problems.

21. Boys and girls shared in the food program, but not to the extent that seemed desirable.
22. The study has revealed that the organization of the cottage dormitory with its smaller group and pleasing environment makes for a feeling of group loyalty and personal security, and to some extent, but never wholly or adequately, takes the place of the home.

#### Recommendations

1. An over emphasis at first, on the need for the speaking of English may cause some students to withdraw and not try to learn. Adults and other students need to encourage the non-English speaking children according to individual characteristics.
2. Added and continued effort should be made to have the dormitories attractive, sanitary and conveniently arranged.
3. The special students showed outstanding abilities to observe and imitate. It was their way of learning to meet new situations and to solve their problems. Teachers and adults in charge should be thorough and accurate in their methods and actions when instructing or when they are around these students.
4. The students who had undesirable home and family conditions need to experience many pleasant associations with the adults in charge. These students respond to encouragement, understanding and affection.

5. Every effort should be made to help students improve their personal appearance, since there seems to be a direct relation between learning and personal appearance.
6. Since the adolescent is naturally interested in improving his personal appearance there are excellent opportunities for the adults in charge to teach good grooming, good health habits and etiquette in a way that will be effective and long lasting.
7. Schedules and plans of work should be followed, since the majority of students showed responsibility and reliability if they knew how to do jobs and what was expected of them.
8. More instruction should be given in good buymanship and thrift.
9. Though students showed much improvement in good table manners, continued and more thorough instruction should be given, since many of the students are absolutely ignorant of good table manners when they come to school.
10. More provision should be made for the boys to share in the foods program.
11. Every adult in charge of a cottage dormitory should be familiar with the needs and behaviour characteristics of the growing adolescent.
12. Thorough instruction, accompanied by demonstrations should be given at the beginning of the school term, and repeated as often as necessary.
13. The students should participate more in the management of all phases of living in the cottage dormitory.
14. Students should be encouraged to try new foods, and to eat these

foods prepared in a variety of ways.

15. Though the students improve in their behaviour characteristics a great deal in one year, many students need added experience in the cottage dormitory since their abilities, interests and needs vary from year to year.
16. Teachers, advisors, and housemothers need additional help in counseling if they are to be adequate guides for the students in an Indian boarding school.

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APPENDIX



## CHECK LIST USED FOR OBSERVING BEHAVIOUR

1. Name of student \_\_\_\_\_
2. How much English does he or she speak \_\_\_\_\_
3. Eats all foods \_\_\_\_\_ some foods \_\_\_\_\_ Does not like \_\_\_\_\_
4. Table manners: Good \_\_\_\_\_ Passable \_\_\_\_\_ Poor \_\_\_\_\_
5. Had to be shown how to clean, at first, dining room \_\_\_\_\_ own room \_\_\_\_\_  
playroom \_\_\_\_\_ kitchen \_\_\_\_\_ laundryroom \_\_\_\_\_ bathroom \_\_\_\_\_
6. Has to be checked on, told, and shown how to do the above jobs \_\_\_\_\_
7. Did he have trouble sweeping \_\_\_\_\_ polishing floor \_\_\_\_\_ running  
vacuum \_\_\_\_\_ dusting \_\_\_\_\_ straightening shelves \_\_\_\_\_ care of cleaning  
equipment \_\_\_\_\_ waxing \_\_\_\_\_ scouring sink \_\_\_\_\_ cleaning toilet  
stool \_\_\_\_\_
8. Health habits: Bathes daily \_\_\_\_\_ washes hair when dirty \_\_\_\_\_ care  
of hands \_\_\_\_\_ nails \_\_\_\_\_ feet \_\_\_\_\_
9. Dresses appropriately: night \_\_\_\_\_ school \_\_\_\_\_ Sunday \_\_\_\_\_ parties \_\_\_\_\_  
work \_\_\_\_\_ town \_\_\_\_\_ Church \_\_\_\_\_
10. Gets acquainted easily \_\_\_\_\_ slowly \_\_\_\_\_ keeps to self \_\_\_\_\_
11. Participates in group planning \_\_\_\_\_ some \_\_\_\_\_ not at all \_\_\_\_\_
12. Leisure time: Reads \_\_\_\_\_ looks at pictures \_\_\_\_\_ studies \_\_\_\_\_ plays \_\_\_\_\_  
stays in building \_\_\_\_\_ takes care of clothing \_\_\_\_\_ writes letters \_\_\_\_\_  
does nothing \_\_\_\_\_ visits \_\_\_\_\_ radio \_\_\_\_\_
13. Social adjustment: Greets adults \_\_\_\_\_ others \_\_\_\_\_ knows greeting \_\_\_\_\_  
likes to be with people \_\_\_\_\_ happy \_\_\_\_\_ lonesome \_\_\_\_\_ enthusiastic  
about school \_\_\_\_\_ on time with assignments \_\_\_\_\_ on time to school \_\_\_\_\_
14. Can follow a recipe \_\_\_\_\_ Knows principles of cooking \_\_\_\_\_  
Knows how to set a table \_\_\_\_\_ Knows how to serve food \_\_\_\_\_

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