

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

PARTICIPANTS, BUREAU OF INDIAN AFFAIRS

ABERDEEN AREA OFFICE

Jere Brennan, Assistant Area Social Worker  
Euphrasia Mitchell, Education Department

ALBUQUERQUE AREA OFFICE

Evelyn Blanchard, Assistant Area Social Worker  
Earl Webb, Education Department

ANADARKO AREA OFFICE

Sidney Carney, Area Director  
Bill Grissom, Superintendent Anadarko Agency  
Betty Bell, Administrative Assistant Anadarko Agency  
Catherine Lamar, Area Social Worker  
Earl Yeahquo, Education Department  
Dan Sahmaunt, Education Department

BILLINGS AREA OFFICE

Morris Thomte, Assistant Area Social Worker

JUNEAU AREA OFFICE

Perry Smith, Assistant Area Social Worker  
James W. Griffin, Education Department

MINNEAPOLIS AREA OFFICE

Harold Smith, Area Social Worker  
Paul A. Melchior, Education Department

MUSKOGEE AREA OFFICE

Robert Berryhill, representing Area Director  
Kathleen Kobel, Assistant Area Social Worker  
Vic Hill, Education Department

NAVAJO AREA OFFICE

Byron Houseknecht, Area Social Worker  
Louise Bonnell, Education Department

## PHOENIX AREA OFFICE

William E. Newton, Area Social Worker  
Ray Sorensen, Education Department

## PORTLAND AREA OFFICE

F. Don Casper, Area Social Worker  
Spencer Sahmaunt, Education Department

## SOUTHEAST AGENCIES

Clare G. Jerdone, Principal Child Welfare Specialist  
Donald J. Fosdick, Educational Specialist  
Ray V. Butler, Chief, Social Services

PARTICIPANTS, NAIWA REPRESENTATIVES AND INTERVIEWERS

## ABERDEEN AREA OFFICE

Iyonne Garreau, Representative  
Naomi Renville, Interviewer  
Hildreth Venegas, Interviewer

## ALBUQUERQUE AREA OFFICE

Agnes Dill, Representative  
Mary Box Chavez, Interviewer  
Virginia Lewis, Interviewer (could not attend)

## ANADARKO AREA OFFICE

Lorenia Butler, Representative  
Chris Echohawk, Interviewer  
Julia Mahseet, Interviewer

## BILLINGS AREA OFFICE

Madeline Colliflower, Representative  
Ursula Higgins, Interviewer  
Pat Littlewolf, Interviewer (could not attend)

## JUNEAU AREA OFFICE

Mary Jane Fate, Representative  
Daphne Gustafson, Interviewer  
Gertrude Wolfe, Interviewer

## MINNEAPOLIS AREA OFFICE

Mary Natani, Representative  
(Two persons to be confirmed)

## MUSKOGEE AREA OFFICE

## MUSKOGEE AREA OFFICE (cont.)

Dorothy Snake, Representative  
Ruby Haynie, Interviewer  
(One person to be confirmed)

## NAVAJO AREA OFFICE

Louva Dahozy, Co-representative  
Florence Paisano, Co-representative  
Effie Curtis, Interviewer  
Mary Ina Ray, Interviewer  
Adele Lope, Interviewer  
Alice Becenti, Interviewer

## PHOENIX AREA OFFICE

Juana P. Lyon, Representative  
Susanne Denet, Interviewer  
Lucille Throssell, Interviewer

## PORTLAND AREA OFFICE

Ernestine Jim, Representative  
Verna Bunn, Interviewer  
Ardith Caldwell, Interviewer

## SOUTHEAST AREA OFFICE

Ethelyn Conseen, Representative  
Rebecca Grant, Interviewer  
(One person to be confirmed)

PARTICIPANTS, MEMBERS OF NAIWA

Mrs. James M. (Marie) Cox, National President--NAIWA  
Mildred Cleghorn, Administrative Assistant--NAIWA Project  
Judy Baggett, Administrative Assistant--NAIWA Project  
Mildred Ferguson, Clerical Assistant--NAIWA Project  
Neldean Gallaher, National Parliamentarian  
Annie Francis Hampton, Member  
Irene Lane, Secretary to Tribal Operation Officer,  
Anadarko Area Office  
Annie S. Meigs, Ret. Social Services

PARTICIPANTS, SPECIAL GUESTS

Mr. James M. Cox, Elected Comanche Tribal Councilman  
Mr. Edward Lonefight, Superintendent, Riverside Indian  
School  
Mr. Lawrence Snake, Chairman, Absentee Delaware Tribe  
Anadarko Area Office

## NORTH AMERICAN INDIAN WOMEN'S ASSOCIATION

## TRAINING PROGRAM

APRIL 24-26, 1973

## SEMINAR SPEAKERS

Clara Swan  
 Director, Standard Projects  
 Chief Welfare League of America

Hickory Star, Jr.  
 Oklahoma Commissioner of Indian Affairs

Howard Walkingstick  
 Supervisor, Department of Institutions  
 and Social Rehabilitative Services

Delores Rousseau  
 Bureau of Indian Affairs Social Services Department

Nellie Kirk  
 Bureau of Indian Affairs Social Services Department

Georgia Chrisman  
 Supervisor, Instructional Aids-Child Guidance

Jo-Jo Lane  
 Riverside Indian School House Parent

Mr. and Mrs. Charles Crowe, School System Bureau of  
 Indian Affairs North Carolina

Kate M. Gault, Oklahoma Department of Institutions  
 Social Rehabilitative Services

c. In order that the National Executive Committee of NAIWA be informed of the progress of this project, periodic memorandums were mailed to all members of the Executive Committee. The memorandum covering the early developments of NAIWA Project K51C14200761 was as follows:

DATE: May 29, 1973

SUBJECT: MEMORANDUM

TO: THE NATIONAL EXECUTIVE COMMITTEE OF THE "NORTH AMERICAN WOMEN'S ASSOCIATION" AND THE STATE CHAPTER PRESIDENTS OF NAIWA

FROM: MRS. JAMES M. (MARIE) COX, NATIONAL PRESIDENT, NAIWA

This memorandum is in reference to the March 22, 1973, memorandum that was mailed to all executive committee members of NAIWA in April, 1973. This memorandum dealt with the April 24-26, 1973, Training of Interviewers for the "Special Needs of Indian Children" project of NAIWA.

At our National Executive Committee meeting held in Busby, Montana on November 17-18, 1973 (memorandum of October 11/73), the proposed NAIWA Proposal to the Bureau of Indian Affairs for "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 proposal be accepted as read and that I, Mrs. James M. (Marie) Cox, proceed with the proposal and follow it through to its fruition, the motion carried unanimously.

In January, 1973, I presented the above mentioned proposal to BIA. We have now entered into a contract, number #K51C14200761, with the BIA to fund the above-mentioned NAIWA proposal. The initial step of this project that deals with the "Special Needs of Indian Children" will begin with a survey to document the special needs of Indian children as these needs have never been documented for Indian children. The Social Services Department, BIA, and the Educational Department, BIA, have jointly contributed the funds for this project (survey).

As specified by the contract, I opened a Special Bank Account in Midwest City, Oklahoma, for the Bureau of Indian Affairs Finance Office to send an advance payment to this account in order that NAIWA would have funds to hold a training Seminar for the Indian women who are to make the survey, for the training Seminar of April 24-26, 1973. The above-mentioned money was received on April 10, 1973, and at this time (not before) did the plan go forth to hold the "Training Seminar of April 24-26, 1973".

The Seminar was very successful and we are to begin the first step of the survey in June, 1973. I am enclosing a report on the Seminar.

As specified by the contract (which is to run six months or eight, if need be) I have opened a small office in Midwest City, Oklahoma. Also as specified by the contract, I have hired two administrative assistants. One is Mrs. Mildred Cleghorn, Apache Tribe, to head the Education portion and Mrs. Judy Baggett, Choctaw Tribe, to head the Social Service portion. The other person hired is a Clerical Assistant. She is Mrs. Mildred Ferguson, Cherokee Tribe. I am the Director and Administrator and am not salaried.

BIA set the standards and qualifications for the three positions to be hired, and specified the type of book-keeping and audit that will be in effect. This is a temporary set-up to handle the survey for which the contract with BIA was made. Therefore, until I leave office as National President of NAIWA, my home address is still the National Office for NAIWA.

Since the Survey Project with BIA is of a temporary nature (of about six months), address any letters dealing with this BIA contract for "National Action for Special Needs of Indian Children Program" project to:

NAIWA PROJECT #0761  
3201 Shadybrook Drive  
Midwest City, Oklahoma 73110

It is my personal opinion that we, as the initial National Executive Committee of NAIWA and the State Chapter Presidents of NAIWA, have worked long and hard to bring our Association to national and international attention.....it hasn't been easy! However, we can feel good about the fact that we have set the national trend for attention to be given to Indian children. They have no voice and we must make their needs known. In the final analysis, we have set in motion the steps to bring about the betterment of Indian Children who have special needs. Indian children should be of utmost importance in our NAIWA Project #0761.

I look forward to seeing you again at our 1973 NAIWA National Conference in the "Big Sky Country".

## METHOD FOR CONDUCTING SURVEY

### 1. QUESTIONNAIRES

The initial step in conducting the actual survey required the selection of the types of people to be interviewed and the kind of questions to be asked each individual. A uniform method was necessary in order to be able to measure the results of the survey.

The decision for the types of persons to be interviewed was based on Part 103 - Objectives of Contract K51C14200761. This part of the contract outlines the information desired to be produced as a result of the survey.

Mrs. James M. (Marie) Cox, Director and Administrator of NAIWA Project #0761, Mrs. Mildred Cleghorn, Education Administrative Assistant and Mrs. Judy Baggett, Social Services, Administrative Assistant, explored in depth each of the elements listed in Part 100 - Development of Prototype Program. From this and other research, they authored thirteen questionnaires which would reflect present practices and also indicate the need for improvements in specific areas. The completed questionnaires should pinpoint reform and program improvements needed.

The thirteen questionnaires written were assigned an identifying number as follows:

NAIWA: North American Indian Women's Association  
0761: Last four digits of the contract number  
573: "5" means the fifth month (May) and "73" the year 1, etc: The numbers following 573-are the numbers assigned on a progressive basis.

The questionnaires prepared are as follows:

NAIWA 0761-573-1 Questionnaire for BIA Social Services  
NAIWA 0761-573-2 Questionnaire for BIA Education Program for Indian Children  
NAIWA 0761-573-3 Questionnaire for Foster Care Program  
NAIWA 0761-573-4 Questionnaire for Indian Boarding School Personnel  
NAIWA 0761-573-5 Questionnaire to Determine the Feasibility of a Specialized Institution for Indian Children.  
NAIWA 0761-573-6 Questionnaire for Foster Parents of Indian Children.  
NAIWA 0761-573-7 Questionnaire for Indians who have had Foster Care Experience.  
NAIWA 0761-573-8 Questionnaire for Parents of Indian Children in Foster Homes.

NAIWA 0761-573-9 Questionnaire for Indian Boarding School Instructional Aides  
 NAIWA 0761-573-10 Questionnaire for Indian Children in Boarding School  
 NAIWA 0761-573-11 Questionnaire for Parents of Indian Children in Boarding School  
 NAIWA 0761-573-12 Questionnaire for Concerned Tribal Councilmen  
 NAIWA 0761-573-14 Questionnaire for Person who has at one time attended a Boarding School

## 2. SOCIAL SERVICES QUESTIONNAIRES

The following questionnaires were prepared to document the special needs of Indian children in relation to their social needs:

<u>Questionnaire Number</u>	<u>and</u>	<u>Title of Form</u>
#1:	BIA Social Services	(Agency Interviews)
#1:	BIA Social Services	
#3:	Foster Care Program	(State)
#3:	Foster Care Program	(Private)
#3:	Foster Care Program	(BIA)
#5:	Feasibility of Specialized Institutions	
#6:	Foster Parents of Indian Children	
#7:	Indians Who Have Had Foster Care Experience	
#8:	Parents of Indian Children in Foster Homes	
#12:	Concerned Tribal Councilmen	

## 3. EDUCATION QUESTIONNAIRES

The following questionnaires were prepared to document the special needs of Indian children in relation to their Educational needs:

<u>Questionnaire Number</u>	<u>and</u>	<u>Title of Form</u>
#1:	BIA Social Services	(Agency Interviews)
#2:	BIA Education Program for Indian Children	
#4:	Indian Boarding School Personnel	

## 3. Education - continued:

#9: Indian Boarding School Instructional Aides  
 #10: Indian Children in Boarding School  
 #11: Parents of Indian Children in Boarding School  
 #12: Concerned Tribal Councilmen  
 #14: Person Who Has at one Time Attended a Boarding School

## 4. INTERVIEW SITES

The selection of places and persons to be interviewed was based upon a "need to know" as outlined in Part 101 of subject contract.

All Bureau of Indian Affairs Area Office jurisdictions, except the Sacramento Area, were surveyed.

At least one BIA Agency under each BIA Area Office jurisdiction was surveyed.

State, county, and private institutions were selected in those areas where it was known there were problem areas. These selections were made at random and at the discretion of the appropriate Indian woman Representative conducting the NAIWA survey.

The persons to be interviewed were selected by the appropriate Indian interviewer working on the NAIWA survey. These selections were based upon the discretion of the interviewer and her knowledge of local problem areas.

In this method of selecting places and persons for interview, the knowledge, need, opinion and expertise of thirty-six concerned Indian women was utilized. Of the thirty-six Indian representatives and interviewers, only three ladies failed to submit reports. This represents 92% participation. The Director of the project and her two Administrative Assistants conducted certain interviews in problem areas. Thus, the number of Indian ladies who conducted interviews is thirty-six.

Orientation of the NAIWA Indian ladies who were to make the survey was accomplished at their nearest BIA Area Office. Prior to the actual session, letters of introduction to each BIA Area Office were mailed by the NAIWA Project Office.

Mrs. Mildred Cleghorn, NAIWA Administrative Assistant for Education visited:

Albuquerque Area  
 Anadarko Area  
 Navajo Area  
 Phoenix Area  
 Southeast Area

Mrs. Judy Baggett, NAIWA Administrative Assistant for Social Services visited:

Aberdeen Area  
Billings Area  
Minneapolis Area  
Muskogee Area  
Portland Area

Due to the unique problems existing there, Mrs. James M. (Marie) Cox, Director and Administrator, NAIWA Project #0761, visited the Juneau Area in Alaska, and Haskell Indian Junior College in Kansas.

All orientation of representatives and interviewers was completed on August 13, 1973. A total of 288 questionnaires were distributed to the representatives and interviewers in original copy only.

RESULTS OF SURVEY

1. DEADLINE DATES

The deadline date for completing the survey in the BIA Areas was August 31, 1973. Inasmuch as the boarding schools were not in full operation during the summer months, this deadline was extended to September 15, 1973. Because of slow response, the date was extended to September 30, 1973. At that time, approximately sixty-nine percent of the questionnaires had been returned completed.

The two Administrative Assistants were advised by memorandum dated September 10, 1973, that a written report by them would be submitted to the NAIWA Project Director by October 10, 1973. This report was to cover their review, evaluation and recommendations of the completed questionnaires received up to that time. These written reports were to be used as a nucleus for the final report.

On September 25, 1973, the office staff was advised by memorandum of the plans for the Review, Evaluation and Recommendations meeting to be held October 22-25, 1973 in Oklahoma City, Oklahoma. This memorandum also specified that the final report of the Administrative Assistants would be completed by November 5, 1973.

2. REVIEW, EVALUATION AND RECOMMENDATIONS MEETING

The Review, Evaluation, and Recommendations Meeting was held in Oklahoma City, Oklahoma, at Lincoln Plaza Inn, 4445 North Lincoln Blvd., on October 22-25, 1973. A review of that meeting is as follows:

NORTH AMERICAN INDIAN WOMEN'S ASSOCIATION  
"A NATIONAL ACTION FOR SPECIAL NEEDS OF INDIAN CHILDREN PROGRAM"

NAIWA - MEETING  
REVIEW, EVALUATION AND RECOMMENDATIONS  
with  
Selected Representatives and Interviewers  
held  
October 22-25, 1973

Lincoln Plaza Inn  
Oklahoma City, Oklahoma

Under Contract No. K51C14200761  
Bureau of Indian Affairs

Mrs. James M. (Marie) Cox  
Director and Administrator  
NAIWA Project #0761

November 15, 1973

## MEMORANDUM

FROM: MRS. JAMES M. (MARIE) COX  
DIRECTOR AND ADMINISTRATOR  
NAIWA PROJECT #0761

TO: SELECTED REPRESENTATIVES AND INTERVIEWERS OF NAIWA

SUBJ: REVIEW, EVALUATION AND RECOMMENDATIONS MEETING  
HELD: OCTOBER 22-25, 1973

TEXT: The Director and Administrator of NAIWA Project #0761 called a Review, Evaluation and Recommendations Meeting of NAIWA's first national project, "A National Action for Special Needs of Indian Children Program." This meeting was held in Oklahoma City, Oklahoma, on October 22-25, 1973, at Lincoln Plaza Inn, 4445 North Lincoln Blvd., Oklahoma City.

The first stage of the national project, "A National Action for Special Needs of Indian Children Program" was to conduct a national survey of selected individuals, Boarding Schools, Agencies, Public and Private Institutions, etc., to determine the special needs of Indian children. The first stage of the project is now complete and the purpose of the Review, Evaluation and Recommendations Meeting was to discuss and analyze the information gathered during the survey and to make recommendations.

The ladies selected to attend this meeting were selected on the basis of their participation on this survey, their geographical location, their involvement in local Indian community affairs and as representatives of each Area Jurisdiction of the Bureau of Indian Affairs Area Offices.

Registration for the Meeting began at 8:30 a.m. October 22, 1973, in Room 103, Lincoln Plaza Room, 4445 North Lincoln Blvd., Oklahoma City, Oklahoma.

The meeting was called to order by Mrs. James M. (Marie) Cox, Director and Administrator of NAIWA Project #0761. Mrs. Cox welcomed all of the participants and reviewed the purpose of the meeting. Mrs. Cox asked Mrs. Agnes Dill, Current National President of NAIWA, to give the prayer.

Mrs. Cox asked each person to rise, give their name, tribe, and hometown. Mrs. Cox read the memorandum which had been sent to each participant prior to the meeting date. She also read Part 100 of Contract K51C14200761 and portions of Part 101 of subject contract. She explained that only two copies of the final report would be prepared and the Bureau of Indian Affairs will be responsible for the determination on whether copies will be available, the subsequent reproduction, assembling and distribution.

Since this was a working meeting, Mrs. Cox explained to the group that she would be the chairman of the entire meeting. She introduced her office staff and explained the duties of each to the group. She stated Mrs. Mildred Cleghorn and Mrs. Judy Baggett, Administrative Assistants, would co-chair the meeting with her. As such, they were to review each question on each questionnaire pertaining to their respective fields. Mrs. Cleghorn is the Administrative Assistant for Education and Mrs. Judy Baggett is the Administrative Assistant for Social Services.

Mrs. Cleghorn explained to the group that an opaque machine would be used to project the consolidated information about each questionnaire on the 6' by 6' screen. This system provided every person in attendance a view of the answers received from each BIA Area jurisdiction.

The NAIWA Project Questionnaires which were reviewed by Mrs. Cleghorn were as follows:

- #1: BIA Social Services (Agency Interviews)
- #2: BIA Education Program for Indian Children
- #4: Indian Boarding School Personnel
- #9: Indian Boarding School Instructional Aides
- #10: Indian Children in Boarding School
- #11: Parents of Indian Children in Boarding School
- #12: Concerned Tribal Councilmen
- #14: Person Who has at one time attended a Boarding School

Many comments were made by the group. Each participant was encouraged to participate in the review, offer suggestions, make corrections, and give added information at any time. Thus, the meeting progressed with deep interest and enthusiasm.

The meeting adjourned each day of the meeting at 11:45 a.m. for lunch and re-convened at 1:10 p.m. All conferrees were in attendance at each meeting and the group had 100% participation. The results of the discussions and recommendations will be recorded in the final report to be submitted to the Bureau of Indian Affairs.

Mrs. Cleghorn co-chaired the meeting with Mrs. Cox on October 22 and 23, 1973. Each day, those persons who arrived the previous day, were introduced by Mrs. Cox. Also, Mrs. Cox explained any detailed questions which were asked.

The meeting proceeded in the same manner on October 24 and 25, 1973, except Mrs. Judy Baggett co-chaired the meeting with Mrs. Cox. The NAIWA Project Questionnaires which were reviewed by Mrs. Baggett were as follows:

- #1: BIA Social Services (Agency Interviews)
- #1: BIA Social Services
- #3: Foster Care Program (State)
- #3: Foster Care Program (Private)
- #3: Foster Care Program (BIA)
- #5: Feasibility of Specialized Institutions
- #6: Foster Parents of Indian Children
- #7: Indians who have had Foster Care Experience
- #8: Parents of Indian Children in Foster Homes
- #12: Concerned Tribal Councilmen

Mrs. Clare Jerdone, Contracting Officer's Representative for NAIWA Contract K51C14200761 from the Bureau of Indian Affairs in Washington, D. C., and Mr. D. J. Fosdick, Education Specialist from the Bureau of Indian Affairs in Washington, D. C., attended the meeting on October 25, 1973. They attended in the capacity of observers.

Mrs. Cox introduced Mrs. Jerdone, who thanked the NAIWA staff for their business-like, efficient work. She stated her office in Washington, D. C. was looking forward to the final report. Mr. Fosdick also expressed his pleasure with the quality of the work to date and stated he was looking forward to the recommendations from this group. He extended the regrets of Dr. Benham, Chief, Education Department of Bureau of Indian Affairs, Washington, D.C. that he was unable to attend the meeting.

Following the completion of the item by item review of the questionnaires, the group participated in summarization and recommendations. Mrs. Cox thanked the group for their participation and interest. She stated she felt that the report to be submitted to BIA should only be the first step toward the betterment of life for the Indian child. She promised that the report would not "lay" and gather dust. Mrs. Jerdone said she was in agreement and said the next step would be to pursue the necessary ACTIONS.

Mrs. Cox asked Mrs. Dill for her comments. She said that, in her opinion, the future rested with Indian women in the hope of bettering the Indian community life and thus, the life of the Indian child. She believes the Indian man is looking to the women for progress. She asked the women in attendance to continue their input and interest. She thanked Mrs. Cox for her untiring efforts in helping improve Indian community life and more specifically, life for the Indian child. She also expressed the feelings of all the ladies who worked on the survey in saying that Mrs. Cox had done an outstanding job on this project.

Two night meetings were held during the course of the Review, Evaluation and Recommendations Meeting on a variety of subjects. Thus, the ladies in attendance contributed many hours of devotion and dedication to problem areas in Indian life. Each person who attended deserves a vote of gratitude and thanks for their efforts.

Meeting adjourned October 25, 1973.

\* \* \* \* \*

Participants in Review, Evaluation and  
Recommendations  
Meeting

October 22-25, 1973

<u>Area</u>	<u>Person</u>	<u>Tribe</u>
Aberdeen Area	Iyonne Garreau	Sioux
Aberdeen Area	Naomi Renville	Omaha-Seneca
Aberdeen Area	Hildreth Venegas	Sioux
Aberdeen Area	Julie Ducheneaux	Sioux
Albuquerque Area	Agnes Dill	Laguna-Isleta
Albuquerque Area	Sophie Atencio	San-Juan Pueblo
Anadarko Area	Chris Echohawk	Pawnee
Anadarko Area	Julia Mahseet	Comanche
Billings Area	Madeline Colliflower	Gros Ventre
Billings Area	Ursula Higgins	Blackfeet
Juneau Area	Mary Jane Fate	Athabaskan
Juneau Area	Daphne Gustafson	Eskimo
Minneapolis Area	Beatrice LaBine	Chippewa
Minneapolis Area	Mary Natani	Winnebago
Muskogee Area	Dorothy Snake	Cherokee
Muskogee Area	Ruby Haynie	Creek
Navajo Area	Louva Dahozy	Navajo
Navajo Area	Adele Lope	Navajo
Phoenix Area	Susanna Denet	Hopi
Portland Area	Verna Bunn	Makah
Southeast Area	Roberta Gibson	Cherokee
Southeast Area	Ruth Littlejohn	Eastern Cherokee

Special Guests

Clare Jerdone	D. J. Fosdick	Velma M. Wooth
Deloris W. Karty	Charles V. Delaney	



NAIWA OFFICE STAFF FOR PROJECT K51C14200761

Mrs. James M. (Marie) Cox - Comanche Tribe  
Director and Administrator  
NAIWA Project #0761  
3201 Shadybrook Drive  
Midwest City, Oklahoma 73110

Administrative Assistants

Mrs. Judy Baggett

Mrs. Mildred Cleghorn

CLERICAL ASSISTANT

Mrs. Mildred M. Ferguson

3. COMPLETED QUESTIONNAIRES

The review, evaluation and recommendations to follow were based on the receipt of 237 completed questionnaires from the BIA Area jurisdictions. This represents 82% of the questionnaires distributed.

## REVIEW, EVALUATION, AND RECOMMENDATIONS

1. REFORMS NEEDED IN HANDLING FOSTER CHILD CARE FOR INDIAN CHILDREN1a. A REVIEW OF BIA'S FOSTER CHILD CARE PROGRAMS AND PROCEDURES

In order to fulfill the objectives pertaining to reforms needed in handling foster child care for Indian children, six different questionnaires were developed. The Questionnaire for BIA Area Social Services (NAIWA 0761-573-1) was used by the Representatives in interviewing the Area Social Workers. This questionnaire was also used by those interviewing on the agency level. The Questionnaire for Foster Care Programs (NAIWA 0761-573-3) was used by the Representatives for three different interviews. This offered a comparison of the foster care practices of the Bureau of Indian Affairs, of the state welfare departments and of a private foster care agency.

In each area, interviewers used the following questionnaires in order to evaluate the foster care programs from the participants' viewpoint: Questionnaire for Foster Parents of Indian Children (NAIWA 0761-573-6), Questionnaire for Indians Who Have Had Foster Care Experience (NAIWA 0761-573-7), Questionnaire for Parents of Indian Children in Foster Homes (NAIWA 0761-573-8), and Questionnaire for Concerned Tribal Councilman (NAIWA 0761-573-12).

Responses were received from ten areas to the Questionnaire for Foster Care Programs (NAIWA 0761-573-3). Thus the information discussed was gathered from all areas, except Portland Area. There was limited foster care provided by the BIA in Portland Area. Aberdeen Area has a substantial number of children in foster care (827), with 376 foster parents. A thorough study of the Area Social Services Programs was obtained through the use of the Questionnaire for BIA Social Services (NAIWA 0761-573-1). All Social Services staff and selected agency staff were interviewed. No foster care is provided by the BIA in Anadarko, Muskogee, or Minneapolis Areas. The definition used for foster care in this instance pertained to foster homes recruited, used and maintained by the Bureau of Indian Affairs Social Services staff.

The majority of the areas had set standards for foster homes and foster parents which were identical to the state standards. The standards were parallel with Child Welfare League of America standards. However, in all cases documented, the final decision of approving a foster home was left to the worker's discretion. It is the opinion of this reviewing organization that this freedom of decision makes it easier to recruit Indian foster homes. It has been discussed that the

houses of potential Indian foster families often do not meet licensing requirements. Therefore, if the worker can use his discretion as to meeting these specific requirements, more Indian children can be placed with Indian foster families. In all cases, the primary goal of all BIA foster care social workers is to reunite the child with his family. Relative resources are explored and foster care is used as a last resort. However, foster care appeared to be considered the best placement for most children, preferable to an institution or boarding school.

Only one area was able to give an accurate caseload for their social workers handling foster care. The other responses indicated their workers were overloaded with cases and could give casework services only as time allowed. All areas which have foster care programs (except Southeast) cited "lack of staff" as the reason for inadequate services to families in order that they might be reunited.

One of the complaints of many persons has been that too many children might be placed in one foster home. This could easily be a legitimate complaint as only three areas adhered to state guidelines for a maximum number of foster children in one home. Three areas have no maximum; however, Navajo limits the number to three unless they are siblings. Only two areas indicate that they used state standards for determining workloads for foster parents.

All areas paid state rates for foster care. There was a wide variance in the number of times the social worker visited the home, from once a month to once every three months, but generally always depending on the child's needs. In all but one case, foster homes were licensed or re-evaluated annually. BIA foster parents have few training opportunities. Only Southeast Area offers training programs for their foster parents. In all instances, medical care was satisfactory although there is a definite need for mental health services. Only Billings Area indicated that foster children in BIA foster homes stay in foster care over an average of six months. It would appear that children in BIA foster homes are there a relatively short time.

Suggestions from BIA social workers for improving the foster care program were varied and all emphasized a need for more Indian foster parents and placing Indian children in Indian foster homes. All areas need more staff in order to provide more thorough casework services to Indian families. A group home for teenagers and pre-delinquents was listed as a definite need. One suggestion was for a fulltime Child Welfare worker to handle only cases involving children and who could work with foster parents. It is the feeling of this reviewing organization that these recommendations should be strongly considered.

1b. A REVIEW OF FOSTER CHILD CARE PROGRAMS OF VARIOUS AGENCIES, I.E. STATE, COUNTY, PRIVATE, INSTITUTIONS, ETC., OTHER THAN THE BIA

As noted previously, the same questionnaire (NAIWA 0761-573-3) was used to review state welfare departments and private child placing institutions. Seven private institutions were studied. Fourteen state welfare departments were interviewed concerning their foster care programs.

In studying the responses from the private foster care programs, a very desirable requirement for foster home licensing was recognized. Instead of the rigid physical standards for houses of foster families, the statement was that the house must meet community standards and have space to shelter the child. Standards for foster care social workers were a Masters of Social Work degree. All agencies responding had training programs for their foster parents. They adhered to state standards for payment and standards of the foster parents. On other points, the practices of the private programs were parallel to the BIA and state foster programs.

Foster care specialists of welfare departments in the following states were interviewed: South Dakota, New Mexico, Oklahoma, Kansas, Montana, Alaska, Minnesota, Nevada, Arizona, Mississippi, and North Carolina.

There appears to be an emphasis on recruiting Indian foster parents, particularly in Minnesota, South Dakota, Nevada, Mississippi, New Mexico, and North Carolina. Likewise in these states, the foster care workers try to place Indian children in Indian foster homes. In most areas of Alaska, there is an emphasis on placing Native children in Native foster homes.

Standards for foster homes and parents were explicit and followed Child Welfare League of America standards. It is the opinion of the reviewing agency that an important requirement is that there be two parents in the family. It is also required that each child has his own bed, unless he sleeps with a sibling. Character requirements for foster parents were satisfactory. Standards for foster care social workers are high. All states require a bachelors degree and prefer masters degree social workers. In New Mexico, foster care social workers must be knowledgeable of Navajo culture. This was made a requirement at the request of the Navajo Tribe. Caseloads for foster care social workers varied from 40 to 65 cases. In some instances, no count was given. All states gave a maximum of five or six as the number of children allowed in one foster home.

Social workers visit in the foster homes each month according to responses received. Foster parents are relicensed annually. Rates of payment are varied from \$60 per month in New Mexico to

to \$248 in the northern region of Alaska. Payment varied according to age of child and to his problems. All indicated that the rate of payment was adequate, except for clothing: All states felt their foster child received satisfactory medical care. The average length of stay in a foster home varied from six months to nine years to 21 years. Some states--Mississippi, North Carolina, Montana, Minnesota--are beginning to study or implement subsidized adoptions. It is the feeling of this reviewing agency that this would encourage more Indian children being adopted by Indian families. All the states studied indicated that their primary goal was to reunite families whose children were in foster care. All the states had foster homes or group homes for emergency placements. All these 14 states stressed a need for more training for foster parents.

1c. INTERVIEWS ON AND OFF INDIAN RESERVATIONS, PARENTS OF CHILDREN IN FOSTER CARE; INDIAN ADULTS WHO AS CHILDREN RECEIVED FOSTER CARE; FOSTER PARENTS OF INDIAN CHILDREN OR YOUTH RECEIVING SUCH CARE

Two interviewers in each area used two questionnaires in order to evaluate services given to foster parents of Indian children or youth and to parents of children in foster care.

There were 15 responses to the Questionnaire for Parents of Indian Children in Foster Homes (NAIWA 0761-573-8). Only one parent (in Anadarko Area) indicated that he would not prefer his child be with Indian foster parents. All other parents wanted their children in Indian foster homes. All but three parents gave a preference for an Indian caseworker. The parents would like to consult with the caseworker at least once a month. Three parents indicated that they seldom see their caseworker. All but one parent would like a regular written report on their child in foster care. The period of time their children were in foster care varied from two weeks to ten years, averaging three years. All but one parent were receptive to the interviews and all were cooperative with the interviewers.

There were 21 responses to the Questionnaire for Foster Parents of Indian Children (NAIWA 0761-573-6). There were responses from all eleven areas studied. Six foster parents said they got no moral support from the foster care worker. Both responses from the Portland Area were negative. Five parents indicated they saw their worker once a month, two saw their workers twice a month, two seldom saw their worker, three saw their worker whenever there was a need, and two parents said there was from a year to two years interval between visits. There were only three responses that indicated that payment was not adequate; however, several felt there was a need for better clothing arrangements. All foster parents felt that their medical resources were good, except Billings. Most foster parents used the services of the Public Health Service. Nine foster parents felt they needed services of a Mental Health

Clinic, with emphasis on group counseling and on the emotionally disturbed child. Three parents responded that they would like time for consultation with the therapist treating their foster child. Nine of the 21 foster parents indicated they could use training in child development, while two indicated a desire to know more about Indian culture. Thirteen said they would be willing to participate in a training program.

The responses to the question of how many foster children they felt they could take care of corresponded to the licensing limitations. These foster parents indicated they could care for 1, 2, 3, or 4, and 5 children at one time. Only one felt she could care for 8 or 10 children. Three foster parents felt their Indian foster children were basically different from their non-Indian foster children. Their reasons were that there were differences in languages and cultures, that Indian children were more withdrawn, and that they don't resent being corrected. Eight foster parents indicated that they were Indian.

Only three foster parents said they had no preference of children under twelve or teenagers. Four indicated they preferred preschool children and ten preferred under twelve. These opinions support the assumption that those under twelve are easier to place than teenagers. This also supports the theory of a different placement facility for teenagers, i.e. a group home. There were no remarkable comments on the standards for licensing foster homes or foster parents. These foster parents said that the study should be very thorough, that foster parents should be Christian, and that housing standards were too strict. Although most foster parents were receptive to natural parents visiting and encouraged such visits, several commented that it should depend whether the child was to be returned home or not.

#### 1d. INTERVIEWS OF INDIANS WHO RECEIVED AT SOME TIME FOSTER CARE SERVICES

The Questionnaire for Indians Who Have Had Foster Care Experience (NAIWA 0761-573-7) was developed and used by two interviewers in each area. There were 20 responses to this questionnaire. Five respondents had been in foster care one year or under. Nine were in foster care from four to eight years. Three children were in foster care 14 years and over.

Some of the standards for foster parents were listed as: kindness, being Christian, good character, teach child right from wrong, stable, non-drinkers, more understanding of why we do things and act like we do before they take us into their homes, treat foster children as they treat their own, and Indian children with Indian foster parents. These persons who had been in foster care were not particularly interested in high standards for the physical plant of the foster home. They listed a feeling of warmth, foster mother being at home, good firm rules, nothing fancy but kept clean, and preferring to be in an Indian home.

The greatest number of children in the foster home varied from just one to eight. Four were in a home with five children and there were seven persons who were in homes with three, six, and eight foster children. These former foster children said that they felt the foster parents could determine how many children they could care for. Sixteen felt that foster parents should be screened more thoroughly. Half the respondents felt that the social worker visited the home often enough, half felt they didn't visit often enough. Of these 20 responding, only five said that their foster parents did not encourage them to maintain their family relationships. Only one person said his foster care experience was bad. All others said their foster care experience was good, that they were grateful for the love and care given by their foster parents.

Recommendations for bettering the foster care program were varied. More Indian staff and more Indian foster homes were recommended. Several felt there was a need for "spending money" for the foster children. These respondents had no trouble in working out problems in their foster homes. These former foster children were most ambivalent about adoption. Ten said they would like to have been adopted. They commented that the child should be met half-way. One comment was that the social worker should help the natural parents and the other children still at home.

There were sixteen responses to the Questionnaire for Concerned Tribal Councilman (NAIWA 0761-573-12). There were responses from all areas, except Aberdeen Area. Tribal leaders of the following tribes were interviewed: Navajo, Choctaw, Blackfeet, Southern Ute, Zuni, Pawnee, Oklahoma Cherokee, Comanche, Mesquakie, Eskimo, Creek, Hopi, Shoshone-Bannock, Makah, and North Carolina Cherokee.

The Southern Ute, Blackfeet, and New Mexico Navajo tribes indicated that they make provisions for children who are abandoned, orphaned or who need money. The Blackfeet, Zuni, and Navajo in Arizona are planning for group homes and other services. Six respondents indicated that recreation programs were a special need of the Indian youth of their tribe. Two emphasized a need for libraries and two felt counseling was needed by their youth. Other needs stressed were summer jobs, better education programs and facilities, better health resources, and a need to learn responsibility. Representatives from seven tribes felt that there is an increase in the number of Indian children who need foster homes. Seven felt that there had been no increase and three did not know. All those responding felt this was a problem to which all tribes should give their attention. The responses to the reasons why a child should be placed in a foster home were realistic. Circumstances cited were no parental control, poor home environment, socially and economically deprived, neglect, broken homes, and alcoholic parents. Four suggested foster care only after all relative resources had been researched. These councilmen felt that personal contact was the way to recruit Indian foster homes. Contacting church women's organizations was also suggested.

NAIWA 0761-573-1 QUESTIONNAIRE FOR BIA AREA SOCIAL SERVICES  
STATISTICAL INFORMATION

1. Unduplicated number of children provided care away from home,  
FY 1972

	<u>BIA Foster homes</u>	<u>Contract Agency</u>	<u>Group Care</u>	<u>Specialized Institutions</u>
Aberdeen	827	200	30	128
Albuquerque	30	91	132	31
Juneau	149	50	102	12
Minneapolis	25	280	10	5
Muskogee	2		4	2
Navajo	91	41	85	244
Southeast	131	0	28	46

2. Expenditures for care of children away from home in FY 1972

	<u>Foster Homes</u>	<u>Group Care</u>	<u>Specialized Institutions</u>	<u>Facilitating Services</u>	<u>Total</u>
Aberdeen	\$247,925	\$ 27,000	\$165,053	\$342,919	\$782,897
Albuquerque	55,000	71,000	59,000	36,000	221,000
Juneau	283,603	353,000		49,763	691,316
Minneapolis	325,000	00	00	00	325,000
Muskogee	964	1,216	2,160	00	4,340
Navajo	30,120	712,336	4,834	00	747,340
Southeast	89,510	56,090	10,645	37,565	193,810

3. Number of child and youth care personnel positions in FY 1972

	<u>Social Workers</u>	<u>Foster Parents</u>	<u>Area S.W., Supervisory S.W., Secretaries</u>
Aberdeen	12	376	60
Albuquerque	1	25	1
Juneau	18	79	20
Minneapolis	2	150	4
Muskogee	19	00	2
Navajo	47	32	10
Southeast	16	56	42

NAIWA 0761-573-1 QUESTIONNAIRE FOR BIA AREA SOCIAL SERVICES  
STATISTICAL INFORMATION

4. What is the salary range for child and youth care personnel positions?

	<u>Adminis- trator</u>	<u>Super- visor</u>	<u>Social Worker</u>	<u>Foster Parents</u>	<u>Secretary</u>	<u>Clerk</u>
Aberdeen	\$16,000	\$14,000	\$10,000	0	\$ 6,000	\$5,000
Albuquerque	NO FIGURES GIVEN					
Juneau (plus 25%)	19,700- 30,018	16,682- 21,686	11,614- 18,190	\$170- 248	6,882- 10,007	5,432- 7,964
Minneapolis	15,000- 20,000	10,000- 18,000	7,000- 15,000	unknown	5,400 7,000	4,800- 6,000
Muskogee	20,000- 25,000	17,000- 20,000	7,600- 15,000	none	6,800- 9,200	
Navajo	16,609	13,996	13,996- 11,614	\$85 per month	6,882	6,128
Southeast	26,898- 30,018	16,682- 21,686	9,500- 18,190	none	7,694- 10,007	2,600

5. What amount of the budget allocated to the Area Office is designated for Social Services?

Aberdeen	\$1,097,000	Includes salaries, supplies, travel costs, motor vehicle operation costs, training costs, and other direct service related costs			
Albuquerque	5.7%				
Juneau	5,969,000	G.A. 4,322,000 C.W. 775,000	Medical Social Services (Administrative costs)	40,000 832,000	
Minneapolis	50,000				
Muskogee	1,811,600				
Navajo	22,620	G.A. 20,325.60 C.W. 1,170.40	Mis Social Services	35.00 1,089.00	

## NAIWA 0761-573-3 QUESTIONNAIRE FOR FOSTER CARE PROGRAMS

## STATISTICAL INFORMATION

Statistical Information was not available from all States interviewed.

	Number of Indian children in foster homes	Number of Indian children in private institutions	Number of Indian children in special institutions
New Mexico	122	19	144
Nevada	68	17	
South Dakota	117	33	2
Wyoming	16		
Minnesota	826	65	30
Montana	256		

Expenditures for care of children away from home (per child)

	Foster Homes	Private Institutions	Group Homes	Specialized Institutions
New Mexico (monthly)	\$70	\$600-700	\$300	\$250
Nevada (monthly)	NA	\$240-650	\$250-300	\$250-650
South Dakota	Different rates; each one submits statements			
Minnesota (yearly)	\$987+	\$3085.46		\$2858.96

Salary Range for Child and Youth care personnel positions

	Administrators	Supervisors	Social Workers	House or Foster Parents	Secretary
New Mexico	We don't have these positions.				
Nevada	\$17,860.- 22,634.	\$10,726.- 13,496.	\$ 8,957.- 11,226	\$ 90.- 200. (per mo.)	\$ 6,044. 7,496.
South Dakota	12,286.- 16,286.	10,109.- 14,768.	7,987.- 13,354.	\$ rate per child	4,998.- 10,400.
Minnesota	10,500.- 29,100.	10,500.- 18,720.	8,400.- 14,340.	\$5,160.- 7,020.	4,140. 8,040.

EVALUATION OF REFORMS NEEDED IN HANDLING FOSTER CHILD CARE FOR INDIAN CHILDREN

A Review, Evaluation, and Recommendations meeting was held following the survey. Representatives and Interviewers were invited to give their input toward the final recommendations. Discussion brought out the following comments: The Navajo tribe has begun to provide foster care as a special project of the tribe. These women felt that responsibility should be put back on to parents to accept the child back into the family. More casework should be done with the foster parents. All said that their areas lacked mental health facilities. The children in remote areas in Alaska do not get adequate medical and dental care. In several areas there appears to be a lack of funds for glasses. Women from all areas, except Portland, indicated that from their experience, BIA Social Services, and Public Health Services were in conflict and that their relationships were very poor. Certainly it is in the best interest of the Indian community that allied agencies have a good working relationship.

One suggestion was that preschool education is a necessity in order to prepare the Indian child to compete in today's world. There was a concern about several claims that non-Indian foster homes receive a higher rate of payment than Indian foster homes. All participating agreed that the boarding home program run by the state of Alaska needs monitoring. There appears to be little planning, little supervision, and no follow-up on these children. Since these are Indian children, the Bureau of Indian Affairs should become involved in working with the state of Alaska in supervising the children who participate in the boarding school program.

It was discussed that the statistical report which is submitted by BIA social workers does not accurately indicate the workload of each worker. As an example, one month in the Ardmore Agency, Muskogee Area, the following statistics were noted. The supervisory social worker made 285 contacts, another social worker made 200 contacts, the social services secretary made 75 contacts, whereas the statistical report showed only 69 new cases opened during the month. In order to justify the need for more social workers, it must be shown that the worker's time is expended totally each day.

Discussion was encouraged on each of the recommendations, so that input from each person participating was assured. The recommendations reflect the feeling of those members of NAIWA participating in the survey of "Special Needs of Indian Children".

RECOMMENDATIONS FOR FOSTER CHILD CARE FOR INDIAN CHILDREN

This reviewing organization has studied the foster child care programs of the Bureau of Indian Affairs, various private child care agencies, and several state foster care programs. Foster parents, former foster children, and parents of children in foster care were interviewed. This information has been analyzed and discussed in the foregoing narrative. Members of the North American Indian Women's Association met for a Review, Evaluation, and Recommendations meeting following the completion of the survey. This input, in addition to the survey findings has led to the following recommendations for changes in the foster child care program of the Bureau of Indian Affairs:

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. If relatives will care for an Indian child who needs foster care, that relative should meet the licensing requirements and should be paid the same rate as a non-related foster parent.
4. Indian young people should be encouraged to get college degrees so that they can work with their people in Social Services.
5. There should be an active effort to recruit Indian foster parents.
6. All foster care social workers should develop training programs for foster parents.
7. Foster parents serving Indian foster children should participate in foster parent groups or organizations.
8. Indian children placed in foster care should be placed in a two-parent foster home.
9. Clothing needs of the Indian child in foster care should be met by the Bureau of Indian Affairs.
10. Foster care social workers should contact the parents of foster children at least once a month, if the plan is to return the child to his home.
11. Foster care social workers should give parents a regular written report on their children who are in foster care.

12. Foster care social workers should work closely with foster parents to obtain mental health services for the foster child and include the foster parents in consultations.
13. Money for a personal allowance for the foster child should be included in the payment to foster parents.
14. Programs for recreation and for employment should be developed for Indian youth.
15. Social Services personnel should work with other community resource persons and agencies in order to provide the best services to the Indian people.
16. The possibility of subsidized adoption should be considered by those dealing with Indian children.
17. The \$100 clothing allowance per semester for the needy boarding school students should be used for the needs of the student. Social workers should be able to use their discretion in administering this money for the needs of the child.
18. BIA Social Service workers should work toward a good working relationship with Public Health Service workers.
19. In order to substantiate the need for more social worker positions in the areas and in the agencies, workers' daily work sheets should be used. These day sheets more accurately show the number of contacts made and the actual time spent on each contact.
20. BIA should become involved in the boarding home program in Alaska to insure proper service and supervision for Alaska Native children.

2. PROGRAM IMPROVEMENTS DESIRED FOR INDIAN STUDENTS WHO HAVE SPECIAL NEEDS AND WHO ATTEND BUREAU BOARDING SCHOOLS OR DORMITORIES

2a. TYPE OF GUIDANCE AND COUNSELING SERVICES RECEIVED AND NEEDED

In order to fulfill the objectives pertaining to program improvements desired for Indian students who have special needs and who attend Bureau boarding schools or dormitories, eight different questionnaires were used:

- BIA Education Programs for Indian Children (NAIWA 0761-573-2)
- Indian Boarding School Personnel (NAIWA 0761-573-4)
- Determine the Feasibility of a Specialized Institution for Indian Children (NAIWA 0761-573-5)
- Indian Boarding School Instructional Aides (NAIWA-0761-573-9)
- Indian Children in Boarding School (NAIWA 0761-573-10)
- Parents of Indian Children in Boarding School (NAIWA 0761-573-11)
- Concerned Tribal Councilman (NAIWA 0761-573-12)
- Indian Person Who Has Attended an Indian Boarding School (NAIWA 0761-573-14)

The above questionnaires were used in interviewing the Area and Agency Education Specialists, Indian Boarding School Personnel, the person in charge of the school, and Instructional Aid and student.

The purpose of the questionnaires used was to learn the type of guidance and counseling services which were available to the Indian students and which services were most effective and needed. These revealed that counseling and guidance was carried on by Instructional Aides, Night Attendants, Certified Counselors, Psychiatrists, School Social Workers, Education Specialists, Department Heads, and Social Workers in the Agency and Area Offices, as well as other employees coming in contact with the students.

Other methods used included home visits, personal and group counseling, as well as casual contacts. These sessions ranged from once a day to two times a semester.

The greatest need was for staff. It was revealed that in some schools, one person sometimes watches over three floors in a dormitory. It was also found that there is a ratio of one employee per 100 students, whereas a maximum of one per 20 would be better. The reason for stating a maximum of one per 20 students is that the need is so great. This is shown by the following percentages of those attending boarding school who are there for social reasons and because they are not able to get along with others:

Aberdeen	90%	
Albuquerque	63%	
Anadarko	85%	
Billings	90%	
Juneau	20%	
Minneapolis	80%	
Muskogee	95%	
Navajo	43%	The Navajos are keeping more students
Phoenix	85%	in their own area.
Portland	60-70%	
Southeast	90%	Choctaw
	100%	Cherokee

In some schools students are brought to the boarding schools because of encounters with the law. This percentage is from ten to 50 percent.

More services dealing with the emotionally disturbed and retarded students are needed. More staff is needed in the home living program. A psychiatrist is needed especially for the more severe cases. There is a definite need for more professional training for the Instructional Aides and Night Attendants who are with the students in their out-of-school hours. A social worker is needed in each school system. A vital need is for parent involvement and tribal involvement. Recreational facilities for leisure time are urgently needed. The employees need to be knowledgeable of their students' background. Better living facilities, in smaller units are needed to allow a smaller ratio of student and worker in home living areas. A speech and hearing program is needed in every school. One speech therapy instructor stated one of the major problems with the students is articulation problems, substitutions, distortions, and omissions. Out of 70 students in her elementary grades in Public School, 24 were Indian.

2b. WHETHER AND TO WHAT EXTENT ACADEMIC TUTORING IS NEEDED

To find whether and to what extent academic tutoring is needed, the following questionnaires were used:

- Indian Boarding School Personnel (NAIWA 0761-573-4)
- To Determine the feasibility of a Specialized Institution for Indian Children (NAIWA 0761-573-5)
- Indian Children in Boarding School (NAIWA 0761-573-10)

The need for academic tutoring in the areas is as follows:

Aberdeen	90%	
Albuquerque	100%	
Anadarko	30-80%	
Juneau	60%	
Muskogee	30-90%	
Navajo	50%	
Phoenix	10-90%	
Portland	50%	
Southeast	20-40%	
		Billings--No report
		Minneapolis--No boarding school



The foregoing percentages indicate an extreme need for tutoring. All areas have some program to help in this area, including Title I, but this is not enough.

2c. WHETHER REMEDIAL PROGRAMS ARE NECESSARY AND WHAT SUBJECTS SHOULD BE TAUGHT

From the percentages shown in Section 2b, it is quite evident that a remedial program is a necessity. The Representatives and Interviewers used the following questionnaires:

Indian Boarding School Personnel (NAIWA 0761-573-4)  
 Indian Children in Boarding School (NAIWA 0761-573-10)  
 Indian Person Who Has Attended an Indian Boarding School (NAIWA 0761-573-14)

According to the person in charge of a Boarding School (NAIWA 0761-573-4), the following are the subjects most called for in remedial programs:

Aberdeen	Reading, math, sciences
Albuquerque	Reading, math, language, arts
Anadarko	Reading, math, science, language, arts
Juneau	Reading, math, science, all subjects
Minneapolis	No boarding school
Muskogee	Reading, math, science, English
Navajo	All subjects
Phoenix	Reading, math, science, English, social studies
Portland	Reading, math, science, language, arts, social studies
Southeast	Reading, math, English

2d. WHETHER STUDENTS DEMONSTRATE IN INTERVIEW SETTINGS THE ACADEMIC COMPETENCIES BEING TAUGHT

In order to have an opportunity to witness whether students demonstrated in interviewing settings the academic competencies taught them, the interviewers used the questionnaires: Indian Children in Boarding School (NAIWA 0761-573-10) and Indian Person Who Has Attended an Indian Boarding School (NAIWA 0761-573-14).

Students and former students from various boarding schools in ten areas were interviewed. The qualities especially noted were straight forwardness, cooperation, confidence, relaxation, thoughtfulness before answering, some were quite interested and alert. Only about three seemed a bit shy and reticent to elaborate on any question although they were cooperative.

2e. EMPLOYEE ATTITUDES TOWARD STUDENTS, PARENTS, AND JOBS

Attitudes of employee toward students, parents, and jobs were gathered from interviews of personnel and students in answering the following questionnaires:

BIA Education Program for Indian Children (NAIWA 0761-573-2)  
 Indian Boarding School Personnel (NAIWA 0761-573-4)  
 The Feasibility of a Specialized Institution for Indian Children (NAIWA 0761-573-5)  
 Indian Boarding School Instructional Aides (NAIWA 0761-573-9)  
 Indian Children in Boarding School (NAIWA 0761-573-10)  
 Indian Person Who Has Attended an Indian Boarding School (NAIWA 0761-573-14)

There is an attitude of deep concern among our Area Education Specialists and Boarding School personnel that the percentage shown in Objective 2a is so high (75.9%). The concern shown is based on the reasons why the students are attending boarding school which is because of "social reasons" and "not being able to live with others". These conditions cannot be corrected because of insufficient staffing which produces the high ratio between student and staff in classroom and home living areas. A very real concern is the lack of qualified personnel in certain areas, especially pertaining to the emotionally disturbed child.

In the academic area, the attitudes of these employees are of concern among those questioned because there is much need for additional tutoring in certain fields, especially reading, math, English, and science. The questionnaires showed that many students come from public schools to the boarding school because they had failures in these areas. Although assistance is being given to the schools through Title I, this is not sufficient. More funds are needed to hire more qualified staff.

Parents need to be involved, as well as tribal leaders through any means. Parents need to keep in contact with their children in boarding schools through visiting or writing.

The Representatives and Interviewers were able to discover the employees' attitude to their jobs through the previously listed questionnaires. In one area, an education personnel was deeply concerned with the problem of which is most important-- to try to give the child an academic background or excuse him from class to participate in civic activities which causes him to get behind in his school work. Make-up work is seldom satisfactory. The number of days he is to be in school or class is also less. The state laws require the student attend class a certain number of days.

Discipline for students was another problem. The employee feels the child should learn discipline, and that it will help him in later life. This is difficult because of "Student Rights" and BIA regulations. Personnel feel more consistency from those in authority is needed. This authority breaks down in the maneuvering from person to person. More contact with parents is needed. There is not enough time for follow-up with each individual student.

Some of the problems of early training and discipline are manifested when the child reaches college age. These conditions were discussed during the interview of Haskell Indian Junior College, Lawrence, Kansas. Excerpts of letters from the Superintendent, Dean of Students, and Dean of Instruction are as follows:

- (1) Opening remarks by Wallace Galluzzi, Superintendent, Haskell Indian Junior College, September 5, 1973.

There is a particular area I am concerned about--the products of which are finally received here at Haskell. That is where a single-middle-aged woman is allowed to adopt a child. This is meeting the needs of the woman, not the child. The result is that when a problem occurs, and there is no legal responsibility, the child is completely and totally rejected. Can you imagine the impact this has on the child--what types of mental problems this is going to cause?

Also, to go along with an adoption, where no evaluation of the family is made. For example, we had a 19-year old girl who was mentally disturbed. She had been taken from the Navajo reservation as a child by an older couple who had no children and eventually she landed here. She had the normal teenage problems, and they completely rejected her. They said they just couldn't cope with her. She was acting out her frustrations in being abandoned or rejected. She was very much disturbed. We have no resources for such a severe problem here.

Adoptions should be carefully studied.

- (2) Mr. Frank Quiring, Dean of Students, Haskell Indian Junior College, September 25, 1973.

We feel the need for more opportunities for women. Fifty percent of our enrollment is male, and 50 percent is female, yet the courses offered are mostly for the male student. We need an Indian woman counselor who could help the young Indian women understand what opportunities

are available for them today, and horizons that might be available to them. The young person has limited experiences as far as what the world of work has available for them. I think it is important enough to recommend that a position be established for an Indian woman counselor--advocating women's opportunities in the world. If this worked, then we could expand this to cover other areas to develop educational opportunities for women.

We need a student appraisal program. We accept quite a number of students, and of 1500 students, we end up with 1000. I think we could be more selective and perhaps have a better school program. We can consult with students prior to their coming to school and prepare them for certain restrictions that will be expected of them on campus, and as students, in a junior college. Perhaps in this way, the students themselves would be better prepared.

- (3) Remarks by Mr. Bill Burgess, Dean of Instruction (Curriculum).

What makes Haskell so unique is that there are so many life styles involved here. We almost have to begin at the first, teaching English to Indian students. We need to be able to individualize so that students can work at their own pace. So many students come here not knowing what college can do or do not have any particular goals. It is our job to turn it into a meaningful experience. They don't see other ways of earning a living besides social workers or teachers.

We do a lot of advising in helping them enroll, in taking the right courses to accomplish what they want, but could not be termed as formal counseling. Every student has a faculty member as an advisor and can't enroll without consulting with an advisor to see if they do meet the requirements. We had to make this compulsory in order to have this happen, because some students would try to by-pass an advisor. There are 80 instructors available. Three of our most important needs are:

- a. I think what the student needs is a better working relationship with Indian lay people. Our students are not supported enough by their home communities to feel a challenge to excel. They need a close working relationship with their own local communities.

b. Second, we have a handicap of employment of staffing, holding to regulations that we have to in order to hire qualified persons. Civil Service would take exceptions to my statement. Some of our worse staff members (Indians and non-Indians both) can't generate sympathy for Indian students. For example, having to accept an Indian veteran over an Indian person who is really qualified and who would probably work better with Indian students. Not enough Indian people are qualified. Indian people, who have many fine qualities and qualifications from the Southwest, Zuni, Pueblo--would not come this far for employment--they prefer to stay within their own areas and work. So most of our Indian employees come from Oklahoma. What we would like to have are Indian people to teach their Indian languages, but try to find a person with a Masters degree who can speak their own language. We have a fine person here who has worked right at Haskell for many years, who is an excellent craftsman, but who doesn't have academic credentials. Civil Service is not willing to make exceptions to allow this person to teach his crafts.

c. Third, not enough research and not enough documentation was made to have a successful Indian Junior College. If we could have changed over completely when it was decided that we would have a junior college, instead of trying to phase some things in and some things out, we could have avoided a lot of misunderstanding and confusion.

2f. STUDENT ATTITUDES TOWARD TEACHERS, OTHER SCHOOL EMPLOYEES, PARENTS, AND ENVIRONMENT

In seeking out the attitudes of students toward teachers, other school employees, parents, and environment, the following questionnaires were used:

Indian Children in Boarding School (NAIWA 0761-573-10)  
To Determine Feasibility of a Specialized Institution  
for Indian Children (NAIWA 0761-573-5)  
Indian Person Who Has Attended an Indian Boarding  
School (NAIWA 0761-573-14)

Congeniality of the teacher was a quality most mentioned. The students also wanted the cooperation of teachers to help them with some of their school work. The students also indicated they had no preference whether the teacher was Indian or not.

From the ten areas responding some of the things former boarding school students wished they had had was more instructional aides; more interaction with their teachers; more family type living, a closer unit; more input on matters directly affecting students regarding policy and curriculum development; being able to go home for holidays; more spending money; school to offer and encourage more college preparatory work and counselors who do not look so busy and can talk with them.

2g. 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

The following questionnaires were used to find what other types of programs are needed to be developed, with Indian values if desired, to stimulate a code of life that will aid the Indian student to function effectively in present day society.

BIA Education Program for Indian Children (NAIWA 0761-573-2)  
Indian Boarding School Personnel (NAIWA 0761-573-4)  
Indian Boarding School Instructional Aide (NAIWA 0761-573-9)  
Children in Boarding School (NAIWA 0761-573-10)  
Parents of Indian Children in Boarding School (NAIWA-0761-573-11)  
Concerned Tribal Councilman (NAIWA 0761-573-12)  
Indian Person Who Has Attended an Indian  
Boarding School (NAIWA 0761-573-14)

From the above questionnaires it was found that since most students are dropouts and socially maladjusted, it is more difficult to prepare them for college. This statement is derived from Section 2a, showing percentage of why students are in boarding schools. In one area, Minneapolis, 80% of students in college graduated from public schools and 20% from boarding schools. Some important services needed by different areas are more psychiatric help; program for students with speech and hearing defects; alcoholism, drug and sex education programs; special studies in early childhood education; recreational programs; some means for providing money for students without any means of getting any; business ethics; cultural programs; a definite need for associating and assimilating with non-Indian groups; pre-vocational exploration opportunities.

One question asked was "What type of program would help you best to prepare yourself for life?" It answered by a majority of former boarding school students with either 'on the job training' or 'vocational tech program'. Programs are needed to develop a sense of responsibility; stronger home living and management programs and preservation of own native culture.

## EDUCATIONAL STATISTICAL INFORMATION

Area	Amt. per student per yr.	% enrolled because of soc & econ reasons	School	Number enrolled	% who need tutoring
Aberdeen	\$1600	90%	Pierre	100	90%
Albuquerque	1015	63%	Albuq. IS	628	100%
Anadarko	3488	85%	Haskell Ft. Sill	1000 256	30% 80%
Billings	2600	90%	Billings	250	
Juneau	2507	20%	Mt. Edgecomb Nome	452 76	60%
Minneapolis	800	80%	(These students go out of state)		
Muskogee	1979	95%	Sequoyah Carter Seminary	310 127	30% 90%
Navajo	2325	43%	Ft. Defiance Toyei	231 570	50%
Phoenix	2700	85%	Phoenix	650	10% Area Figure
					90% Counselor's
Portland	3400	60-70%	Chemawa	600	50%
S.E. Choctaw	1474	90%	Choctaw Central	442	40%
Cherokee		100%			20%

From the above information it has been found:

- 75.9% of students enrolled in boarding schools are there because of social or economic reasons.
- 60.8% of students enrolled need academic tutoring.
- Subjects in which tutoring is most needed are listed below in the order of most need:

Math  
Science  
Reading  
Language arts  
English  
Social studies

 NAIWA 0761-573-2 QUESTIONNAIRE FOR BIA EDUCATION PROGRAM FOR  
 STATISTICAL INFORMATION INDIAN CHILDREN

Area	1. Number in Bdg. School FY, 1972	2a. Costs for care except Acad. prog.	b. Costs not in "2a"
Aberdeen	4,393	\$3,136,545	--
Albuquerque	1,097	1,606,000	--
Anadarko			
Billings	532	243,775	--
Juneau	1,045	1,847,627	\$772,081
Minneapolis			
Muskogee			
Navajo	23,000	\$950 to \$1,000 per child	
Phoenix	2,563	4,126,284	--
Portland			
Southeast	--	186,011	717,866

3. Number of child and youth care personnel position in FY 1972

Area	Guidance Workers	Instructional Aides	Other
Aberdeen	41	137	205
Albuquerque	9	74	52
Anadarko			
Billings	2	8	8
Juneau	10	28	129
Minneapolis			
Muskogee			
Navajo	110	1,349	1,926
Phoenix	40	109	71
Portland			
Southeast	4	21	53

NAIWA 0761-573-2 QUESTIONNAIRE FOR BIA EDUCATION PROGRAM FOR  
INDIAN CHILDREN  
STATISTICAL INFORMATION

4. What is the salary range for child and youth care personnel positions?

<u>Area</u>	<u>Adminis- tration</u>	<u>Supervisor</u>	<u>Guidance Worker</u>	<u>Instructional Aide</u>
Aberdeen	\$11,046- 15,529	\$ 9,053- 15,886	\$ 9,053- 12,886	\$ 5,828- 9,515
Albuquerque	13,996- 22,328	7,694- 13,996	11,614- 13,162	6,128- 8,722
Anadarko				
Billings	15,394	7,694- 8,465	9,520- 13,336	6,128- 7,798
Juneau	23,088	7,694- 16,682	11,614	6,128- 6,882
Minneapolis				
Muskogee				
Navajo				
Phoenix	13,396- 13,033	11,614- 13,996	11,614- 16,682	5,432- 7,694
Portland				
Southeast	12,388- 21,671	13,936- 16,792	10,471- 15,860	4,389- 9,236

NAIWA 0761-573-2 QUESTIONNAIRE FOR BIA EDUCATION PROGRAM  
FOR INDIAN CHILDREN  
STATISTICAL INFORMATION

STATISTICAL INFORMATION

<u>Area</u>	<u>Secretary</u>	<u>Clerk</u>	<u>Maintenance</u>	<u>Cook</u>
Aberdeen	\$5,828- 7,634	\$5,166- 6,798	\$ 5,800- 15,000	\$ 5,800- 12,000
Albuquerque	6,882- 8,722	5,166- 6,798	6,500- 14,100	7,825- 11,690
Anadarko				
Billings		8,943		7,176- 9,110
Juneau	6,882-	6,128		5.86 Per Hr. to 6.78
Minneapolis				
Muskogee				
Navajo				
Phoenix		5,432		5,432- 7,694
Southeast		5,975- 9,750	655- 8,653	2,738- 11,419

RECOMMENDATIONS FOR PROGRAM IMPROVEMENTS DESIRED FOR INDIAN STUDENTS WHO HAVE SPECIAL NEEDS AND WHO ATTEND BOARDING SCHOOLS OR DORMITORIES

This reviewing organization has studied the Boarding School of eleven areas of the Bureau of Indian Affairs, through the Area and Agency Education Specialists, Instructional Aides, School Superintendents, or those in charge at the time of the interview, Indian children in boarding schools, parents of Indian children in boarding schools, Tribal Councilmen, Indian persons who had attended an Indian boarding school. This information has been analyzed and discussed in the foregoing narrative. Members of the North American Indian Women's Association met for a Review, Evaluation, and Recommendation meeting following the completion of the survey. This input, in addition to the survey findings, has led to the following recommendations for program improvements desired for Indian students who have special needs and who attend Indian boarding schools or dormitories.

1. Parental, community, and tribal involvement and support is needed.
2. Have specific guidelines on programs and follow them.
3. Have funds commensurate with each program in order to meet the needs of the student.
4. Enforce school attendance law.
5. Cottage-type living or small group living in dormitories to lower ratio.
6. Recommend the addition of recreational and teacher aides.
7. Need for more Indian people in guidance and counseling.
8. More training for staff such as Career Training.
9. Need for training of staff in group therapy.
10. Need a social worker in every school.
11. Need a Community Health Representative in every school.
12. Potential students need more orientation at reservation level to learn about the life at an off-reservation boarding school.
13. Start with elementary students in building up a sense of responsibility in doing school work to completion.
14. Need funds for a home visit for students during the year.

15. Need psychiatrist in each boarding school.
16. Better communication between counselors and dormitory personnel.
17. Better communication among reservation social worker, school social worker, guidance personnel, counselors, instructional aides, and night attendants.
18. Divorce maintenance and custodial work from work of instructional aide and night attendant.
19. Need 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.
20. Keep a professional person on duty after regular eight-to-five hours in the boarding school, such as counselors and guidance workers. This may require changing the times of duty hours.
21. Set aside one school for the emotionally disturbed student to attend before sending him to a boarding school, in order that he may go through a period of orientation.
22. Have a special school for the alcoholics. (See Section 3)
23. Have special training for the Advisory School Board.
24. The Advisory School Board should visit in the school classroom and visit with the students.
25. Need more funds for adequate staffing.
26. Academic tutoring is needed in all areas as shown in the narrative. Approximately 60.8% of all boarding school students need academic tutoring.
27. The survey indicates that there is a need for remedial programs in all boarding schools. Remedial programs are necessary as listed in the order of need: math, science, reading, language arts, English, and social studies.
28. Haskell Junior College needs to offer a more varied program for female students.
29. A Home Living Course should be required at least one year for both boys and girls.
30. Have a part-time job system made available to students.

31. Types of programs needed to be developed to stimulate a code of life that will aid the Indian student to function effectively in present-day society are:
  - a. Strong leadership training, stability, punctuality
  - b. Opportunity to belong to and participate in professional organizations.
  - c. Art
  - d. Craft
  - e. Fine arts
  - f. Career training
  - g. Religious education
  - h. Space-age technology
  - i. Indian studies program--cultural awareness
  - j. Vocational training
  - k. Respect for law
  - l. Orientation for child and parents in the boarding school regarding academic standards
32. Have a student bank to help students learn how to keep books on funds.
33. Expansion of Project Headstart as early childhood education means so much to an Indian child to give him an opportunity to be better able to compete with non-Indian students (Most parents cannot afford the tuition, \$115-\$150).
34. A monthly report on student should be sent to natural parents for their involvement. This would insure counselor contact with each student.

### 3. CONSIDERATION OF INDIAN CHILDREN WHO HAVE SPECIAL NEEDS AND ARE GENERALLY CARED FOR IN SPECIALIZED INSTITUTIONS

#### 3a ASSESSMENT OF LEARNING ABILITIES

In consideration of Indian children who have special needs and who are generally cared for in specialized institutions, one particular questionnaire was developed. This "Questionnaire to Determine the Feasibility of a Specialized Institution for Indian Children" was used in interviewing boarding school administrators. Responses from the Questionnaire for Indian Boarding School Personnel (NAIWA-0761-573-4) and the Questionnaire for BIA Education Program for Indian Children (NAIWA-0761-573-2) were also used in studying this phase of the survey.

In relation to this section, the boarding schools surveyed were: Mt. Edgecumbe, Albuquerque Indian School, Sequoyah, Phoenix Indian High School, Tohatchi School, Toyei, Cherokee Central, Carter Seminary, Pierre, Ft. Sill Indian School, and Wrangell Institute. The emphasis was on the high school student in boarding school who has special needs and whether these needs are being met, or whether there is a need for a specialized institution for this type student.

In attempting to assess the learning abilities of the boarding school child, the opinions of the Area Education Specialists were used. Agency Education Specialists and Agency Superintendents were also interviewed. Eight responded that they felt the child in boarding school received the education he needs to enable him to enter college or for further training. Three responses were that it was less possible to prepare the boarding school child for college or further training. One comment was that the quality of instruction was not as high as public school. These responses seem to indicate that the boarding school child has learning ability comparable to that of the non-boarding school child. However, as was noted in Section 2a, an average of seventy-six percent of the children in boarding school are there for social reasons and because they are not able to get along with others. These factors would certainly influence a child's ability to concentrate on learning. Therefore, it is the opinion of this reviewing organization that the majority of the children in boarding school are not able to focus their full attention toward scholastic achievement.

#### 3b CORRECTION OF ENVIRONMENT DEPRIVATION

Of those interviewed with the Questionnaire to Determine the Feasibility of a Specialized Institution for Indian Children (NAIWA 0761-573-5), six responded that

they considered over 80% of their students to be environmentally deprived. The ratio of instructional aides and night attendants to students varies from one per 15, to one per 20, to one per 40, to one per 150. These administrators indicated that they felt an ideal ratio would be from one per 30 to one per 50, which averages one per 15. It is not possible to correct environmental deprivation without close contact from the home living staff. The Juneau Area boarding schools had enrichment programs for these environmentally deprived children. They offer art, drama, music, physical education, home economics, encourage their students to take part in local social events and activities. They also have a developmental guidance process. The Albuquerque Area boarding school responding indicated it tried to make its dorms as comfortable and homelike as possible. The responses from Muskogee, Navajo and Southeast Areas listed field trips and films as important factors in their enrichment programs.

### 3c OVERCOMING SOCIOLOGICAL RETARDATION

Only in the Southeast Area did the boarding school administrator indicate that none of his students were considered sociologically retarded, i.e. being unable to meet society's expectations of a child his age. Responses from Navajo and Juneau indicated that 50 per cent of their children are considered to be sociologically retarded. All those boarding schools which indicated this problem also had programs to help overcome this retardation. The focus was on student involvement in activities outside of class. It would appear from this survey that sociological retardation of the boarding school child is not a severe problem in all Areas.

There appeared to be a higher number of boarding school students who have learning disabilities. The respondent from the Albuquerque Area indicated the highest percentage, 100 per cent, but gave the reasoning that English was the second language of the children. One of the responses from the Juneau Area indicated that 100 per cent of the enrollment had learning disabilities. The students from the Albuquerque Area attended special workshops and have reading and language laboratories. A second response from the Juneau Area indicated that 50 per cent of boarding school students had learning disabilities. Special teachers are provided for these students. Phoenix Area indicated that 90 per cent of their students had learning disabilities and that no special teachers were available. A very small percentage of boarding school students in Muskogee Area and Navajo Area were considered to have learning disabilities. Special teachers are available for these students.

It appears to the reviewing agency that a smaller staff-pupil ratio would alleviate many of these problems identified as learning disabilities.

### 3d COUNSELING CONCERNING EXCESSIVE TROUBLE AT HOME

To determine the number of children attending boarding school because of excessive trouble in their homes, boarding school superintendents were interviewed. To add depth to this consideration, the type of guidance and counseling services offered the student were also studied.

The response from Albuquerque Area indicated that 84 per cent had excessive problems in their homes. In this particular boarding school, there is one psychiatrist and only one counselor for every 100 students. There is a definite need for more counselors.

The response from Muskogee Area was that a very small percentage of this boarding school population had excessive trouble at home. However, it must be noted that almost all boarding school referrals are for social reasons. It must also be noted that all boarding schools in the Muskogee Area have school social workers. This particular boarding school studied has a staff of seven in the guidance department and 30 instructional aides.

Navajo Area indicated that only 40 out of 570 students in the boarding school studied were there because of excessive trouble at home. There was only one counselor. As noted in section 2a, however, 76 per cent of the students were there because of social reasons.

The report from Phoenix Area indicated that 60 to 80 per cent of the boarding school population studied were there because of excessive trouble at home. It was noted that certified counselors were available for the students, however no number was given.

Only a small number of the children in boarding school studied in the Southeast Area were sent because of excessive trouble in the home. The counseling services available were lacking and it was felt that at least six other counselors could be used.

### 3e COUNSELING CONCERNING EXCESSIVE TROUBLE AT SCHOOL

The Questionnaire to Determine the Feasibility of a Specialized Institution for Indian Children (NAIWA 0761-573-5) was used again to study the need for counseling concerning excessive trouble at the student's local school. Boarding school administrators, social workers, and Area Education Specialists were interviewed.



Albuquerque Area reported that 84 per cent of the boarding school population studied had children who were placed there because of excessive trouble in their local schools. Counseling is available to try to alleviate this problem. Muskogee Area indicated that most of the boarding school population studied had experienced excessive trouble in their local schools. However, it was felt that the failure was more academic than social. Lack of parental support was the cause of the students' academic failure. The entire program of this boarding school is geared to helping to overcome this scholastic failure.

Navajo Area indicated a very small number required counseling because of excessive trouble in local schools. Phoenix and Southeast indicated that this particular problem was non-existent.

It is the feeling of this reviewing agency that many children are referred to boarding schools because they are not able to adjust in public schools. Many students responded that boarding school is easier than public school and that they felt the child in public school received a better education. However, most responded that they would prefer being in boarding school because of more activities, the opportunity to meet other Indian students, and to learn home practices.

### 3f PROBLEM OF JUST WANTING A CHANGE

Only the Navajo Area boarding school indicated a high percentage (50 per cent) of the students who wanted to go to boarding school to get a change from their home environment due to the maturation process. The boarding school administrator from Albuquerque Area responded that perhaps 20 per cent of his students were in this category. The other Areas indicated a negligible number. However, it should be noted that a large percentage of students responded that they were in boarding school because of their own choice. If this statement is accepted, then one must assume that the student is wanting a change in his home environment.

### 3g REPORTS ON INNOVATIVE PROGRAMS FOR ACADEMICALLY GIFTED

Boarding school administrators were questioned concerning the innovative programs for the academically gifted child offered by his institution. The boarding schools polled in Southeast, Billings, Anadarko, and Muskogee indicated there were no such programs for the academically gifted child. Phoenix Area offers training for the student skilled in art and Navajo Area offers accelerated classes. Aberdeen, Albuquerque and Juneau have some programs for the academically gifted child, however these were not explained. It is the opinion

of the reviewing agency that there should be emphasis placed on providing special programs on an individual basis for these gifted children.

In more thoroughly studying the need for a specialized institution, several other areas were discussed with the boarding school administrators. The response to the number of social promotions given the students was that the number was negligible. It is felt that this was not an accurate evaluation. There was a similar response to the question of the number of students who were given the choice of boarding school or a reformatory-type institution. Again, the response was negative. However, as noted in section 2a, some ten to 50 per cent of the children enrolled in the boarding schools studied were referred after coming into contact with the law. Also percentages varied from 75 to 80 per cent to 3 and 4 per cent as the number of students considered to be problem children (those who have come in contact with the law).

A very small percentage were identified as being returned to their homes because of disciplinary reasons. Albuquerque, Juneau, Muskogee, and Phoenix Area boarding schools showed 16 per cent, ten per cent, seven per cent, and six per cent, respectively. Only boarding school administrators from Muskogee Area and Juneau Area indicated that there was a problem with the student coming in conflict with the law during his stay in boarding school. These experiences with the law caused very few to be sent home. If a child is sent home because of his behavior, he is always allowed to return the next school year.

There were expressed needs for more guidance and counselor positions in all the Areas. The need for more professional Indian people was reiterated. There is a definite need for more instructional aides. It was noted that the reservation children need a thorough orientation to life at an off-reservation boarding school. There was a comment that the boarding school should not be used as a dumping ground for problem children.

EVALUATION OF INDIAN CHILDREN WHO HAVE SPECIAL NEEDS AND  
ARE GENERALLY CARED FOR IN SPECIALIZED INSTITUTIONS

A Review, Evaluation, and Recommendations meeting was held following the survey. In the analysis of Section 3, Consideration of Indian children who have special needs and are generally cared for in specialized institutions, the discussion of the NAIWA members who participated in the survey centered around definite needs. There were many points on which the participating members differed on the answers given by the boarding school administrators.

The participants felt that there were many more children in boarding schools who had presented problems at home than were indicated in the survey. The same opinion was given as to the number of children who were in the boarding schools because of excessive trouble in their local schools. The participants based their opinions on their personal knowledge of boarding school students and their families and on visits to different boarding schools.

They felt that many more social promotions were given than was indicated in the survey. This point was also emphasized by the interviews from Haskell Junior College as to the preparedness of the boarding school student.

The number of students who come into contact with the law while in boarding school was extremely low, according to the participants' knowledge. Also, the number of students who had been in conflict with the law before they came to boarding school was not accurate. It was a very small percentage.

Whereas there doesn't appear to be many children who cannot function at a normal capacity in boarding school, the present need appears to be for the problem child. This is the child who comes from a disrupted family situation, the child who has many other problems to consume his attention. He cannot place his full attention toward scholastic achievement. If we are to honestly attempt to help this child to function more effectively in society, we must help him learn to cope. This requires individual attention on a daily basis. The participants in the Review, Evaluation, and Recommendations meeting requested such an institution, or converted boarding school, with specialized staff in each area.

Another concern of the participants was the need for group homes on the reservations for teenagers. Since it has been shown that foster parents generally prefer the pre-adolescent child, there is a need for out-of-the-home placements for the adolescent. It was the consensus of the participants that group homes, staffed by Indian houseparents, could meet this need. It was felt that every reservation needs at least one such home.

Since there are no programs in the boarding schools for the academically gifted child, discussion was held on this point. It was stated that the bright child is very likely to cause disturbances in the classrooms, because he is under-stimulated. It is very difficult for the teacher to plan for the average student and also to plan for the exceptionally talented child. A lower teacher-student ratio would alleviate this problem. One suggestion was that the exceptional student be placed in a foster home in an urban area where the child might get a wider variety of classes and college preparatory courses. This type placement would be carried out only after close planning with the child, his parents, the school system, and the foster parents.