

Children who must adjust to a new way of life away from their own cultural group often must overcome a language barrier, adjust to a new religion, learn new foods, and are often faced with overt and covert racism. Some families, hopefully rare, assume care for Indian children for reasons of religious zeal, or even more appalling, to show off their liberal ways. This is called "rent an Indian program" by an Indian professional who is aware of such liberal practices.

The continued removal of children from the reservation contributes to destruction of the family. A woman BIA superintendent said recently, in a speech, that destruction of the Indian family was one of the most serious problems on the reservation today. Lack of resource and capability at the reservation level will continue to facilitate child removal. Emphasis on placement in off-reservation homes will cause the Indian family to view itself as incapable, remove its sense of responsibility and unity, and contribute to continued destruction of the Indian way of life.

There is a significant number of Indian children who have special needs, who are placed by the BIA for care outside their own homes in foster family homes, boarding schools, and other child care facilities. In order to give assistance to the growth and development of the whole child, the North American Indian Women's Association, NAIWA, undertook the development of a prototype program for Indian children with special needs, as these needs have never been documented.

I recommend for your review the final report of the NAIWA relative to this important subject, which was recently published. The report is entitled "North American Indian Women's Association—Prototype Program for a National Action for Special Needs of Indian Children Program." This report is 100 pages in length, and I will not attempt to summarize it in its entirety here. However, I would like to highlight a few of the recommendations therein because I feel they are pertinent to your inquiry. Please note these are only a few of the final recommendations made by NAIWA. There are many more, all worthy of your attention.

In the area of foster child care for Indian children, NAIWA recommends:

1. When at all possible, Indian children should be placed with Indian foster parents.
2. In licensing Indian foster parents, the primary consideration should be love and understanding, not the physical standards of the house. The house should meet community standards and have space to shelter the child.
3. There should be an active effort to recruit Indian foster parents.
4. The possibility of subsidized adoption should be considered by those dealing with Indian children.

Also, in the area of program improvements desired for Indian students who have special needs and who attend boarding school or dormitories:

- (a) Have funds commensurate with each program in order to meet the needs of the school.
- (b) Have cottage type living or small group living in dormitories to lower ratio.
- (c) Have parental, community, and tribal involvement and support.

(d) Have remedial programs in all boarding schools in the following order of need: Math, science, reading, language arts, English, and social studies.

(e) Have programs to stimulate a code of life that will aid the Indian student to function effectively in present day society, including strong leadership training together with emphasis on cultural awareness.

(f) Have flexibility in selecting training and putting staff together to accomplish goals by defining and assessing needs of the students and developing program and service to meet the needs on the part of all staff.

5. In the area of children who have special needs and are generally cared for in specialized institutions:

(a) In order to alleviate the environment deprivation of the boarding school child, the home living staff should be increased.

(b) The possibility of placing the exceptional students in boarding schools in urban areas should be considered.

(c) Group homes should be established on reservations to serve the teenager.

(d) Specialized boarding schools should be established in each area to serve the child who must attend boarding school because of social problems. Such a school would have a small teacher-student ratio and a small number of children in each home living unit. It would provide psychological counseling and psychiatric consultation. It would be geared toward preparing the child to reenter his boarding school or return to his home environment.

Gentlemen, as indicated, this report contains many more extremely relevant recommendations concerning the needs of Indian children and their families. Whether or not you concur with these recommendations, is, of course, entirely up to you. However, I wish to point out that this study and its conclusions represent the combined efforts of a group of Indian women very much concerned for their children. It is their way of conveying their concern to individuals and groups such as you, and I hope you, in turn, will be responsive to this concern.

Now, I would like to present to the chairman the first copy of the report that was set up by this Indian Women's Association. They are in print and will be delivered; I feel that this first copy should go to the chairman.

Senator BARTLETT. Governor Lewis, thank you very much.

We will accept this on behalf of the chairman. I know he will be very appreciative of it.

I know that Mrs. Cox played a very big role in this report, in its preparation, and received an award the other day. My wife had the pleasure of being there to celebrate with her.

I appreciate your outline as to the various suggested areas that are in the report.

Has the tribal organization been studying this area, and if so, what areas of concentration or what areas of concern have been discussed, and are there efforts underway to have an overall effort by all the tribes in being aware of the problem of taking action to reduce the number of young people who are placed in foster homes, to increase the number of Indian families available for foster parents and so on?

Governor Lewis. Senator Bartlett, I feel that this inquiry regarding child welfare has been brought to the attention of your committee

because of the concern of parents on many reservations. I will not speak for individual tribal reservations that are away from our home, and I feel that there is this problem.

We have basic problems among ourselves as tribes, but there are problems that are unique to individual tribes. I have had no record, as far as my people are concerned, of having orphans, as the previous speaker mentioned. We are close in family relationships and kinships, blood kinship through the Kiva groups and Medicine Lodge groups, so we are relative to one another on down the line.

Even though fine relationships are not blood kinships they are this close in caring for one another. Our family, before we got into the housing program, were also extended families. Sometimes even as many as four families living in one dwelling. This progress that any tribe can make, or have to concern themselves with, in social problems is always an aftermath and we are already, as a tribe, concerned about what may happen and we are trying to prepare ourselves to take care of this situation as they come.

We are concerned also with the old people. So, we are making plans now to set up care centers and foster home type of facilities; even maybe on a temporary basis for neglected children that may come on as we go along. And, also take care of our older people who need to have supervised feedings on many occasions, where the families are not able to do this.

We are hoping that in this way we can keep them close to home, or at home instead of sending them out because they cannot speak the English language and they have no interpreters away from home to interpret their needs and their wants.

Senator BARTLETT. Does your tribe or tribal organization either have a committee or have the capability of keeping track of the youngsters who are placed in the foster homes, of monitoring the whole problem area of having legal counsel available, if necessary?

Governor LEWIS. Yes, sir.

Up until now, we do not have any of our children in foster homes.

Senator BARTLETT. How many are there in the tribe?

Governor LEWIS. We're very close to 6,000 as compared to a little over 2,000 in the 1930's.

Senator BARTLETT. We've had testimony that the boarding schools have led to a poor educational experience for the student and also led to psychological problems for the student. Do you have any observations on those comments?

Governor LEWIS. We have been observing the boarding schools that are near our home areas, and I would agree that in some areas, there is a lack of assistance to invite student interest to continue to keep up their studies.

There is laxity in areas of discipline and the waste of time that we observe that is going on as far as our young people are concerned concerns us very deeply.

I am a boarding school product myself. I went to boarding school from the time I was 6 until the time I was 18, 6 until 18, and I know we had rigid discipline. We had harsh treatment at times, but I am not complaining.

However, in this day, there's so many methods of making it easier and a learning process for children. I really feel that there has to be a system worked out that teachers, themselves, can be allowed to

innovate the way they would like to, or the individual classes, to keep the student interested.

Many times the student ratio, the student-teacher ratio is quite large and we do have some students who are slow, like I was, myself; and they need special attention to keep up with the rest of the class.

Senator BARTLETT. Do you feel that in boarding school education that there is a tendency to erode the strong family ties that are the heritage of Indian families just by the nature of the boarding schools themselves?

Governor LEWIS. Right now, I would not go wholeheartedly in thinking that it is happening. For instance, the Albuquerque Indian School has a new program where they have been busing Indian students home on weekends, Friday evening, and then they return on Sunday afternoon to take them back to school.

I think programs like this, where many parents financially are not able to make the trips to bring their children home and the institute does it; this is looking forward to keeping the family relationship in a closer well. Certainly my people have a year-round religious cycle of activities going on, and the students participate in observances, the boys take part.

This trip home furnished by the Government is something that really has made many of my people thankful for.

Senator BARTLETT. How many youngsters of school age have you and how many of those are in boarding schools?

Governor LEWIS. We have, right in our own community schools, 2,016 students enrolled in three schools. Two are parochial, three public schools. Out of this, we have about, I would say in round figures, 68 of our children who are in boarding schools, either in Albuquerque, Santa Fe, or Phoenix.

Senator BARTLETT. How are they selected?

Governor LEWIS. They are selected, or we select them on the desire of the student in concurrence with their parents. Oftentimes the students themselves have some specific reason for not wanting to attend school in Zuni and have a desire to, perhaps, go to Phoenix or to one of the other two institutions that I mentioned. We are given a letter by the student stating the reason why they would like to go to an institution away from home, and of course the parents are also mixed in with the student desire.

Senator BARTLETT. Governor Lewis, thank you very much.

If you have some other thoughts that you think are pertinent to this whole area, we hope that you will submit them to us. The record will be open for 2 more weeks.

Governor LEWIS. Thank you, sir.

Senator BARTLETT. Thank you very much.

[The report referred to by Governor Lewis follows:]



IN REPLY REFER TO:

Social Services

United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
WASHINGTON, D.C. 20242

MAR 14 1974

Mrs. Marie Cox
Project Director, Prototype Program for
Indian Children with Special Needs
3201 Shadybrook Drive
Midwest City, Oklahoma 73110

Dear Mrs. Cox:

It is with much pleasure that I received from you the report of the North American Indian Women's Association, "Prototype Program for 'A National Action for Special Needs of Indian Children Program'". I am greatly impressed by the volunteer efforts and careful work of yourself and the 36 Indian women leaders whom you recruited as volunteers to conduct the survey of the Bureau's programs for the care of Indian children who must live away from their own homes.

The information from the comprehensive questionnaires completed by survey personnel through interviews with approximately 275 Indian persons in the Bureau's service population area is invaluable. I am pleased that you were able to interview persons who together represent a broad spectrum of experience such as tribal leaders, adults who received foster care when they were children, parents whose children now receive foster care under Bureau programs, and youths now attending boarding schools. I am pleased, too, that you interviewed personnel in the Bureau as well as in non-Bureau programs which provide such care for children.

The study is the first of its kind. The nature and outstanding quality of the survey and the recommendations arising from it, demand of the Bureau a most careful consideration. The Association's report will be given careful study at all levels of the Bureau's operation with a view to implementing many of the recommendations as soon as possible. I believe certain of the recommendations will require our joint efforts for their accomplishment.

2.

I look forward to maintaining what we have begun, communication between members of the Indian community concerned for children with special needs and the Bureau. Such joint efforts are necessary to the improvement of services for these children and to be ready to meet the new challenges that will arise inevitably, in the dynamic times in which we live.

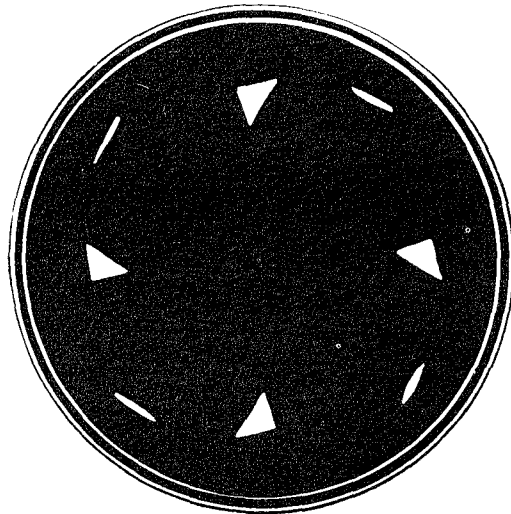
Sincerely yours,

Commissioner of Indian Affairs

NORTH AMERICAN INDIAN WOMEN'S ASSOCIATION
PROTOTYPE PROGRAM

For

"A National Action For Special Needs Of Indian Children Program"



Under Contract No. K51C14200761
Bureau of Indian Affairs

NORTH AMERICAN INDIAN WOMEN'S ASSOCIATION, INC.

PROJECT REPORT

FOR

DEVELOPMENT OF A PROTOTYPE PROGRAM

FOR

INDIAN CHILDREN WITH SPECIAL NEEDS

CONTRACT NUMBER

K51C14200761

WITH

BUREAU OF INDIAN AFFAIRS

WASHINGTON, D. C. 20242

DATE OF REPORT

DECEMBER 15, 1973

EFFECTIVE DATE OF CONTRACT

MARCH 20, 1973

INTRODUCTION

American Indian women are greatly concerned about the Indian children who have special needs. As a national association of American Indian women, the North American Indian Women's Association passed five resolutions during its first National Conference held at the Fort Sill Indian School, Lawton, Oklahoma, June 16-18, 1971.

The fourth resolution dealt with exploring the possible solutions to aid in the development and growth of Indian children who are orphans, delinquents, retarded, abandoned or have social problems.

Realizing that to date, the effect of the recognized shortage in the Bureau of Indian Affairs staff positions had not been documented, nor was there identification of the need for improvement by Area Office and Agency, therefore, the founding National President concluded that the initial step to solving the problem (Special Needs of Indian Children) begin with a survey to document where improvements are needed.

Since this is a prototype program, the questionnaires used had to be developed by the Director of the project and her two Administrative Assistants.

A large number of Indian children who have special needs, are placed by the BIA for care outside their own homes in foster family homes, BIA boarding schools and other child care facilities. In order to give assistance to the growth and development of the "whole child", it was necessary that the Social Services Department and the Education Department of the BIA enter jointly into a contract, #K51C14200761, with the North American Indian Women's Association as of March 20, 1973, with the purpose of the development of a prototype program for Indian children with special needs.

We North American Indians are caught up in today's unrest that is not only national, but world wide. The semi-cultural change that we find ourself in today compounds the struggle that we must face in our "every day life." Therefore a special effort must be brought forth to bring about a more meaningful life to American Indian children.

Mrs. James M. (Marie) Cox

Mrs. James M. (Marie) Cox, of the Comanche Tribe
Director and Administrator
NAIWA Project #K51C14200761

ACKNOWLEDGEMENT

The North American Indian Women's Association for NAIWA Project #0761 acknowledges the sincere cooperation of the employees of the Bureau of Indian Affairs, the State Welfare Departments, and the Indian women of NAIWA who worked as Representatives and Interviewers on this survey. Also, we wish to acknowledge the cooperation of Tribal Leaders and Indian people in general who were concerned about the welfare of needy Indian children.

We appreciate the consolidated effort of all concerned that worked on this project #0761, with the hope that Indian children will have an equitable place in today's society.

OFFICE STAFF

Mrs. James M. (Marie) Cox, Director and Administrator

Mrs. Judy Baggett, Administrative Assistant, Social Services

Mrs. Mildred Cleghorn, Administrative Assistant, Education

Mrs. Mildred Ferguson, Clerical Assistant

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PURPOSE AND OBJECTIVES OF THIS CONTRACT

The purpose of this contract is as follows:

PURPOSE. The purpose of this contract is to develop a prototype program for Indian children with special needs by conducting a survey of present practices of caring for Indian children whose well being is under the jurisdiction of the Federal Government in foster families; Indian students in Government operated boarding schools and dormitories or Indian students in specialized institutions and to submit a report containing the recommendations and viewpoints of representative Indian citizens regarding present practices and future goals and requirements.

The objectives of the survey are as follows:

OBJECTIVES.

1. Reforms needed in handling foster child care for Indian children:
 - a. Review the Bureau's foster child care programs and procedures.
 - b. Review foster child care programs of various agencies, other than the Bureaus, i.e. state, county, private, institutions, etc.
 - c. Interview on and off Indian reservation, parents of children in foster care; Indian adults who as children received foster care; foster parents of Indian children or youth receiving such care.
 - d. Interview Indians who received at some time foster care services.

2. Program improvements desired for Indian students who have special needs and who attend Bureau boarding schools or dormitories.
 - a. Type of guidance and counseling services received and needed.
 - b. Whether and to what extent academic tutoring is needed.
 - c. Whether remedial programs are necessary and what subjects should be taught.
 - d. Whether students demonstrate in interview settings the academic competencies being taught.
 - e. Employee attitudes toward students, parents and jobs.
 - f. Student attitudes toward teachers, other school employees, parents and environment.
 - g. What other types of programs need to be developed, with Indian values if desired, for stimulating a code of life that will aid the Indian student to function effectively in present day society.

3. Consideration of Indian children who have special needs and are generally cared for in specialized institutions.

- a. Assessment of learning abilities.
- b. Correction of environmental deprivation.
- c. Overcoming sociological retardation.
- d. Counseling concerning excessive trouble at home.
- e. Counseling concerning excessive trouble at school.
- f. Problem of just wanting a change.
- g. Reports on innovative programs for academically gifted Indian youth who receive care from the Federal Government while residing away from their homes.

METHOD FOR DEVELOPING NAIWA SURVEY

1. RESOLUTION

A resolution was passed by the NAIWA at the first National Conference held at Fort Sill Indian School, Lawton, Oklahoma, June 16 - 18, 1971, concerning special needs of Indian children. The resolution reads as follows:

RESOLUTION NUMBER 4

WHEREAS, Indian children who are orphans, delinquents, retarded, abandoned, or have social problems need special care and attention, and

WHEREAS, no facilities are available which would aid in the development and growth of these children, and

WHEREAS, the special needs of these children are of great concern to NAIWA

NOW THEREFORE, BE IT RESOLVED that the Executive Committee of NAIWA investigate the possibilities of aiding these children by whatever means necessary, and

BE IT FURTHER RESOLVED that NAIWA support this resolution by giving top priority to exploring possible solutions to this problem, including possible solicitation of funds or establishment of adequate facilities.

ADOPTED BY THE NORTH AMERICAN INDIAN WOMEN'S ASSOCIATION June 18, 1971, during the First Annual Conference of this Association at Fort Sill Indian School, Lawton, Oklahoma

ATTEST:

Mrs. James M. (Marie) Cox
National President, NAIWA

Miss Patricia Littlewolf
Secretary, NAIWA

MEMBERS OF RESOLUTIONS COMMITTEE:

Mrs. Hildreth Venegas (Chairman)
Mrs. Ernestine Jim
Mrs. Margie Wooten
Mrs. Juana Lyon
Mrs. Ethelyn Conseen

2. PROPOSAL

As the result of a unanimous decision by the Executive Committee of NAIWA on November 17-18, 1972, at Busby, Montana, Mrs. James M. (Marie) Cox, was granted authority to develop and direct a proposal to the Bureau of Indian Affairs for a National Action for Special Needs of Indian Children and a National Action for Special Needs of the Adolescent Indian child who may or may not come under the jurisdiction of the Bureau of Indian Affairs.

A copy of the proposal, with letters of transmittal to the Bureau of Indian Affairs, Chief, Social Services, and the Bureau of Indian Affairs, Education Specialist, Washington, D. C., is as follows:

December 1972

Mr. Ray V. Butler
Chief, Social Services
Department of the
Bureau of Indian Affairs
1951 Constitution Avenue, N. W.
Washington, D. C. 20242

Dear Mr. Butler:

In reference to the memorandum of the "North American Indian Women's Association" sent to the Bureau of Indian Affairs in Washington, D. C. on October 30, 1972, I am writing you this letter to inform you that I have met in an officially called meeting with the Executive Committee of NAIWA on November 17-18, 1972, at Busby, Montana. The memorandum of October 30, 1972, that was sent you, that deals with "A National Action For Special Needs of Indian Children Program", was discussed and a motion was made and passed unanimously that I, Mrs. James M. (Marie) Cox, continue to direct the above mentioned plan, and that I continue with the plan to carry it to its fruition.

I have met with you and Mrs. Clare G. Jerdone, Social Service, BIA. Mr. George Scott and Mr. J. D. Fosdick, Education Department, BIA, and I have discussed the above mentioned plan that deals with the special needs of Indian Children. I feel that we now have arrived at a stage in our planning that NAIWA should submit a proposal to the Bureau of Indian Affairs for your consideration and the development of a contract between the "North American Indian Women's Association" and the Bureau of Indian Affairs to conduct the project as described in the outline for "A National Action for Special Needs of Indian Children Program".

Enclosed you will find a proposal to the Social Services Department of the Bureau of Indian Affairs and the Education Department of the Bureau of Indian Affairs that the "North American Indian Women's Association" is submitting to you.

Most sincerely,

Mrs. James M. (Marie) Cox--of the Comanche Tribe
National President -NAIWA
3201 Shadybrook Drive
Midwest City, OK 73110

December 1972

Mr. J. D. Fosdick
Education Department
Bureau of Indian Affairs
1951 Constitution Avenue
Washington, D. C. 20242

Dear Mr. Fosdick:

In reference to the memorandum of the "North American Indian Women's Association" sent to the Bureau of Indian Affairs in Washington, D. C. on October 30, 1972, I am writing you this letter to inform you that I have met in an officially called meeting with the Executive Committee of NAIWA on November 17-18, 1972, at Busby, Montana. The memorandum of October 30, 1972, that was sent you, that deals with "A National Action for Special Needs of Indian Children Program", was discussed and a motion was made and passed unanimously that I, Mrs. James M. (Marie) Cox, continue to direct the above mentioned plan, and that I continue with the plan to carry it to its fruition.

I have met with you and Mr. George Scott of the Education Department of the Bureau of Indian Affairs, Mr. Ray Butler, and Mrs. Clare G. Jerdone, Social Services, Department of BIA, and have discussed the above mentioned plan that deals with the special needs of Indian Children. I feel that we now have arrived at a stage in our planning that NAIWA should submit a proposal to the Bureau of Indian Affairs for your consideration and the development of a contract between the "North American Indian Women's Association" and the Bureau of Indian Affairs to conduct the project as described in the outline for "A National Action for Special Needs of Indian Children Program".

Enclosed you will find a proposal to the Social Services Department of the Bureau of Indian Affairs and the Education Department of the Bureau of Indian Affairs that the "North American Indian Women's Association" is submitting to you.

Most sincerely,

Mrs. James M. (Marie) Cox, of the Comanche Tribe
National President-NAIWA
3201 Shadybrook Drive
Midwest City, OK 73110

A PROPOSAL
FOR THE
NORTH AMERICAN INDIAN WOMEN'S ASSOCIATION

SUBJECT

- A. "A National Action for Special Needs of Indian Children Program"
- B. "A National Action for Special Needs of the Adolescent Indian Child Who May or May not Come Under the Jurisdiction of the Bureau of Indian Affairs"
- C. Work Requirements
- D. Budget

Submitted by:

The "North American Indian Women's Association
c/o Mrs. James M. (Marie) Cox, of the Comanche Tribe
National President
3201 Shadybrook Drive
Midwest City, Oklahoma 73110

NORTH AMERICAN INDIAN WOMEN'S ASSOCIATION

"A National Action for Special Needs of Indian Children Program"

Submitted by: Mrs. James M. (Marie) Cox, National President

TO:

DATE: December 1972

SUBJECT: A Prototype Program for Indian Children with Special Needs

- A. A plan for Indian children who have special needs and are attending Bureau of Indian Affairs Boarding Schools.
- B. A Statement on Indian children who fall within the category of the Bureau of Indian Affairs' Foster Care Program.
- C. A plan for Indian children who have special needs and do not come under the jurisdiction of Bureau of Indian Affairs.

The NAIWA is greatly concerned about the Indian children who are orphans, delinquents, retarded, abandoned, and those who have social problems. These children are in need of special facilities such as foster parents, dormitory personnel, and personnel to aid in their development and growth. Since a large number of Indian children are placed by the BIA for care outside their own homes in foster family homes, boarding schools, and other child care facilities, the NAIWA is very much concerned about the welfare of the above-mentioned children within the boarding school.

Within the boarding school, this would include consideration for:

1. Intensive guidance and counseling service
2. Academic tutoring
3. Remedial programs in various subjects taught
4. Language skills
5. Other programs needed to develop a code of life that will aid the Indian student to function effectively in the present day society, and if so desires, with Indian values
6. Employee attitudes toward students, parents, and jobs
7. Students' attitudes toward teacher, other school employees, parents, and environment

Indian children who are in need of foster homes, special foster care facilities including institutions for the treatment of special problems, require Indian foster parents and group care personnel to aid in the children's

development and growth. We are anxious that Indian children be placed with Indian foster parents if at all possible, and that infants and children be placed with Indian adults when it is necessary that the infant or child be adopted.

As National President of NAIWA, and acting on the desires of the membership in regard to Resolution IV passed at the 1971 National Conference of NAIWA, I have been in conference with Mr. Ray Butler, Director of Social Services, and Mrs. Clare Jerdone, Principal Child Welfare Specialist, BIA, Washington, D. C., Mr. George Scott, Deputy Director, Office of Education, and Mr. J. D. Fosdick, Education Specialist, BIA, Washington, D. C. The above-mentioned persons and I have drafted a plan whereby NAIWA will be able to conduct a national survey that will deal with the Special Needs of Indian Children.

I, as National President of NAIWA, called an official meeting of the National Executive Committee of NAIWA. We met in Busby, Montana, November 17-18, 1972. I presented a plan drafted for "A National Action For Special Needs of Indian Children Program" to the Executive Committee for consideration. A motion was made and passed unanimously that I, Mrs. James M. (Marie) Cox, continue to direct the above-mentioned plan for "A National Action For Special Needs of Indian Children Program" and that I continue with the plans to carry the above mentioned program for special needs of Indian Children to its fruition.

To date, the effect of the recognized shortage in BIA staff positions has not been documented, nor is there identification of the need for improvement by Area Office and Agency, therefore, it is necessary that the initial step to this program begin with a survey.

The Survey plans will provide:

- A. A Seminar (two days) to train Indian women, who are members of NAIWA, to conduct a survey of this type.

The survey will consist of:

1. A survey of the Bureau of Indian Affairs' "Foster Child Care Program" for Indian children.
2. A survey of other foster child care agencies within the U. S. (other than BIA).
3. Indian foster care parents
4. Indian children in foster care, or who have been in foster care.
5. Indian children within Indian Boarding Schools.

6. Guidance Counselors within Indian Boarding schools
7. Dormitory attendance, men and women.
8. Other employees within Indian Boarding schools whose knowledge of the boarding school system would be valuable to the betterment of the special needs of Indian children.
9. The "Work Requirement Plans" that will be necessary to carry on this survey is enclosed and will indicate, in detail, as to the method NAIWA will implement to achieve the above-mentioned survey.

In order that there be no confusion nor conflict with any other organization or BIA function, NAIWA would like to have the assurance in writing that no other organization, or BIA function, will be working with the Bureau of Indian Affairs on this type of survey, or program for Indian children.

It is the hope of the NAIWA that the survey we propose to undertake for the BIA will document and identify where there is need for improvement in its foster care program and where improvement is needed in the BIA boarding school system. Upon identification of the needs for improvement, the American Indian Women's Association will submit recommendations for achieving such changes and will follow-up the recommended program to assure Indian children an equitable place in American society.

"A National Action for Special Needs of the Adolescent Indian Child Who May, or May Not, Come Under the Jurisdiction of the Bureau of Indian Affairs."

SUBJECT: Special Needs of the Adolescent Indian Child

NAME: EDUCATIONAL DEVELOPMENT HOME

It is the hope of the North American Indian Women's Association that this project will establish an in-depth study as to the treatment plan for adolescents who are in need of a group living environment that will provide interaction with his or her age group associates and peers, and thereby establishing a code of life that will aid him or her to function effectively in present day society, if he so desires, with Indian values.

It is our hope that we may provide "early help" before the troubled adolescent leaves home or drops out of school.

THE ADOLESCENT CONSIDERED HERE ARE THOSE WHO SUFFER FROM:

1. Learning Disabilities
2. Environmental Deprivation
3. Sociological Retardation
4. Excessive Trouble at Home
5. Excessive Trouble at School
6. "Wanting a Change" (A part of maturation for some)

REFERRALS:

1. Schools
2. State Social Workers
3. Police
4. Teenagers themselves or their friends
5. Church
6. The Courts
7. The Parents

The adolescent and his or her parents or legal guardian must consent to his or her entering the Educational Development Home

LENGTH OF STAY:

1. At a time when the adolescent wants to return home
2. Until the age of twenty (20) years, if necessary
3. If she or he cannot adjust to the Educational Development Home Program

STAFFING AND OTHER REQUIREMENTS FOR THE
EDUCATIONAL DEVELOPMENT HOME

Each home housing six to twelve adolescents and a pair of house parents.

STAFFED BY:

Director
Teachers
Cooks
Social Workers
Janitor
Nurse on call
Doctor on call

RESOURCES AVAILABLE:

Psychology Testing
Vocational Testing
Medical Care (Involves Indian Division of Public Health)

REQUIREMENTS:

Fire Protection
Police Protection
Adequate water and sewage
Meet zoning laws of city

The North American Indian Women's Association will develop more extensively, at a later date, the following:

- A. Policies and procedures for boys and girls accepted
- B. Organizational structure
- C. The physical plant, etc.

PART 100 WORK REQUIREMENTS

101 OBJECTIVES: The Contractor will provide the necessary qualified personnel, and all materials, equipment, facilities, and services required to conduct a survey and to prepare and present a report to the Commissioner of Indian Affairs containing recommendations representative of the viewpoints of Indian citizens relative to the results of present practices and to the desired goals of the Government's program of care for Indian children in foster families, specialized institutions, and in boarding schools.

102 Select as Director, a member of NAIWA, an Indian person qualified by demonstrated leadership among Indians and a strong concern for children who will plan the activities required by the contract.

103 Secure a person as an Administrative Assistant who is qualified by professional social work training and at least three years successful experience in agency foster care programs for children, who will assist the Director in coordinating the work under the contract, in analyzing reports of interviews, and other materials in preparing and formulating reports.

Secure another Administrative Assistant who is qualified by professional educational training and at least three years successful experience in Government Boarding Schools who will assist the Director in coordinating the work under the contract, in analyzing reports of interviews and other materials, and in preparing and formulating reports.

104 Select from each Area jurisdiction of the Bureau, except Sacramento, but including Southeast Agencies Office*, an Indian Representative, from among members of NAIWA, who has evidenced a concern for the foster care of Indian children; commands respect of the tribe of which she is a member; is known to other tribes in the Area jurisdiction; and who has demonstrated the ability to complete tasks assigned.

105 Secure training for Indian Representatives, from NAIWA membership, by professional Foster Care and Education experts as to elements in foster care including new approaches to combined foster care-education programs, in the organization of such programs, in the interviewing of program administrators, and in the selection of material for written reports. The Bureau will provide technical assistance on the development of the training program.

106 Secure written reports from Indian Representatives of their (1) visits to their respective Area Education Programs and Social Services Programs for the purpose of orientation to the Area programs for care of children away from their homes under Bureau programs, and (2) site visits, accompanied by an appropriate representative of the respective Area Offices

to at least one Agency Indian foster care program and one boarding school (where boarding schools are conducted).

107 Secure written reports of the interviews held by each Representative within their Area jurisdiction with the Administrators of at least two non-Bureau Foster Care programs. Where possible, one would be a combined Foster Care-Education program. The successful elements in these programs should be identified. The programs will be selected with approval by the Bureau to provide a wide range of locations and a comprehensive sample of non-Bureau programs. The Bureau will provide an outline for the interviews.

108 Select approximately 75 Indian Foster Care Consultants who are representative of all areas of the country where the Bureau provides care for children who are apart from their families. The Consultants among themselves will represent various kinds of foster care experience. At least ninety percent will be parents of children in foster care; adults who as children received foster care; foster parents; dormitory aides; and children or youth now receiving such care. The remaining ten percent may be case aides, case-workers, supervisors, or administrators of foster care programs or boarding schools, Tribal Judges, Tribal Councilmen or other concerned Indians. The Bureau will assist upon request in identifying Indian persons with such experience.

109 Select from each Area jurisdiction, two Indian Interviewers, from NAIWA membership, except Navajo Area where five will be selected. The Interviewers will be Indian persons who have evidenced an interest in the education and foster care of Indian children, and who have demonstrated an ability to complete job assignments, including writing reports.

110 Provide training for the Indian Interviewers, from among NAIWA membership, which includes instruction in the elements of providing care for children apart from their families, in interviewing techniques, and in writing reports.

111 Secure written reports of the interviews with Indian Consultants held by the Indian Interviewers within their respective Area Jurisdiction. The purpose of the interviews is to secure the former's opinions as to the improvements needed in the Government's program of care for Indian children apart from their families.

112 Study and analyze the reports of the Indian Representatives and Indian Interviewers, and provide for a meeting of 10 selected delegates from among the Representatives and Interviewers, the Director, and the Administrative Assistants to review findings and to develop recommendations for the Commissioner.

113 Prepare initial statement of proposed activity, including a time plan for accomplishing the contract work; midpoint progress report and final report. The final report will be presented to the Commissioner. These and any other reports resulting from the contract activities become the property of the Government. By mutual agreement, these reports may be distributed by the Contractor to interested Indian individuals and others concerned.

114 By June 1, 1973, present the report to the Commissioner of Indian Affairs as to recommendations for the Government's program of care for children apart from their families.

3. TRAINING SEMINAR

a. A letter of invitation in the form of a memorandum was sent to all Indian ladies selected to assist in making this national survey. The letter read as follows:

March 22, 1973

MEMORANDUM

FROM: MRS. JAMES M. (MARIE) COX - NATIONAL PRESIDENT
NORTH AMERICAN INDIAN WOMEN'S ASSOCIATION

The NAIWA will hold a Seminar April 24-25-26, 1973, in Oklahoma City, Lincoln Plaza Inn, 4545 North Lincoln Blvd.

The above-mentioned seminar will deal with the first project NAIWA will undertake on a national scale, "A National Action for Special Needs of Indian Children Program." Due to the fact that the "Special Needs of Indian Children" has not, to date, been documented, the first stage of this project will begin with a survey. The seminar is to acquaint Indian women, of NAIWA, who are officially designated to make the survey, how to proceed with this type of a survey.

I met with the National Executive Committee of NAIWA in Busby, Montana in November '72. At this time, the "tentative proposal" of NAIWA to the Bureau of Indian Affairs that deals with our project "A National Action for Special Needs of Indian Children Program" was read in its entirety. Discussion followed and a motion was made that the above-mentioned proposal be accepted and that I, Mrs. James M. (Marie) Cox, proceed with the proposal and follow it through to its fruition. Motion carried unanimously.

The Social Services and Education Department of BIA are combining to fund this much needed survey. We will document the need where one exists, etc.

There are eleven Area Offices of jurisdiction under the BIA. One member of NAIWA will be designated from each area jurisdiction to attend the Oklahoma City seminar for all three days. These women will survey the professional social worker, BIA and state social service offices. On the second day (April 25) two other designated members of NAIWA will arrive from each area office of jurisdiction to attend the last day (April 26) of the seminar for training in the survey.

All members of NAIWA designated to attend the seminar at Oklahoma City will get their transportation (air travel) to and from Oklahoma City. They will receive per diem for three (3) days to pay room and board while attending the seminar (\$25.00 per day). When the women are actually making the survey they will be paid per diem and mileage @ Ten (10) cents per mile.

The six executive Directors of NAIWA and the State Chapter Presidents of NAIWA will be designated to attend the April 24, 25, 26 seminar in Oklahoma City. This seminar is a working committee and not a business committee of NAIWA. I am trying to involve more NAIWA members in this endeavor. Where no Executive Director or State President exists, an NAIWA member will be designated to attend the seminar and work on the survey.

No personal insurance can be provided to those persons working with this project; therefore, those persons conducting surveys with this project should provide insurance to suit own personal needs at own expense. You, no doubt, have the above Public Liability and Property Damage insurance coverage necessary under your personal car insurance.

b. A seminar was held at Lincoln Plaza Inn, Oklahoma City, Oklahoma, April 24 - 26, 1973. This Seminar was for the purpose of training Representatives and Interviewers in current programs for Indian children away from their own homes and to instruct the Representatives and Interviewers in how to proceed in taking a survey. The complete details on this Seminar are as follows:

TO: All Persons who attended the Oklahoma City, Oklahoma, April 24-26, 1973, National Seminar of the NAIWA
FROM: Mrs. James M. (Marie) Cox

DATE: May 19, 1973

SUBJECT: Memorandum of the National Seminar

Now that the April 24-26, 1973, Seminar of the North American Indian Women's Association is history, I view it with satisfaction.

I am pleased that every person in attendance showed a deep concern and interest in the First Project NAIWA will undertake on a national scale, that being the "Special Needs of Indian Children".

With your continued interest and assistance on this project in the future days and years to come, perhaps we can say and feel that we have had a part in making these children have a more secure place in our society.

I am looking forward to working with you, and I would appreciate just hearing from you in friendship.

With Appreciation and best wishes.

Mrs. James M. (Marie) Cox-of the Comanche Tribe
Initial National President-NAIWA
3201 Shadybrook Drive
Midwest City, Oklahoma 73110 Pho. 405-732-2934

P. S.--The National Office and address of NAIWA is the same as above. The office for the BIA Contract is for the "Special Needs of Indian Children" Project only and is temporary in nature. Send all correspondence to the above address.

"A National Action For Special Needs of Indian Children Program"

NAIWA - SEMINAR

TRAINING PROGRAMS

for

REPRESENTATIVES AND INTERVIEWERS

in

PROGRAMS FOR THE CARE OF CHILDREN AWAY FROM THEIR OWN HOMES

held

APRIL 24-26, 1973

Lincoln Plaza Inn
Oklahoma City, Oklahoma

MEMORANDUM - May 5, 1973 - NAIWA

Under Contract No. K51C14200761
Bureau of Indian Affairs

Mrs. James M. (Marie) Cox
of the Comanche Tribe
NATIONAL PRESIDENT-NAIWA

MEMORANDUM

FROM: MRS. JAMES M. (MARIE) COX - NATIONAL PRESIDENT
NORTH AMERICAN INDIAN WOMEN'S ASSOCIATION

SUBJECT: REPORT ON THE NAIWA SEMINAR APRIL 24,25,26, 1973

The North American Indian Women's Association held a Seminar on April 24-25-26, 1973, in Oklahoma City, Oklahoma, at Lincoln Plaza Inn, 4545 North Lincoln Blvd. This Seminar dealt with the first project NAIWA will undertake on a national scale, "A National Action for Special Needs of Indian Children Program". The first stage of this project will begin with a survey. The purpose of this Seminar was to acquaint Indian women of NAIWA (who were officially designated to make the survey) how to proceed with this type of survey. This project will be completed to its fruition under BIA Contract No. K51C14200761.

Registration for the Seminar began at 8:00 a.m. April 24, 1973, in the Cherokee Room of Lincoln Plaza Inn. The general assembly convened at 9:00 a.m. with Mrs. James M. (Marie) Cox, National President of NAIWA, presiding. Mrs. Cox welcomed the representatives and interviewers and special guests to Oklahoma.

Mrs. Ursula Higgins, National Director of NAIWA Membership, gave the invocation.

Mrs. Cox introduced Mr. Hickory Star, Oklahoma Commissioner of Indian Affairs, who welcomed the conferrees in behalf of Governor David Hall, Governor of the State of Oklahoma and Mrs. Patience Latting, Mayor of Oklahoma City, Oklahoma. Mr. Star emphasized the great influence women have had in molding the affairs of this country. He challenged the delegation to plan and DO something constructive for the youth of this nation. He stressed that these young people are really OUR TODAY--not OUR TOMORROW. He wished the delegation a successful Seminar and offered his help in any way possible.

Introduction of special guests from the Bureau of Indian Affairs in Washington, D. C. and the Area Jurisdictions Area Offices and Agencies was made by Mrs. Cox.

Following the introductions, Mrs. Cox read the following Resolution Number 4 which was adopted during the First Annual Conference of the North American Indian Women's Association on June 16-18, 1971, at Fort Sill Indian School, Lawton, Oklahoma:

WHEREAS, Indian children who are orphans, delinquents, retarded, abandoned, or have social problems need special care and attention, and

WHEREAS, no facilities are available which would aid in the development and growth of these children, and

WHEREAS, the special needs of these children are of great concern to NAIWA

NOW THEREFORE, BE IT RESOLVED that the Executive Committee of NAIWA investigate the possibilities of aiding these children by whatever means necessary, and

BE IT FURTHER RESOLVED that NAIWA support this resolution by giving top priority to exploring possible solutions to this problem, including possible solicitation of funds or establishment of adequate facilities.

ADOPTED BY THE NORTH AMERICAN INDIAN WOMEN'S ASSOCIATION June 18, 1971, during the First Annual Conference of this Association at Fort Sill Indian School, Lawton, Oklahoma.

Mrs. Clare Jerdone, Principal Child Welfare Specialist, Social Services, Bureau of Indian Affairs, Washington, D.C. discussed the NAIWA-BIA Contract K51C14200761. She emphasized the BIA had no vested interests in this contract and NAIWA judgments have jurisdiction. She gave an explanation of the various roles of NAIWA Representatives and BIA Personnel. She pointed out that although the date of the Contract says completion by June 1, 1973, this is not binding and a six months' period will be allotted for the accomplishment of this task. Mrs. Jerdone explained the co-operation and commingling between the Social Services Department and the Education Department of BIA that had brought this contract to its initiation. She introduced Mr. J. D. Fosdick, Specialist, Education Department, BIA and he further explained the problems overcome to bring this contract to reality. He highly praised Mrs. Cox, National President of NAIWA, for her untiring efforts in co-ordinating the various preparations necessary for the writing of this contract. Mr. Fosdick offered the assistance of his office as desired and necessary.

The first speaker for this working Seminar was Mrs. Clara Swan, Director, Standards Project, Child Welfare League of America, who spoke on "Introduction to Foster Care". She explained the services handled by the Child Welfare, what they do and what they know about caring for children. Some of the services rendered are as follows: A good library is available so that people needing information may write in to: Child Welfare League of America, 67 Irving Place, New York, New York, 10003. Although the staff is small, there is a Research and Publications Dept. and a Survey Department. The Survey Dept. assists if a program

is not going well. They make recommendation for change and place responsibility. The United States is divided into regions and there are eight conferences a year devoted to discussing work with children.

The Child Welfare also has a small legislation department to handle legal needs of the children. Since children cannot vote, someone must speak for them. There is also a Standards Development Department. The standards are developed by finding out the good functions of a program, submission of questionnaires to participants in a program, etc. Sometimes the development of a standard will require two years in developing. Mrs. Swan said many standards are used as "textbooks" by various agencies.

Mrs. Swan listed several things which Child Welfare consider to be good and needed by children, based upon many years experience in dealing with children. She pointed out that none of us, children or adults, are completely equal, nor do ALL have ALL the opportunities. Thus, this list of needs is not referring specifically to ADULT guidance, love and care. The key word is ADULT. First of all, the child needs the natural parents. Secondly, foster parents. If neither of these avenues are available to the child, then of course, institutional care.

However, something MORE than essentials are needed, i.e. greatest need is nurturing and love. Sometimes parents cannot do this, since we're not all equal in terms of ability--this includes the obligation and duties of being a parent. Another need of children is PLAY--play in groups and play alone. In fact, Play is the business of childhood. Family play together is the most valuable to the child.

Many times the help needed by the parents is other than financial. An example is adapting to living with a child with a special problem, such as a crippled child. Peculiar problems, such as abnormal wear and tear on clothes, must be faced.

Mrs. Swan suggested that we learn to listen to our children with a third ear. Often their unspoken problems are the most pressing. She also discussed the problem of the unwed mother and the illegitimate. In spite of unusual circumstances, the welfare of the child should dominate the decision about the child by the unwed mother.

In her explanation of the foster care program, Mrs. Swan explained some of the reasons why the children may require care away from their families, the function

of the foster care service and how the foster parents are selected. By and large, the foster parents are average, middle-class citizens whose first interest is NOT their personal gain, but really love of children. Factors such as age, health and income of foster parents are considered. Usually older parents do not qualify. The physical facilities of the home must be adequate.

There is an organized Foster Parents Club, that originated in Philadelphia, Pa. They currently have over 3000 members and are in their third year. They give special attention to the special needs of children placed in foster homes. For more information concerning this organization, contact the Child Welfare League.

In conclusion, Mrs. Swan said the services to parents, services to child and selection, development and use of foster homes should be of paramount importance to all of us interested in child welfare.

Mr. J. D. Fosdick, Education Department, Bureau of Indian Affairs, brought greetings from Mr. James Hawkins, Chief, BIA Education Dept., BIA, and Mr. George Scott, Education Dept., BIA. He expressed his appreciation for the quiet reserve and determination of our NAIWA president, Mrs. James Cox. He stated the Social Services and the Education Department of BIA are combining to fund this much needed survey. He stated he had confidence the NAIWA ladies would document the need where one exists, etc.

Mrs. Cox reviewed the stages of this survey, to date. She stated she met with the National Executive Committee of NAIWA in Busby, Montana, in November, 1972. At that time, the "tentative proposal" of NAIWA to the Bureau of Indian Affairs that deals with our project "A National Action for Special Needs of Indian Children Program" was read in its entirety. Discussion followed and a motion was made that the above-mentioned proposal be accepted and that Mrs. James M. (Marie) Cox proceed with the proposal and follow it through to its fruition. The motion carried unanimously. This survey is the first stage of Mrs. Cox's efforts.

At this point, Mrs. Cox asked each NAIWA Representative and Interviewer to stand, introduce herself and give a short history of her life and background. Mrs. Cox explained there are eleven Area Offices of Jurisdiction under the BIA. One representative and two interviewers have been selected from each Area Jurisdiction to conduct this survey, except Navajo Area where five will be selected. The Indian Representatives must be Indian women, members of NAIWA, who have evidenced a concern for the foster care of Indian children; commands respect

of the tribe of which she is a member; is known to other tribes in the Area Jurisdiction; and who has demonstrated the ability to complete tasks assigned. The interviewers must be Indian persons who have evidenced an interest in the education and foster care of Indian children, and who have demonstrated an ability to complete job assignments, including writing reports.

The meeting recessed for lunch.

The meeting convened with the introduction of Mr. Ray V. Butler, Chief, Social Services Department of the Bureau of Indian Affairs, Washington, D.C. Mr. Butler praised NAIWA for its active role in community services and stressed their unique ability to understand the problem of special needs for Indian children. He reiterated that this is a NAIWA study and BIA welcomed input from the Indian women. He gave credit to all personnel responsible for executing the contract. He also stated that BIA has a body of knowledge to assist the NAIWA staff in executing the contract.

The president, Mrs. Cox, introduced Mr. Howard Walkingstick of the Cherokee Tribe, Supervisor, Assistance Payments and Adult Medical, Social and Rehabilitation Services, Oklahoma Department of Institutions, Oklahoma City, Oklahoma. In a brief resume of his career, Mr. Walkingstick said his 36 years with the Bureau of Indian Affairs had given him knowledge and insight and depth for his present position with the Oklahoma Department of Public Welfare--primarily to be of help to all children. In his overall review of his past experiences, Mr. Walkingstick stated that although our total society is changing one thing that has not changed is the Indian heritage of wanting to care for their own.

Because of rapid changes in today's society and technology, the greatest need today is to help Indians at the grassroots level. He said that if a person really wanted to learn, they could learn. Mr. Walkingstick explained the foster care administration-financing the foster care service, recruiting and retaining qualified staff (child care workers, foster parents, case workers, support staff) and the citizen's function. The title of his speech was "Administration of a Foster Care Service".

Highlights of his presentation were that a person did not have to be a foster parent to help a foster child; the standards are often set so high for a foster parent, that it is difficult to determine those who are able to qualify; care can be given sometimes by single males and females--

often foster care parents do not include a requirement for marital status; and that unbecoming conduct on the part of a foster child is often just a bid for attention. He stressed that there is a dire need for foster care specialists. The Social Service Workers, as identified today, were formerly called Child Care Workers. Although the training is more sophisticated, the problems encountered are the same. He believes that day care is very good for the average child.

Mr. Walkingstick concluded his speech with a poem by Dorothy Law Nolte, entitled:

CHILDREN LEARN WHAT THEY LIVE

- If a child lives with criticism,
He learns to condemn.
- If a child lives with hostility,
He learns to fight.
- If a child lives with ridicule,
He learns to be shy.
- If a child lives with jealousy,
He learns to feel guilty.
- If a child lives with tolerance,
He learns to be patient.
- If a child lives with encouragement,
He learns confidence.
- If a child lives with praise,
He learns to appreciate.
- If a child lives with security,
He learns to have faith.
- If a child lives with approval,
He learns to like himself.
- If a child lives with acceptance and friendship,
He learns to find love in the world.

Mrs. Mildred Ferguson, Clerical Assistant for the NAIWA Special Project Office, explained the procedure for claiming per diem expenses for this Seminar. She stated that detailed explanations for claiming per diem, while making survey, would be mailed to those concerned under separate cover. This will include a travel voucher form to be submitted every time a written report and a request for payment is made. Mrs. Ferguson listed various activities (civic, social and educational) that Mrs. Cox had participated in that reflected highly on NAIWA. She told of

radio and television appearances Mrs. Cox has made for the past three years that has highlighted the Association and its aims and purposes.

Meeting recessed.

The meeting convened in the Cherokee Room at 8:30 a.m. Wednesday, April 25, 1973.

The first speaker introduced by Mrs. Cox was Delores Rousseau, Social Services Representative, Bureau of Indian Affairs, Branch of Social Services, Shiprock Agency, Shiprock, New Mexico. The subject of her speech was "The Parent and Child". She opened her remarks by pointing out that the parents and child who must use foster care because of circumstances beyond their control, generally experience a painful situation. She explained the confusion and lack of understanding children feel when placed in a foster home. One important feeling of the child is worry over the welfare of the PARENTS. The sudden death or hospitalization of a parent, usually a mother, may force a parent to resort to foster care. However, children many times cannot relate this reason to their being placed in a foster home. They often consider these separations as further forms of rejection. For this type of child, the acceptance of foster care is a long painful process.

Child neglect is a broad category that often ends in a court action. After hearing all the evidence, the court may decide to take custody of the child and place, care, control and supervise actions with a social agency. The court may decide not to take custody, and returns the child to the parents with the understanding that counseling services of a social agency will be utilized. Court situations frequently trigger off a great deal of feeling on the part of parents and the child, especially if the child is old enough to understand the proceedings.

The child's feelings after a court decision varies, i.e. his attitude might be passive to the point of retreating into a shell, he may be in total agreement and accepts foster care, but later rejects it. Bad parents, to many children, are better than no parents at all. Some children may ask repeatedly if they will see their parents, etc. He may try to solve his problem by running away.

Frustration and utter feeling of defeat or helplessness often overwhelms the parents who have been adjudicated as inadequate parents. They may really want their child, but are unable to meet even the basic needs of the child. There are also passive parents who have little to offer

and show no concern for the child. Some parents feel relief in having the problem brought out into the open.

Even the use of foster care on a voluntary basis often creates some anxiety. The feelings of the community and relatives also causes hurts, to both parents and child. Other cultural attitudes enter into the picture on child-bearing and childrearing. For the most part, the community feels "sorry" for the child who has to go into foster care and the attitude toward the parents is that they are not caring for their child.

Mrs. Rousseau emphasized that if foster care is the plan used, the kind of preparation the child is given by the parents with the help of the social worker and foster parents can insure a better placement. The role and responsibility of the parents, the foster parents, and the social services agency must be clearly delineated and carried out.

Involving and supporting the parents is essential while the child is in foster care, Mrs. Rousseau stressed. Such things as visits with the child, remembering special dates, like the child's birthday and holidays are vastly important. Information about the child, his progress and accomplishments, should be shared with the parents and questions clarified.

Mrs. Rousseau said in her experience, she has found that foster parents are usually warm-hearted people who have enjoyed being parents. Most are understanding and willing to invest of themselves in a child for the time necessary. Most are mature, responsible people.

Following an interesting and informative discussion concerning the highlights of Mrs. Rousseau's speech, Mrs. Cox introduced Mr. and Mrs. Charles Crowe of the Cherokee Tribe, Cherokee, North Carolina, who are foster parents, and whose topic was "The Foster Parents".

Mrs. Crowe told the audience that she and her husband have been foster parents for nine years. She said the ideal situation for foster care is to keep the foster children in their own environments. She said it is not hard to give LOVE, since most children are lovable. Sometimes, however, understanding is more difficult. Often the child won't talk to the foster parent, and considers them an imposter on their thoughts and actions and privacy. She has found that ages 9-10-11 years of age will adjust to a foster home quicker than a teenager. Many times the child will say, whenever any situation erupts, "My folks are coming after me in a few months--I don't have to mind YOU". Time and quiet patience will usually solve the discipline problems.

Mrs. Crowe illustrated what it is like to share one's home with a child who already lived with his own family and will always keep ties to them. She expressed the satisfactions she receives in providing foster care for the children under her "wing". She stated the monetary compensation will vary from state to state. In North Carolina, the BIA pays \$80.00 per month per child. Public Health Services assists in such things as glasses for the foster children.

Mr. Crowe explained the Foster Parents Association and described its rules for membership, its contacts and its annual conferences.

He said foster children are sometimes treated like machines -- they are put through the grinder. As a Foster Dad, he has found that patience is his best ally. He explained what it was like to work with a foster care service and pointed out other support services that are needed from the agency for the foster parent.

Mr. Crowe proudly announced that Cherokee, North Carolina was selected as a "Demonstration Site" by a National Committee in order to focus attention nationally on the foster care program. He said a film had been made in their community, telling in picture form, the program of foster care and what it accomplishes. In conclusion, Mr. Crowe expressed a need for more help from tribal councils in carrying a successful foster care program and providing more foster care INDIAN foster parents for Indian children needing their services.

Mrs. Cox read two cover letters she had written for the "National Action for Special Needs of Indian Children Program" proposal submitted to the BIA in December, 1972. After reading the letters, that gave background material for the above-mentioned proposal, she asked for a standing vote of members of NAIWA present if there was any objection to the proposal or if there were objections to the three NAIWA members hired as the project staff to work on and keep records and reports on the progress of the Special Needs of Indian Children Project. Mrs. Cox stated that she, herself, was NOT paid a salary and that the three office staff people were hired according to standards set forth in the Contract by the BIA. No member present stood in opposition to the above-mentioned proposal or the manner in which Mrs. Cox had carried forth the plan to bring the "National Action for Special Needs of Indian Children Program" into a reality.

An interesting speech on "The Case Worker" was given by Nellie Kirk, who works in Social Services, Shiprock Indian Agency, Shiprock, New Mexico. She gave a brief history of her background, stating that she is a full blood Navajo and was reared in the tradition of a Navajo. She said she

was one of seven children, all of whom have varied experiences. One brother has had no schooling, two have attended college and two boys are in college. She has reared three sisters and is now a grandparent. She went to boarding school for twelve years, has four years undergraduate work at Arizona State College. She taught school for awhile, then took graduate work in Social Work at the University of Oklahoma, Norman, Oklahoma. Mrs. Kirk stated English was her second language.

The action of the parents often causes immediate placement of a child in a foster care situation, Mrs. Kirk said. The Case Worker must handle the court referrals, those children with medical problems, and those who have need for a controlled setting. Many times a child lives where there are no medical facilities. Although relatives are contacted for assistance, usually the response is cold and indifferent and they don't want to "get involved". When there is a physical or mental problem, usually the mother, families will sometimes come for help on their own. In all of these (and similar) situations, the role of the case worker is to find harmony among the CHILD-HOME-FOSTER PARENTS--- the "Triangle" that must always be worked with. She said gratitude is seldom expressed by the child, especially if the child has known only rejection. The mere fact that the child continues to stay in a foster home or a boarding school, is an unspoken form of acceptance.

The language barrier is another reason the child will appear uncommunicative...unable to express himself adequately in English. The actions, the expressions must be understood to really understand the child.

Following a recess for lunch, the Seminar proceeded with a speech by Mrs. Georgia Chrisman, Supervisor-Instructional Aide, Child Guidance, Riverside Indian Boarding School, Anadarko, Oklahoma. Her subject was "The House Parent".

Mrs. Chrisman opened her remarks by saying that in working with the Indian children she has discovered that there are no PROBLEM CHILDREN, but there are CHILDREN with PROBLEMS. She explained some of the functions of house parents in the dormitories and cottages at Riverside Indian Boarding School. She emphasized that the job was more than a 40-hour per week commitment. Such things as letting a child call his home will often ease the tension for a child in a given situation. The qualities necessary for a good house parent included a willingness to give---of yourself, your time, your sympathy, your understanding---and an awareness to OBSERVE.

Ideally, each child should have at least a bed to call their very own---and preferably a ROOM to call their own. They should be allowed to decorate their own rooms (within reason),

hang pictures and place personal things in their rooms in order to make their environment more like a real home. The parents should be allowed to visit their children in their rooms.

A most interesting, emotion-filled and humanistic speech was given by Mr. Jo Ju Lane, House Parent of Riverside Indian Boarding School, Anadarko, Oklahoma. He invited the group to take a copy of the booklet, "100th Year -- Riverside Indian School" home with them. This booklet tells of 100 years of growth and development of the school.

It began in 1871 when a Quaker agent, Mr. Jonathan Richards, erected a one-room building on Sugar Creek to house supplies. Mr. A. J. Standing helped to organize the school but he was soon followed by Mr. Thomas Battey who worked through the fall and winter to get the school established and operating. There were eight little non-English speaking children who joined the beginner's class this first year.

The story has been one of continued progress. In recent years Riverside has made some giant strides in growth, and in program. From eight non-English speaking beginners in a one-room school to about 375 students living in a community of modern buildings. From a beginners class to a fully accredited high school offering more than 18 elective and enrichment subjects, for students whose needs have grown and must be met. Riverside can point with pride to her growth through the years to her present beautiful campus, her excellent and dedicated staff, to modern buildings and equipment, to the fine young men and women who make up the student body, to the past, to the present, and beyond to her greater dreams for the future.

Mr. Lane said that when he referred to "WE" what he really meant was "ALL", since most of his presentation pertained to all boarding schools. However, Riverside Indian School is the only one with cottage type living. They have nine cottages, each housing ten boys and ten girls. Except in a few instances, the plan works and the students prefer the cottages to dormitories. An all-round extra-curricular program is available; i.e. football, baseball, basketball, track, intramurals, 5-hole golf course and bowling downtown. There is a recreation hall called "The Shack" with a pool table, ping-pong, closed circuit T.V. The school has its own radio station--KRIS. Club work such as Scouts, Indian Club, Industrial Arts, which is the best in the state. The Industrial Arts include working with wood, plastic, metal and leatherwork. Every cottage has a color T.V., Washer and Dryer, Dishwasher and Pool Table. The students cook breakfast every day in the cottage.

There are thirty-five tribes represented at Riverside, Mr. Lane stated. Students have their own house counsel. In spite of all the apparent advantages available to the students, there are always some with problems. Oftentimes a student will have no money whatsoever. As a rule, this is through some fault of the parent. Although there are two qualified counselors, a visiting psychiatrist and V. D. specialists, a full-time nurse is needed.

Mr. Lane showed slides of the Riverside School and the campus. They were colorful and explanatory, supporting the description of the school. He concluded his remarks by saying that in his experience as a house parent, his unwritten code is "Take time to visit with the kids when they want to talk". He said with every student that graduates, he feels as if HE is a success, and with every dropout, he feels a personal failure.

Following the day's program, a BIA informal meeting was called by Mr. Ray V. Butler, for all members of the BIA.

Mrs. Cox opened the final day's activities on April 26, 1973, in the Cherokee Room with the introduction of late arrivals. She explained to the group that no formal membership drive had been made to secure members to NAIWA, since she felt the quality of membership was more important than quantity. Mrs. Cox stressed that the members of NAIWA possessed dignity befitting Indian women, handled their problems best over the bargaining table, and could keep their composure during the "storm". This, Mrs. Cox feels, is the best and long lasting kind of progress.

Florence Paisano, Chinle, Arizona, gave the devotional.

Special announcements were made by the president prior to introducing Mildred Cleghorn, National Director, Education of NAIWA and Administrative Assistant to the Director of the Special NAIWA project "A National Action for Special Needs of Indian Children Program". Mrs. Cleghorn reviewed the highlight of the previous speakers remarks. Consolidating experiences, training, and recommendations of the previous speakers gave a composite picture of the uniqueness of the problems of the Indian child and the avenues open to help him realize his highest potential. Mrs. Cleghorn stated Mrs. Swan had given us the standards of development for the foster parents, standards for the natural parents, institutional care. In her years of experience, educationally and emotionally, she feels LOVE is the most important ingredient. The deep hurts a child endures when there are NO visits from his parents can leave life-time scars. Timing is important when trying to help a child with type of problems such as these. In analyzing the subject, "Programs for the Care of Children away from their own Homes", she felt that any plan, to be successful, must keep in balance

the triangle of Home-Child-Foster Parents.

Mrs. Cleghorn said she had worked with seventy-two different tribes in her teaching career. At one time she was an extension agent who went into the Indian homes to help with the day-to-day problems of life. One example she used was an Indian mother who had received 1/4 side of beef and had no idea how to prepare, cook or serve it. She also worked for years for the 4-H program in the school system and highly recommends it as an educational aid to the child. After retiring from the teaching profession, Mrs. Cleghorn assisted a kindergarten teacher. The kindergarten teacher, she feels, has the future of our nation on her shoulders. Even at such a tender age, the influence of the parents is noticeable. The parent and teacher has, at this time, the duty and obligation to teach responsibility as they are sitting on your lap.

Mrs. Cleghorn noted that an Apache custom in correcting a child is not hit them with the back of your hand--such action drives the child away from you. Always spank the child with a motion toward you. Another Indian custom, that of wrapping the child tightly on a board, also has emotional value--it holds the child closely and gives a feeling of security.

In closing, Mrs. Cleghorn requested suggestions from the group on the two most important things they felt were necessary as a program in the care of children away from home. The suggestions were written on a sheet of paper and collected for later review.

Mrs. Judy Baggett, Administrative Assistant to the Director of the Special NAIWA Project "A National Action for Special Needs of Indian Children Program", was introduced. She expressed her delight to be involved with this program and invited participation and suggestions from the group assembled. She pledged her interest and enthusiasm for the accomplishment of this mission. In a brief history of her life, she said she holds a Master's Degree in Social Science. She received her master degree in 1967. Her job experience includes social service jobs in Juneau, Alaska, and Goodland Children's Home at Muskogee, Oklahoma.

The progress being made at Fort Knoll, Idaho was shared with the group by Mrs. Ardith Caldwell, Shoshone Tribe, Blackfoot, Idaho. Her field of endeavor is with the seventh and eighth graders. Some of her recommendations is that Arts and Crafts should be required subjects. Also, there should be a reading clinic for those with slow reading problems. She has found that a math clinic also benefits the students, with an Indian aid full-time, and never more than the responsibility of six children. Their school has also benefitted from

the parent/teacher conferences. Hand-delivered invitations encouraged better participation on the part of the parents. Mrs. Caldwell said that although all their problems were not solved, they were making great headway.

Lynne Garreau, Director of Inter-Tribal Communications for NAIWA, and a Sioux delegate from Lower Brule, South Dakota, expressed her gratitude for NAIWA and the gains in good will and fellowship that it has generated to date. Mrs. Garreau was one of the founders of NAIWA, when it was decided the Indian women should take advantage of the opportunities afforded them and form a national association of American Indian women.

Mutual concerns that have been expressed in the seminar are incredible, according to Mrs. Hildreth Venegas, Sioux Reservation, Sisseton, South Dakota. She expressed her thanks to those responsible for bringing the group together, with a special thanks to Mrs. Cox for keeping them involved in the affairs of NAIWA. She praised the leadership of the president, stating Mrs. Cox had performed her duties with honor, dignity and respect. Such leadership has commanded respect from every member, Mrs. Venegas said. The advantages gained for Indian women are outstanding, she believes.

"Principles of Interviewing" and "Principles of Writing Reports" were two interesting topics covered by Mrs. Kate Gault, Oklahoma State Department of Institutions, Social and Rehabilitative Services. First of all, Mrs. Gault said that it was appropriate that this Seminar be held in the month of April, 1973. This is the National Month for Foster Care and a proclamation has been made by Governor David Hall, in the state of Oklahoma, to this fact.

The primary purpose of the department in which she works is to return the child to its own home. If circumstances prevent it, then the second choice is a relative's home. Sometimes it is necessary to go to court, and ask for the right to plan a permanent type home for the child, i.e. foster home, institution, or special medical care area. There are seventy-seven courts in the state of Oklahoma dealing with this problem. They try to place the child in an area from which they come. Three hundred and thirty-five Indian children were helped by her department last year. There were sixty-nine Indian children adopted last year in the state of Oklahoma.

As has been the opinion of previous speakers, Mrs. Gault also believes LOVE is most important in dealing with these children. Is it important to recognize their limits in order to help them achieve.

In discussing the monetary return for being a foster parent, Mrs. Gault said it varied from seventy-five dollars a month

to one hundred dollars and ten a month (\$75.00 to \$110.00). The wage depends upon the age of the child being cared for, i.e. 0-3 years, \$75.00, 3-6 years, \$85.00, 6-9 years, \$95.00, and 10-21 years, \$110.00. There is also the wage home plan --free home which accepts child with no pay.

Mrs. Gault explained that an interview can either be a noun or a transitive verb. She stressed that for our purposes in conducting the interviews on this project, we will be using the interview in the verb sense. That is, it will be a conversation between two people and thus, the aim will be to converse, exchange questions and answers. However, it is imperative that the interviewer NOT jump to conclusions. How something is said, the body posture used in saying it, the gestures, the tone of voice, the pace of speech, are all to be considered in the interview. The person being interviewed must be able to feel at ease and flexible. Otherwise the interview will become only short questions and answers and nothing will be gained.

She stressed that no two persons are exactly alike. No two interviews will proceed in the same manner. If you must ask for clarification, do so in a diplomatic way. Sometimes discussing something entirely different from the subject matter on the interview will put the person at ease and the response will be better when the interview starts. The check list must be relevant to the person being interviewed. Most people can spot a phony situation and "clams up". Since the Indian people have been "interviewed" and "surveyed" so many times, they can easily recognize the pitfalls of the outline or checklist.

The key to being a good interviewer, is to be able to listen. Let the person talk freely, rise from their chair, move back and forth. After the person has talked on his own basis, return to the form--to clarify what is meant. Another key requirement in being a good interviewer is to KNOW what you are doing and BELIEVE in what you are doing. Always keep in mind the good that can be accomplished for the Indian child with problems when their problems are documented and discussed with authorities.

Sometimes, through no fault of the interviewer, an interview will not progress to a satisfactory conclusion. Examples are, if the person being interviewed is tired, sedated, drugged, deaf, blind, or has speech impediments. The very fact that you are the interviewer means that you are considered a part of the establishment and will be rejected.

Listen--Observe--Ask--Inform--Explain--Advise--Prepare--Affirm--Permit--Limit--Expect--Challenge--Confront--Connect--Interpret--Review--Anticipate.

Mrs. Gault continued her speech by stating that you cannot get information if communication between you and the interview is not good. Therefore, advance notice that you are coming will help "pave the way". One obstacle which hampers communication is haste. If the question is asked in a quick, "Do you -----?" you will receive a quick "Yes" or "No" answer. Always remember the old adage "MAKE HASTE SLOWLY".

Some people have difficulty putting thoughts into other people's mouths. Be sure the thoughts expressed by the person are his own--and not words you have planted there by the format of your question. Also, remember everybody thinks the other guy is prejudiced. Biases and prejudices are common in foster care. Just being a foster child is a problem in itself. Oftentimes, the natural families are hostile.

In conclusion, and at the request of the audience, a mock interview was held between Annie S. Meigs, Ft. Gibson, Oklahoma, and Mrs. Kate Gault. Mrs. Meigs played the part of the distressed mother whose child had been removed from the home and the case worker was played by Mrs. Kate Gault. The participants gave an interesting and enlightening performance and the audience had a much clearer picture of what to expect when they start interviewing.

Mrs. Meigs pointed out to the group that there are no right or wrong answers in interviews. Let the people handle the paper on which the questions are printed, let them read it and ask any questions that might be in their minds about it. Assure them of privacy and confidential treatment of the information given. The personality of the interviewer oftentimes makes all the difference in the world on the amount of truth and information given.

The group recessed for a sit-down served luncheon held in the Cherokee Room, Lincoln Plaza Inn. Both the food and the fellowship was enjoyed by all who attended.

In discussing the planning that had transpired for the start of the survey, Mrs. James (Marie) Cox explained that money had been earmarked in the BIA Contract for travel and per diem of Director, and Administrative Assistants to coordinate work under contract and to provide leadership to Indian Representatives and Interviewers. Thus, it was decided one of these three individuals will visit with the interviewers.

Mary Jane Fate, Fairbanks, Alaska, expressed her thanks for being a part of the group and stated the situation in Alaska demanded that changes be made as soon as possible. She told of the harsh life many of the Alaskan Indians lead. There are no doctors, no phones, no roads. Often the children cook for the older people. The alcohol problem is prevalent.

In reviewing her own life, she said that she didn't tell her parents her problems because she didn't want to worry them additionally and she didn't tell her problems to the boarding school officials because they had too much to do. Thus, she and did many others, hold their problems within them--feeling there was no one to turn to.

The male image is very low in Alaska, Mrs. Fate said. One thing which causes this situation is the lack of jobs for men. At one time there was trapping and hunting, etc., however, these occupations have become extinct. Her own father was a mail carrier by dog team and she recounted the pride she felt because he held a responsible job. Only women's jobs are available. In conclusion, Mrs. Fate said she felt NAIWA, with its outstanding leadership by Mrs. Cox, was a milestone in American history and she was looking forward to great progress in the future.

Mr. Edward Lonefight, Superintendent Riverside Indian School, Anadarko, Oklahoma, stated he would welcome and appreciate the involvement of NAIWA in pinpointing problem areas in his school. He promised his support and cooperation in this project.

At the conclusion of the prepared meeting, every Bureau of Indian Affairs Area Office delegate rose to express appreciation for being invited to attend this enlightening, informative and progressive Seminar. Each person who spoke pledged his full cooperation when the representatives and interviewers visited his area office to make the interviews. Several said they would welcome advice of how to do their job better. Others were impressed with the joy and enthusiasm of the group. Several felt that this project would have a great budget impact for Indian Children. All were unanimous in their praise of the manner in which this Seminar had been conducted and were delighted to see Indian women from all tribes working and having fellowship together. All thanked Mrs. Cox for the invitation to attend.

Following the remarks by invited guests, several members of NAIWA, interviewers and representatives who will participate in this survey, zealously praised the Seminar, its purpose and its leadership and planning. All were grateful to be a part of the program.

Mrs. Cox thanked those in attendance for their vote of confidence and told them detailed instructions on how to proceed with the survey would be mailed to them. Seminar adjourned.

NORTH AMERICAN INDIAN WOMEN'S ASSOCIATION

TRAINING PROGRAM

OKLAHOMA CITY, OKLAHOMA

APRIL 24-26, 1973

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Euphrasia Mitchell, Education Department

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Evelyn Blanchard, Assistant Area Social Worker
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