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IDENTIFIERS New Mexico State University, Southwestern United States

## ABSTRACT

This report of an Institute for inservice training of teachers and other school personnel to accelerate the acceptance of Indian, Negro, and Spanish-speaking pupils in the Southwest involved 40 participants consisting of elementary and secondary teachers and principals, special education teachers, and guidance personnel selected from 35 schools within 23 school systems in five states. Major objectives were: (1) to provide educators with an insight into the social, cultural, political, and economic factors affecting the efficiency of educational programs in operation in multicultural Southwestern communities; and, (2) to develop the ability to analyze and create educational programs better suited for schools with significant numbers of minority group students. The Institute consisted of five series of lectures and small group seminars on various cultures and their respective histories, as well as field experience involving a school-community survey. The report concludes that the second major objective must await assessment until the impact of the Institute on local schools can be described. An interim evaluation of the first objective is held to be promising. Other evidence cited is considered to indicate that the Institute has been most successful in heightening the sensitivity of participants to the problems of educating children from diverse ethnic backgrounds. [For Interim Report Number 2, see ED 015 033.]  
(Author/JW)

# NEW MEXICO STATE UNIVERSITY

BOX Y  
UNIVERSITY PARK  
NEW MEXICO

## INTERIM REPORT

for

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ED0 45740

An Interdisciplinary Institute for the  
In-service Training of Teachers and Other  
School Personnel to Accelerate the School  
Acceptance of Indian, Negro, and Spanish-  
Speaking Pupils from the Southwest

Restricted exclusively for the use of  
USOE Aztec and Tularosa School Districts,  
New Mexico, and New Mexico State University

by

Dr. Darrell S. Willey, Professor and Head  
Department of Educational Administration

College of Teacher Education

New Mexico State University

University Park, New Mexico

OEC 4-6-000201-1980

Contract Number

P.L. 88-352, Title IV, Section 404  
The Civil Rights Act of 1964

DIRECTED BY DR. DARRELL S. WILLEY  
University Park, New Mexico

"The Project Reported Review was supported by a contract from the U. S.  
Department of Health, Education and Welfare."

August, 1966

UD010857

## ABSTRACT

### A. Identification:

Project Title: THE INTERIM REPORT FOR AN INTERDISCIPLINARY INSTITUTE FOR THE INSERVICE TRAINING OF TEACHERS AND OTHER SCHOOL PERSONNEL TO ACCELERATE THE SCHOOL ACCEPTANCE OF INDIAN, NEGRO, AND SPANISH-SPEAKING PUPILS FROM THE SOUTHWEST.

Author: Dr. Darrell S. Willey, Professor and Head, Department of Educational Administration, College of Teacher Education, New Mexico State University, University Park, New Mexico.

Contract: Contract Number OEC 4-6-000201-1980 - P..L. 88-352 Title IV, Section 404, The Civil Rights Act of 1964.

Director: Dr. Darrell S. Willey

Contractor: New Mexico State University, University Park, New Mexico.

Support: "The Project reported herein was supported by a contract from the U. S. Department of Health, Education, and Welfare."

Transmitted: 30 September 1966

### B. Dates:

Planning Phase: 29 January 1966--10 June 1966

Training Phase: 13 June 1966--28 July 1966

Follow-up Phase: 1 September 1966--31 May 1967

### C. Participants:

Forty participants consisting of elementary and secondary teachers and principals, special education teachers, and guidance personnel were selected

for the institute. In all thirty-five schools, twenty-three school systems, and five Southwestern states were represented.

D. Objectives of the Program:

The two major objectives of the institute were first to provide teachers, school administrators, and counselors with an insight into the social, cultural, political, and economic factors that affect the efficiency of educational programs in multicultural Southwestern communities; and, second, to develop among these professionals the ability to analyze and to develop educational programs better suited for schools enrolling significant numbers of their students from several cultures--in particular Indian, Negro, and Spanish-American.

In order to achieve these basic purposes, four specific objectives were established for the Institute. These included: the provision of: (1) a rudimentary understanding of the cultural backgrounds, value systems, and current status of the American Indian, the Negro, and the Spanish-speaking people; (2) familiarization with the behavior of pupils from minority groups in contemporary school programs, exposure to compensatory education programs and other educational innovations that show promise in providing equal educational opportunities; (3) an introduction to the process involved in the diffusion of innovations and the role of school personnel as change agents; and (4) a practical field experience designed to familiarize participants with the techniques involved in assessing the degree of equal educational opportunities available in a

multi-cultural community and the impact of school-community relations on the educational program.

E. Brief description of the procedures:

The Institute consisted of the following six-unit program:

(1) A cultural and problem centered developmental history of the American Indians of the Southwest--Navajo, Apache, Ute, Zuni, Hopi, and other Pueblo Indians;

(2) A cultural and problem centered developmental history of the American Negro with emphasis upon the Negro in the Southwest;

(3) A cultural and problem centered developmental history of the Southwest's Spanish-speaking people;

(4) Observation and analysis of the behavior of pupils from the Southwest's minority groups (Indians, Negroes, and Spanish-speaking) in the contemporary school program;

(5) An introduction to the present knowledge concerning the diffusion of integrative innovations and school personnel as change agents; and

(6) A community study designed to survey the extent to which Equal Educational Opportunities are existent and to determine the factors contributing to the current status within the community.

The first five units consisted of lectures followed by small group seminars. The field experience comprising unit six involved a school-community survey.

F. Results and Conclusions:

The evaluation of the extent to which the second major objective of the Institute has been fulfilled--that is whether the insights gained by participants have actually been translated into improved educational opportunities for minority groups in local schools must necessarily await the assessment planned during the 1966-1967 school year.

However, an interim evaluation of the first objective (the development of an awareness of the problems involved in devising educational programs for multicultural school districts) is quite promising. Evidence gathered from student papers entitled "My Potential as a Change Agent to Facilitate the Provision of Equal Educational Opportunities for Pupils from Minority Groups," from Institute Rating Scales completed by each participant, and from the responses of guest lecturers and consultants to the questions, comments, and discussions, indicates that the Institute has been most successful in heightening the sensitivity of the participating educators to the problems and complexities of providing equal educational opportunities for children from rather diverse backgrounds.

## DESCRIPTION OF THE INSTITUTE PROGRAM

(A) Participants:

## (1) Name, business address, position

Armijo, Belsan B.  
Mayfield High School  
North Highway 85  
Las Cruces, New Mexico  
School/Home Liason

Ford, Earl William  
Harold W. Smith  
Glendale, Arizona  
History Teacher

Britton, John P.  
Blanco Elementary School  
Box 478  
Blanco, New Mexico  
Principal

Gonzales, Ramona  
Central Elementary School  
301 West Amador Street  
Las Cruces, New Mexico  
Sixth Grade Teacher

Brousseau, Brother Louis L.  
St. Michael's High School  
413 College Street  
Santa Fe, New Mexico  
English Teacher

Gutierrez, Ruben  
East Pecos Junior High School  
Pecos, Texas  
Sixth Grade Teacher

Cain, Richard  
Santa Rosa Junior High  
Santa Rosa, New Mexico  
Science Teacher

Hanson, George M.  
Tohatchi Public Schools  
Tohatchi, New Mexico  
Ungraded Teacher

Congdon, Betty A.  
Spangler Elementary School  
15th & Collyer Street  
Longmont, Colorado  
Second Grade Teacher

Harman, Alana  
Bowie High School  
900 South Cotton Street  
El Paso, Texas  
Art Teacher

Cook, Ted C.  
Bent-Mescalero Elementary  
Mescalero, New Mexico  
Fifth Grade Teacher

Herrera, Bailon  
Espanola Elementary School  
Espanola, New Mexico  
Ungraded Teacher

Downing, Edward K.  
Blackshear Junior High School  
Odessa, Texas  
Principal

Hill, Mary Frances  
Sierra Elementary School  
2211 Porto Rico  
Alamogordo, New Mexico  
Second Grade Teacher

Esparza, Cecilia D.  
Washington Elementary  
1318 West Wilson Avenue  
Gallup, New Mexico  
Third Grade Teacher

Hubbard, Wayne E.  
New Mexico Boys' School  
Springer, New Mexico  
Principal

Jensen, Kurt  
Cyprus High School  
Magna, Utah  
Social Studies Teacher

Johnson, Jackie W.  
Court Junior High School  
410 West Court Street  
Las Cruces, New Mexico  
English Teacher

Kerr, Ivan  
Ector High School  
Odessa, Texas  
Dean of Students

Knutson, Judith A.  
Baker Junior High School  
574 West 6th Avenue  
Denver, Colorado  
Art Teacher

Lopez, Leroy  
Baker Junior High School  
574 West 6th Avenue  
Denver, Colorado  
Science Teacher

Mangram, Edwin  
Douglass School  
101 South Eucalyptus Street  
El Paso, Texas  
Principal

Martinez, Mike  
Henderson Intermediate School  
5505 Comanche  
El Paso, Texas  
Spanish Teacher

Medina, Alfonso  
Dulce High School  
Box 126  
Dulce, New Mexico  
Counselor

Meyer, Joseph W.  
Granite High School  
3305 South 5th, East  
Salt Lake City, Utah  
Counselor

Miller, Milton  
Navajo Elementary School  
Navajo, New Mexico  
Principal

Moberly, Linden E.  
Orchard Mesa Junior High School  
2736 Unaweep Avenue  
Grand Junction, Colorado  
Assistant Principal

Morgan, H. W.  
Job Corps Center for Women  
5th and Copper Street  
Albuquerque, New Mexico  
Science Teacher

Nave, Flemen  
Navajo Elementary School  
Box 138  
Fourth Defiance, Arizona  
Second Grade Teacher

Nims, Larry  
Platte Valley Public Schools  
Route 7  
Kersey, Colorado  
Visiting Teacher

Norris, Nathan  
Arizona State School  
for the Deaf and Blind  
Tucson, Arizona  
Fourth Grade Teacher

Phipps, Russell E.  
La Mesa Elementary School  
P. O. Box 67  
La Mesa, New Mexico  
Principal

Roybal, Al  
Santa Fe City School  
610 Alta Vista  
Santa Fe, New Mexico  
Reading Teacher

Shelton, Milton A.  
San Miguel Elementary School  
San Miguel, New Mexico  
Supervising Principal



Miller, Darlis A.  
Alameda Junior High School  
808 North Alameda  
Las Cruces, New Mexico  
Geography Teacher

Sullivan, Sara  
Alameda Junior High School  
Alameda Boulevard  
Las Cruces, New Mexico  
Special Education Teacher

Trujillo, Paul  
Laguna-Acoma Junior-Senior High School  
P. O. Box 76  
New Laguna, New Mexico  
French Teacher

Stephens, Lawrence  
East Carbon Junior High School  
P. O. Box 812  
Dragerton, Utah  
Supervising Principal

Uhrig, Edward  
Intermountain School  
Brigham City, Utah  
English Teacher

Valdez, Walter. R.  
Fairview Elementary School  
11th Avenue & Decatur Street  
Denver, Colorado  
Fifth Grade Teacher

(2) Racial composition, distribution of school personnel represented; and the school systems and schools represented; in the Institute.

TABLE 1  
RACIAL COMPOSITION  
OF  
THE INSTITUTE

| RACE             | NUMBER |
|------------------|--------|
| Anglo            | 25     |
| Indian           | 1      |
| Negro            | 3      |
| Spanish-American | 11     |
| TOTAL            | 40     |

TABLE 2  
DISTRIBUTION OF SCHOOL PERSONNEL REPRESENTED  
IN  
THE INSTITUTE

| TYPE  | NUMBER |
|---|--------|
| Elementary Teacher                            | 8      |
| Junior High Teacher                           | 9      |
| Senior High Teacher                           | 4      |
| Elementary Principal                          | 5      |
| Junior High School Principal                  | 2      |
| Senior High School Principal                  | 1      |
| Special Education (mentally retarded) Teacher | 2      |
| Special Education (Deaf and Blind) Teacher    | 1      |
| Remedial Reading Teacher                      | 2      |

Table 2 Continued

| TYPE                            | NUMBER |
|---------------------------------|--------|
| School Social Worker            | 2      |
| Guidance Personnel              | 3      |
| New Mexico Boy's School Teacher | 1      |
| TOTAL                           | 40     |

TABLE 3

SCHOOL SYSTEM AND SCHOOLS REPRESENTED  
IN  
THE INSTITUTE

| SCHOOL SYSTEMS                                     | SCHOOLS WITHIN EACH SYSTEM                                |
|--|---|
| Alamogordo Public School<br>Alamogordo, New Mexico | Sierra Elementary   |
| Anthony Public School                              | La Mesa Elementary<br>San Miguel Elementary               |
| Bloomfield Public School<br>Bloomfield, New Mexico | Blanco Elementary   |
| Bureau of Indian Affairs<br>Brigham City, Utah     | Intermountain Elementary                                  |
| Denver Public Schools<br>Denver, Colorado          | Baker Junior High<br>Fairview Elementary                  |
| Dragerton Public Schools<br>Dragerton, Utah        | East Carbon Junior High                                   |
| Dulce Public Schools<br>Dulce, New Mexico          | Dulce High  |
| Espanola Public Schools<br>Espanola, New Mexico    | Espanola Elementary                                       |
| El Paso Public Schools<br>El Paso, Texas           | Bowie High<br>Douglass Elementary<br>Henderson Elementary |

## SCHOOL SYSTEMS

## SCHOOLS WITHIN EACH SYSTEM

Gallup Public Schools  
Gallup, New Mexico

Sky City Elementary  
Washington Elementary  
Navajo Elementary  
Tohatchi Elementary

Grand Junction Public Schools  
Grand Junction, Colorado

Orchard Mesa Junior High

Las Cruces Public Schools  
Las Cruces, New Mexico

Alameda Junior High  
Mayfield High  
Central Elementary  
Court Junior High

Midvale Public Schools  
Midvale, Utah

Churchill Junior High

Odessa Public Schools  
Odessa, Texas

Blackshear Junior-Senior High  
Ector High

Pecos Public Schools  
Pecos, Texas

East Pecos Junior High

Salt Lake City Public Schools  
Salt Lake City, Utah

Cyprus High  
Granite High

Santa Fe Public Schools  
Santa Fe, New Mexico

Santa Fe City Schools

St. Michael's High School  
Santa Fe, New Mexico

St. Michael's High

Santa Rosa Public Schools  
Santa Rosa, New Mexico

Santa Rosa Junior High

Tierra Amarilla  
Tierra Amarilla, New Mexico

Laguna-Acoma Jr. - Sr. High

Tucson--Arizona State School  
for the Deaf and Blind  
Tucson, Arizona

Arizona State School for the Deaf  
and Blind

Tularosa Public Schools  
Tularosa, New Mexico

Bent-Mescalero Elementary

## (1) Permanent Staff:

TABLE 4

## PERMANENT STAFF: ROLE IN THE INSTITUTE, QUALITY OF PRESENTATION, AND

## STRENGTHS AND WEAKNESSES

| STAFF MEMBER  | ROLE  | TIME                                    | QUALITY*  | STRENGTHS & WEAKNESSES   |
|---|---|---|-----------|--|
| Darrell S. Willey, Ed.D.<br>Professor and Head<br>Department of Educational<br>Administration New Mexico<br>State University              | Institute Director;<br>responsible for plan-<br>ing executing and<br>evaluating the<br>Institute  | 2/3 time for<br>the entire<br>Institute | 1-2       | Versed in Community & Tax<br>Structure.  |
| James Anderson, Ph.D.,<br>Research Professor of<br>Educational Administration<br>New Mexico State University                              | Assisted with the plan-<br>ning of the field ex-<br>perience and study; direct-<br>ed the Tularosa study; assis-<br>ted with data analysis.   | 2 weeks                                 | 1-2       | Well-equipped in matters of<br>field methodology. Should<br>have been brought into the<br>Institute earlier. His<br>schedule did not permit. |
| Dwight Safar, Ph.D.<br>Assistant Professor of<br>Education and<br>Counselor, University<br>Guidance Center<br>New Mexico State University | Assisted with planning full-time<br>evaluating and execut-<br>ing the Institute;<br>largely responsible<br>for program content<br>and continuity; directed<br>small group seminars;<br>worked with Aztec Study<br>Group and data analysis |   | 1         | Nice job of content formula-<br>tion & conducting depth<br>seminars.   |
| Steve Donohue, Graduate<br>Assistant<br>George Jones, Graduate<br>Assistant<br>Ann Simmons, Graduate<br>Assistant                         | Prepared reading lists;<br>developed audio-visual<br>materials and arrange-<br>ments; participated in<br>small group seminars;<br>assisted in the field<br>experience and study.  | 1/2 time<br>for the<br>Institute        | Not-rated |  |

\*1. Superior  
2. High

3. Average  
4. Fair

(2) Consultants and Guest Lecturers:

TABLE 5

CONSULTANTS AND GUEST LECTURERS: ROLE IN THE INSTITUTE, QUALITY OF PRESENTATIONS,  
AND OF STRENGTHS AND WEAKNESSES

| STAFF MEMBER  | ROLE   | TIME   | QUALITY | STRENGTHS & WEAKNESSES  |
|---|--|--------|---------|---|
| Norman Greenberg, Professor of Anthropology and Education, George Peabody College for Teachers (Ph.D.)                | Lectured on cultural concepts, cultural sensitivity, Indian cultures of the Southwest; served as a resource person for small group seminars. | 1 week | 1       | Practical and scholarly presentation of introductory anthropological processes & Indian cultures. |
| Mrs. Chase McJunkins, M.S.W., Consultant, Division of Compensatory Education California State Department of Education | Lectured on the Negro culture and Compensatory Education programs; served as a resource person for small group seminars                      | 1 week | 2-3     | Useable presentation of evolving role of Negro. Used cultural shock.                              |
| Cleofas Calleros, M.A., Director, Southwest Region Catholic National Welfare Board                                    | Lectured on the Spanish-American Culture; served as resource person for small group seminars   | 3 days | 2-3     | A traditional "hold the cultural heritage" presentation   |
| Miles Zintz, Ph.D., Professor of Education University of New Mexico   | Delivered lectures concerning the behavior of pupils from minority groups in the contemporary school program                                 | 2 days | 1-2     | Well received. Presentation based upon years of Indian experience.                                |

Table 5 continued

| STAFF MEMBER  | ROLE   | TIME**  | QUALITY | STRENGTHS & WEAKNESSES  |
|---|--|---------|---------|---|
| Charles Owen, M.S.<br>Director of Indian Education<br>New Mexico State Dept. of Ed.           | Delivered lectures concerning the behavior of pupils in the contemporary school program  | 2 days  | 2-3     | Stay should have been longer. A practical view of problems in Indian acculturation.   |
| Joe Herrera, M.S., Assistant<br>Director of Indian Education<br>New Mexico State Dept. of Ed. | Lectured on the topic of providing appropriate guidance services for pupils from minority groups   | 1 day   | 2-3     | A strong presentation by an Indian whom made the acculturated leap in a successful fashion.   |
| Leroy Condie, Ph.D., Associate<br>Professor of Education<br>University of New Mexico          | Lectured on teaching English as a second language and curriculum innovations for pupils from minority groups   | 1 day   | 1       | A model presentation by one well experienced in inter ethnic communication  |
| John Stablein, Ed.S., Director<br>of Personnel, Las Cruces<br>Public Schools                  | Lectured on tests and their value in assisting pupils from minority groups and personnel practices concerning teachers from minority groups              | 1 day   | 2-3     | Pointed out "tyranny of testing" needed more time.  |
| Harry Potter, Ph.D., Assistant<br>Professor of Sociology, Purdue<br>University                | Delivered lectures relative to the diffusion of educational integrative innovations and school personnel as change agents                                | 2 days  | 2-3     | A practical lecture series on "spread" of utilitarian ideas. Well documented as to school practice. Aided with community sampling procedures. |
| William Chambliss, Ph.D.,<br>Associate Professor of<br>Sociology, University of<br>Washington | Assisted with planning of the field experience and study; directed the Aztec study; assisted with the data analysis from the field experience and study. | 2 weeks | 2-3     | Yeoman service in Aztec Study and in writeup phase.   |

\*\* = universal (N=40) response, needed more time.

(c) Content:

The two major objectives of the institute were (1) to provide teachers, school administrators, and counselors with an insight into the social, cultural, political, and economic factors that affect the efficiency of educational programs in multicultural Southwestern communities; and, (2) to develop among these professionals the ability to analyze and to develop educational programs better suited for schools enrolling significant numbers of their students from several cultures--in particular Indian, Negro, and Spanish-American.

In order to achieve these basic purposes, four specific objectives were established for the Institute. These included: (1) the provision of a basic understanding of the cultural backgrounds, value systems, and current status of the American Indian, the Negro, and the Spanish-speaking people; (2) familiarization with the behavior of pupils from minority groups in contemporary school programs as well as exposure to compensatory education programs and other educational innovations that show promise in providing equal educational opportunities; (3) an introduction to the process involved in the diffusion of innovations and the role of school personnel as change agents; and (4) a practical field experience designed to familiarize participants with the techniques involved in assessing the degree of equal educational opportunities available in a multicultural community and the impact of school-community relations on the educational program.

The participants were involved three hours daily, on the average, in



didactic instruction and approximately two hours daily in small group seminars and supervisory contact. The daily schedule is outlined below:

8:30-- 9:45 Lecture  
 9:45--10:00 Break  
 10:00--11:00 Small Group Seminars  
 11:00--11:30 Collective Interaction with the Lecturer  
 11:30-- 1:00 Lunch  
 1:00-- 2:15 Lecture  
 2:15-- 2:30 Break  
 2:30-- 3:30 Small Group Seminars  
 3:30 Adjourn

The following is a summary of the content for each of the six units:  
 Units I, II, and III: A cultural and problem centered developmental history of (1) the American Indians of the Southwest--Navajo, Apache, Ute, Zuni, Hopi, and other Pueblo Indians; (2) the American Negro with emphasis upon the Negro in the Southwest; and (3) the Spanish-speaking people of the Southwest.

13--29 June 1966 (13 days). These three units essentially followed the same format.

Included in this portion of the Institute were the following topics:  
 (1) The application of anthropology and sociology to achieve an understanding of the role and status of each of these subcultures in contemporary American civilization,

- (2) The rationale for studying cultural differences in order to better appreciate the similarities of Man in all cultural contexts;
- (3) A brief problem centered history of each culture;
- (4) A comparative analysis of the value and motivational systems of these several cultures;
- (5) A summary of the local, regional, and national contributions of each culture;
- (6) The extent to which each group has been acculturated with particular attention to employment, education, urbanization, standard of living, and social acceptance;
- (7) An overview of the major deterrants to cultural, political, economical, educational and lingual acculturation of these minority groups;
- (8) The social, political and economic forces giving rise to unequal opportunities for minority groups;
- (9) The forms of organization used by minority groups in their attempts to collectively achieve equal opportunities with particular emphasis upon equal educational opportunities;
- (10) Appropriate criteria indicative of the extent to which equal opportunities, particularly in education , exist in a community;
- (11) An analysis of the responsibilities of people, both individually and collectively, to facilitate the entrance of minority groups into the mainstream of American culture.

Unit IV: The Behavior of the Southwest's Minority Groups--Indian, Negro, and Spanish-speaking--in the contemporary school program.

30 June--8 July (6 days).

Unit IV focused on the performance of children from the various cultures in the schools and the adequacy of various school programs, in particular:

- (1) The behavior of Southwest American Indians, Negroes, and Spanish-speaking groups as reflected by their achievement, educational aspiration level, persistence, attendance and social participation. Factors hindering and facilitating their performance in the educational setting were emphasized;
- (2) The educational status of pupils from minority groups;
- (3) Learning styles of pupils from minority groups;
- (4) The language arts: curriculum implications for pupils from minority groups;
- (5) The social studies: curriculum implications for pupils from minority groups;
- (6) Teaching English as a second language;
- (7) Psychological testing: Implications for pupils from minority groups;
- (8) The professional staff of the school: recruitment and assignment in view of the concern for pupils from minority groups;
- (9) Providing appropriate guidance services for pupils from minority groups;
- (10) Broadening the educational horizons of pupils from minority groups;
- (11) Compensatory education programs designed to achieve equal educational opportunities.

Unit V: The Diffusion of Integrative Innovations and School Personnel as Change Agents

11 July--15 July 1966 (5 days)

Operating under the hypothesis that school personnel must function as change agents in order to facilitate equal educational opportunities, stress was placed on the following body of knowledge:

- (1) An analysis of the diffusion of educational innovations; traditions of research on diffusion; and the diffusion of cultural norms;
- (2) The characteristics of innovation, the adoption process, adopter categories and innovators as deviants;
- (3) Opinion leaders and the flow of ideas;
- (4) The role of the change agent and the consequences of being a change agent;
- (5) Predicting innovativeness and developing a personal theory of the diffusion and adoption of innovations;
- (6) A review of the major literature and research concerning power holders in multicultural communities.

Unit VI: Field Experience and Community Study

18--28 July, (9 days)

After five weeks of discussions, seminars, and lectures concerning the historical and current context of minority group relations in the United States, the group of forty participants were divided into two teams of twenty. One group was dispatched to Aztec, New Mexico and the other to Tularosa, New Mexico for field experiences. Although the two communities differed considerably the same study was conducted in both communities and the techniques used will be described jointly.

One of the major goals of the field experience was to demonstrate to the students the degree to which equal educational opportunities in these selected school systems were partially determined by the structure of the

community as well as to develop an appreciation for the importance of these same factors in shaping educational opportunities in their own school systems.

Under the direction of Drs. Dwight Safar, James Anderson, and Darrell Willey from New Mexico State University and Dr. William Chambliss from the University of Washington, participants in the Institute conducted community surveys in the aforementioned communities. The survey consisted of four major parts:

(1) Compilation of pupil data pertaining to relative success in school as judged by grades, standardized achievement test scores, disciplinary actions taken, and drop-out rates for each ethnic group (i.e., Anglo, Indian, and Spanish-American children);

(2) Identification of the power holders within the community; in particular, those individuals and groups who were perceived to have the greatest influence over important community decisions affecting the schools.

(3) Depth interviews with all persons officially connected with the school, including: members of the board of education, the superintendent and his staff, principals, and teachers in all of the schools in the community;

(4) A survey of community attitudes concerning the community, the various ethnic groups in the community and the schools as well.

All of the participants in the Institute were provided with an opportunity to participate in each of these four phases of the study. Thus each of the students interviewed educators, members of the community,

and members of the perceived power holders in the community. In addition, everyone participated in gathering pupil information from the school records. In this way, the students were exposed to the various techniques used for gathering data on the web of life in each community. More importantly, they were able to see the community and the schools within them from a variety of vantage points.

Throughout the field experience students were advised to be alert to the subtleties of community life. They were asked, for example, to probe deeply for the values expressed by school officials and not to accept unequivocally whatever culturally prescribed responses the interviewees might initially give. Through this experience many participants came to realize the degree to which individuals and communities may be quite sincere in espousing one set of values while behaving in ways that have consequences quite different from those anticipated. Everyone was impressed with the degree to which members of the community, including persons in official and unofficial positions of power, were quite unaware of the inadequacy of the educational programs provided for Indian and Spanish-American children in both communities.

Data collected during the week in the field substantiated most of these initial impressions. For example, an analysis of the pupils' records in the schools revealed that the Spanish-American and Indian children were much less successful in the schools than were the Anglo children. But at the same time the community survey and the interviews with school officials indicated quite clearly the general feeling that the present

school program is equally suited to all three cultural groups. It thus became apparent to the Institute participants that the apparent or perceived success of a school program might be quite at variance with the facts without simultaneously being so perceived by members of the community; including members of the minority groups who are adversely affected by the programs.

#### Analysis of the data and evaluation of field work

The last week of the Institute was divided into two parts. The first two days consisted of an analysis of the data gathered during the field survey. Although much of this work was clerical, intimacy with the data gained in preparing tabulations and summaries proved to be a valuable experience and helped to reinforce many of the impressions gained from the field experience mentioned above.

Following the compilation of the data, an overview of the field experience was provided and an attempt was made to relate individual experiences with the general processes by which schools and other social institutions select out the successful individuals from the failures. Throughout this lecture and discussion it was emphasized that it made little difference whether we were considering Spanish-American, Indian, Negro or simply lower class children in general, the selective mechanisms were operating in much the same fashion. Thus, those Institute participants who teach in schools that are predominantly "white", had an opportunity to see the implications of the field experience for their own school systems. Additionally, a tentative analysis of selected data was presented, summarizing for the Institute participants the results of the survey.

The last day of the Institute was spent in seminars with faculty members discussing various aspects of the field experience and the relevance of the Institute to individual situations. In these sessions, the participants were given an ample opportunity to clarify any issues left unresolved and to discuss the applicability of their experiences to their own work as teachers or administrators in various areas of the Southwest.

#### Summary of the last two weeks

In general, the consensus of faculty and students was that the field study and the following week of discussions and analysis of the data were invaluable experiences for the participants. Many realized for the first time the complexity of the problems which need to be dealt with and developed an awareness of the necessity to redesign educational programs in order to better provide educational opportunities for members of minority groups. For most students, the Institute provided the first opportunity to view objectively the relationship between the schools in a community and the community as a network of interdependent parts. From the responses, the experience appears to have left the participants with a clearcut appreciation for the kinds of school and community influences that educators must be sensitive to in order to truly provide equal educational opportunities for all members of the community.

#### Research Results

A preliminary analysis of the research findings was given to the Institute participants. The tentative nature of the data was stressed but at the same time the fact that the findings were consistent with



other research as well as professional impressions was emphasized. The most important of the research findings are summarized below.

### I. Pupil Data

A sample of every third pupil was drawn in each community. From school records data were culled on national achievement test scores, I.Q., grades assigned in school, disciplinary action taken, etc. Tables 5 through 7 and 8 through 10 compare these data for the three ethnic groups in the two school districts investigated. The most salient finding inferred from the data is the degree to which the Spanish-American and Indian children in both school districts consistently do poorly in comparison with the Anglo children. In both communities, the junior high school was the level wherein the greatest disparity in ability and achievement exists among the various ethnic groups.

In the Aztec school district, 63% of the Indian students already are achieving below the 50th percentile on achievement tests in elementary school. By the time they reach senior high school, of those Indian students who still remain in school, 73% are below average on achievement tests. Also, 58% of the Spanish-American children are in a comparable category as opposed to only 37% of the Anglo children with low achievement. (See Tables 5 through 7)

In the second school district, the differential is greater and develops by the time the children reach junior high school. Table 9 shows that 95% of the Indian children and 85% of the Spanish-Americans

achieve below average, in contrast with 44% of the Anglo students. (See Tables 8 through 10).

Furthermore this lack of achievement cannot be solely attributed to lack of ability on the part of Spanish-American and Indian children. Table 7 indicates that although the Indian children who reach senior high school are equally split between low and high ability as measured by I.Q. scores 73% are under-achievers (scoring below the 50th percentile on achievement tests).

This same phenomenon is exhibited by the Spanish-American children in the Tularosa schools as early as the elementary grades (See Table 8). Although 52% of these children are above average ability only 27% achieve at a commensurate level on achievement tests. This disparity between ability and achievement continues to be manifested through junior high school (See Table 9).

An additional indication of the failure of the schools to attract and hold the Indian children is evidenced by a comparison of absentee rates. Table 9 indicates that 55% of the Indian children in junior high school were absent from school 21 or more days during the 1965-1966 school year. This is more than twice the rate of the Anglo children and seven times that of the Spanish-American children. This figure gains added significance when it is noted that up until this point the Indian children attend school on the reservation and do not come into contact with large numbers of children from other cultural backgrounds.

TABLE 5

AZTEC ELEMENTARY SCHOOLS 1965-1966  
COMPARISON OF ABILITY, ACHIEVEMENT, GRADES AND ATTENDANCE BY ETHNIC GROUP

|   | Anglo |       | Spanish-American |      | Indian |     |
|---|-------|-------|------------------|------|--------|-----|
|   | %     | No.   | %                | No.  | %      | No. |
| <u>Ability - I.Q. (Standard Scores)</u> |       |       |                  |      |        |     |
| Above 100                               | 81    | (113) | 61               | (17) | 20     | (1) |
| 100 and below                           | 19    | (27)  | 39               | (11) | 80     | (4) |
| Total                                   | 100   | (140) | 100              | (28) | 100    | (5) |
| <u>Achievement (National Norms)</u>     |       |       |                  |      |        |     |
| 50th Percentile and Above               | 78    | (162) | 65               | (30) | 37     | (3) |
| Below the 50th percentile               | 22    | (45)  | 35               | (16) | 63     | (5) |
| Total                                   | 100   | (207) | 100              | (46) | 100    | (8) |
| <u>Assigned Grades</u>                  |       |       |                  |      |        |     |
| A+ B                                    |       |       |                  |      |        |     |
| C                                       |       |       |                  |      |        |     |
| D+ F                                    |       |       |                  |      |        |     |
| Total                                   |       |       |                  |      |        |     |
| <u>Attendance (Days Absent)</u>         |       |       |                  |      |        |     |
| 0 - 10                                  | 69    | (142) | 74               | (32) | 50     | (4) |
| 11 - 20                                 | 23    | (47)  | 21               | (9)  | 13     | (1) |
| 21 -                                    | 9     | (17)  | 5                | (2)  | 37     | (3) |
| Total                                   | 100   | (206) | 100              | (43) | 100    | (8) |

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AZTEC JUNIOR HIGH SCHOOL 1965-1966

COMPARISON OF ABILITY, ACHIEVEMENT, GRADES AND ATTENDANCE BY ETHNIC GROUP

|  | Anglo |       | Spanish-American |      | Indian |      |
|--|-------|-------|------------------|------|--------|------|
|  | %     | No.   | %                | No.  | %      | No.  |
| <u>Ability - I. Q. (Standard Scores)</u> |       |       |                  |      |        |      |
| Above 100                                | 69    | (85)  | 40               | (6)  | 29     | (5)  |
| 100 and below                            | 31    | (39)  | 60               | (9)  | 71     | (12) |
| Total                                    | 100   | (124) | 100              | (15) | 100    | (17) |
| <u>Achievement (National Norms)</u>      |       |       |                  |      |        |      |
| 50th percentile and above                | 49    | (62)  | 44               | (7)  | 22     | (4)  |
| Below the 50th percentile                | 51    | (64)  | 56               | (9)  | 78     | (14) |
| Total                                    | 100   | (126) | 100              | (16) | 100    | (18) |
| <u>Assigned Grades</u>                   |       |       |                  |      |        |      |
| A+ B                                     | 42    | (51)  | 14               | (2)  | 16     | (3)  |
| C  | 34    | (41)  | 36               | (5)  | 36     | (7)  |
| D+ F                                     | 24    | (29)  | 50               | (7)  | 48     | (9)  |
| Total                                    | 100   | (121) | 100              | (14) | 100    | (19) |
| <u>Attendance (Days Absent)</u>          |       |       |                  |      |        |      |
| 0 - 10                                   | 84    | (81)  | 75               | (9)  | 93     | (13) |
| 11 - 20                                  | 9     | (9)   | 25               | (3)  | 7      | (1)  |
| 21 -                                     | 7     | (6)   | 0                | (0)  | 0      | (0)  |
| Total                                    | 100   | (96)  | 100              | (12) | 100    | (14) |

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TABLE 7

AZTEC SENIOR HIGH SCHOOL 1965-1966  
COMPARISON OF ABILITY, ACHIEVEMENT, GRADES AND ATTENDANCE BY ETHNIC GROUP

|  | Anglo |       | Spanish-American |      | Indian |      |
|--|-------|-------|------------------|------|--------|------|
|  | %     | No.   | %                | No.  | %      | No.  |
| <u>Ability - I. Q. (Standard Scores)</u> |       |       |                  |      |        |      |
| Above 100                                | 60    | (56)  | 56               | (9)  | 50     | (13) |
| 100 and below                            | 40    | (37)  | 44               | (7)  | 50     | (13) |
| Total                                    | 100   | (93)  | 100              | (16) | 100    | (26) |
| <u>Achievement (National Norms)</u>      |       |       |                  |      |        |      |
| 50th percentile and above                | 63    | (72)  | 42               | (10) | 27     | (7)  |
| Below the 50th percentile                | 37    | (42)  | 58               | (14) | 73     | (19) |
| Total                                    | 100   | (114) | 100              | (24) | 100    | (26) |
| <u>Assigned (Grades)</u>                 |       |       |                  |      |        |      |
| A+ B                                     | 49    | (57)  | 43               | (12) | 50     | (17) |
| C  | 23    | (27)  | 11               | (3)  | 12     | (4)  |
| D+ F                                     | 28    | (31)  | 46               | (13) | 38     | (13) |
| Total                                    | 100   | (115) | 100              | (28) | 100    | (34) |
| <u>Attendance (Days Absent)</u>          |       |       |                  |      |        |      |
| 0 - 10                                   | 73    | (81)  | 82               | (19) | 100    | (26) |
| 11 - 20                                  | 21    | (24)  | 9                | (2)  | 0      | (0)  |
| 21 -                                     | 6     | (7)   | 9                | (2)  | 0      | (0)  |
| Total                                    | 100   | (112) | 100              | (23) | 100    | (26) |

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TABLE 8

## TULAROSA ELEMENTARY SCHOOLS 1965-1966

## COMPARISON OF ABILITY, ACHIEVEMENT, GRADES, AND ATTENDANCE BY ETHNIC GROUP

|  | Anglo |       | Spanish-American |       | Indian |      |
|--|-------|-------|------------------|-------|--------|------|
|  | %     | No.   | %                | No.   | %      | No.  |
| <u>Ability - I. Q. (Standard Scores)</u> |       |       |                  |       |        |      |
| Above 100                                | 77    | (69)  | 52               | (44)  | 20     | (12) |
| 100 and Below                            | 23    | (21)  | 48               | (40)  | 80     | (47) |
| Total                                    | 100   | (90)  | 100              | (84)  | 100    | (59) |
| <u>Achievement (National Norms)</u>      |       |       |                  |       |        |      |
| 50th percentile and above                | 55    | (61)  | 27               | (31)  | 14     | (10) |
| Below the 50th percentile                | 45    | (50)  | 73               | (84)  | 86     | (63) |
| Total                                    | 100   | (111) | 100              | (115) | 100    | (73) |
| <u>Assigned Grades</u>                   |       |       |                  |       |        |      |
| A+ B                                     |       |       |                  |       |        |      |
| C  |       |       |                  |       |        |      |
| D+ F                                     |       |       |                  |       |        |      |
| Total                                    |       |       |                  |       |        |      |
| <u>Attendance (Days Absent)</u>          |       |       |                  |       |        |      |
| 0 - 10                                   | 69    | (79)  | 72               | (82)  | 57     | (43) |
| 11 - 20                                  | 26    | (30)  | 18               | (21)  | 24     | (18) |
| 21 -                                     | 5     | (6)   | 10               | (12)  | 19     | (14) |
| Total                                    | 100   | (115) | 100              | (115) | 100    | (75) |

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TABLE 9

## TULAROSA JUNIOR HIGH SCHOOL 1965-1966

## COMPARISON OF ABILITY, ACHIEVEMENT, GRADES, AND ATTENDANCE BY ETHNIC GROUP

|  | Anglo |      | Spanish-American |      | Indian |      |
|--|-------|------|------------------|------|--------|------|
|  | %     | No.  | %                | No.  | %      | No.  |
| <u>Ability - I. Q. (Standard Scores)</u> |       |      |                  |      |        |      |
| Above 100                                | 83    | (15) | 40               | (8)  | 19     | (3)  |
| 100 and below                            | 17    | (3)  | 60               | (12) | 81     | (13) |
| Total                                    | 100   | (18) | 100              | (20) | 100    | (16) |
| <u>Achievement (National Norms)</u>      |       |      |                  |      |        |      |
| 50th percentile and above                | 56    | (14) | 15               | (4)  | 5      | (1)  |
| Below the 50th percentile                | 44    | (11) | 85               | (22) | 95     | (18) |
| Total                                    | 100   | (25) | 100              | (26) | 100    | (19) |
| <u>Assigned Grades</u>                   |       |      |                  |      |        |      |
| A+ B                                     | 50    | (13) | 37               | (10) | 14     | (3)  |
| C  | 50    | (13) | 52               | (14) | 81     | (17) |
| D+ F                                     | 0     | (0)  | 11               | (3)  | 5      | (1)  |
| Total                                    | 100   | (26) | 100              | (27) | 100    | (21) |
| <u>Attendance (Days Absent)</u>          |       |      |                  |      |        |      |
| 0 - 10                                   | 68    | (17) | 69               | (18) | 30     | (6)  |
| 11 - 20                                  | 8     | (2)  | 23               | (6)  | 15     | (3)  |
| 21 -                                     | 24    | (6)  | 8                | (2)  | 55     | (11) |
| Total                                    | 100   | (25) | 100              | (26) | 100    | (20) |

TABLE 10

TULAROSA SENIOR HIGH SCHOOL 1965-1966  
COMPARISON OF ABILITY ACHIEVEMENT, GRADES AND ATTENDANCE BY ETHNIC GROUP

|  | Anglo |      | Spanish-American |      | Indian |      |
|--|-------|------|------------------|------|--------|------|
|  | %     | No.  | %                | No.  | %      | No.  |
| <u>Ability - I. Q. (Standard Scores)</u> |       |      |                  |      |        |      |
| Above 100                                | 75    | (12) | 32               | (10) | 20     | (1)  |
| 100 and below                            | 25    | (4)  | 68               | (21) | 80     | (4)  |
| Total                                    | 100   | (16) | 100              | (31) | 100    | (5)  |
| <u>Achievement (National Norms)</u>      |       |      |                  |      |        |      |
| 50th percentile and above                | 66    | (23) | 22               | (15) | 27     | (4)  |
| Below the 50th percentile                | 34    | (12) | 78               | (53) | 73     | (11) |
| Total                                    | 100   | (35) | 100              | (68) | 100    | (15) |
| <u>Assigned Grades</u>                   |       |      |                  |      |        |      |
| A+ B                                     | 71    | (25) | 41               | (26) | 27     | (4)  |
| C  | 26    | (9)  | 43               | (27) | 54     | (8)  |
| D+ F                                     | 3     | (1)  | 16               | (10) | 19     | (3)  |
| Total                                    | 100   | (35) | 100              | (63) | 100    | (15) |
| <u>Attendance (Days Absent)</u>          |       |      |                  |      |        |      |
| 0 - 10                                   | 65    | (22) | 59               | (33) | 9      | (1)  |
| 11- 20                                   | 21    | (7)  | 32               | (19) | 82     | (9)  |
| 21 -                                     | 14    | (5)  | 9                | (4)  | 9      | (1)  |
| Total                                    | 100   | (34) | 100              | (56) | 100    | (11) |

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To supplement these data we took an already graduated high school class and traced each child's school record back as far as we could. This turned out to be the seventh grade in view of the paucity of earlier school records prior to 1960. This class may be viewed as a system into which there is input and output of children each year. Table 11 summarizes the history of the class. Again, it is clear that the Spanish-American and Indian children are far less likely to continue with their education through high school and are far less likely to go on to college than are the Anglo children.

Of the thirty Indian children who entered at the secondary level only seven graduated from high school and only three of these children plan to continue their education at a college or university in the fall. It might be added that it is estimated that there had already been a 50% attrition rate among these children by the time they reached junior high school.

The Anglo student population follows a distinctively different pattern. Mobility among this population is evidenced by the fact that six to eight transfer into the schools for the first time each year and a corresponding number leave the system. Of those who finished the twelfth grade, 68% are college bound.

Among the Spanish-American students, although a few new students enroll each year, far more steadily leave the system with a pronounced exodus occurring in the last two years of high school. Less than one-third of the 1966 graduates plan to pursue any type of post high school education.

TURNOVER IN THE CLASS OF 1966

| 6th grade<br>1959-1960 | 7th grade<br>1960-1961 | 8th grade<br>1961-1962     | 9th grade<br>1962-1963     | 10th grade<br>1963-1964    | 11th grade<br>1964-1965    | 12th grade<br>1965-1966    | Graduation |
|------------------------|------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|------------|
|                        |                        | A--7<br>S--4<br>I--4<br>In | A--8<br>S--1<br>I--1<br>In | A--7<br>S--3<br>I--0<br>In | A--7<br>S--2<br>I--0<br>In | A--0<br>S--1<br>I--0<br>In |            |

|  |  |  |  |  |  |  |   |
|--|--|--|--|--|--|--|---|
| 120 in the<br>Tularosa<br>schools<br>+19 new stu-<br>dents | Anglo 41<br>Spanish-<br>American 73<br>Indian 25 | Anglo 42<br>Spanish-<br>American 71<br>Indian 28 | Anglo 44<br>Spanish-<br>American 66<br>Indian 24 | Anglo 42<br>Spanish-<br>American 66<br>Indian 21 | Anglo 36<br>Spanish-<br>American 57<br>Indian 17 | Anglo 28<br>Spanish-<br>American 45<br>Indian 11 | Anglo 26<br>Spanish-<br>American 43<br>Indian 7 |
|--|--|--|--|--|--|--|---|

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|     |                      |                      |                        |                       |
|-----|----------------------|----------------------|------------------------|-----------------------|
| Out | A--6<br>S--6<br>I--1 | A--9<br>S--3<br>I--3 | A--13<br>S--11<br>I--4 | A--8<br>S--13<br>I--6 |
| Out | Out                  | Out                  | Out                    | Out                   |

TABLE 11 (continued)  
 A SYSTEMS ANALYSIS OF THE TULAROSA PUBLIC SCHOOLS 1960-1966  
 POST HIGH SCHOOL PLANS AMONG THE CLASS OF 1966

|   |              |
|---|--------------|
| A | 19 College   |
| N | 0 Vocational |
| G | 1 Military   |
| L | 4 Employed   |
| O | 3 Unemployed |
|   | 1 Married    |
|   | 0 Undecided  |
|   | <u>28</u>    |

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|   |                       |
|---|-----------------------|
| S | 16 College            |
| P | 0 Vocational Training |
| A | 6 Military            |
| N | 8 Employed            |
| I | 7 Unemployed          |
| S | 2 Married             |
| H | 6 Undecided           |
|   | <u>45</u>             |

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|   |                       |
|---|-----------------------|
| I | 3 College             |
| N | 2 Vocational Training |
| D | 2 Military            |
| I | 0 Employed            |
| A | 1 Unemployed          |
| N | 0 Married             |
|   | 3 Undecided           |
|   | <u>11</u>             |

These data then support the same general conclusion reached by looking at individual pupil's histories in school; that is, Spanish-American and Indian children are much less likely to be successful in the school system than are the Anglo children.

## II. Opinion Survey

The above findings take on added significance when we look at the community's perception of the degree to which there are equal educational opportunities in the school system for all children.

For the purpose of this analysis we interviewed (1) a sample of residents in the community, (2) all teachers who were present during the week of the study, (3) all available school administrators including members of the board of education, the superintendent of schools and the principals of the various schools.

Tables 12 and 13 summarize the responses of these various groups to questions dealing with the perception of the adequacy of the present educational programs for dealing with the Anglo, Spanish-American, and Indian children. Generally all of the community groups surveyed (teachers, administrators, and public at large) perceive that there is little difference in the available quality of education for the various ethnic groups.

In both cases, the teachers are in general less satisfied with the educational program than the community; and the school board and administrative staff are even less satisfied than the teachers; but in neither case is there a significant differential perception of the inadequacy of the existing programs for two of the three cultural groups. In fact, in the second community, there is some evidence that the school

board, school administrators and teachers generally feel that the school system is oriented more toward the needs of the Spanish-American students than toward the Anglo or Indian children. The Spanish-American families appear to be the only dissenting element in the community, evidencing some dissatisfaction with the adequacy of the schools in dealing with their children. (See Table 13).

Whereas in Aztec there is a general realization, as indicated by Table 12, that the school program is designed primarily for the Anglo students. However there is again no evidence of an appreciation among members of the community or among educators of the total inadequacy of this school program for children from Spanish-American and Indian families.

In both communities the striking failure of these minority groups as evidenced by the comparison of achievement scores, evidence of under-achievement, and absentee rates in Tables 5 through 10, as well as their failure to complete high school, go on to college or find a job as indicated by the analysis in Table 11 appear to have completely escaped attention.

TABLE 12  
AZTEC  
PERCEPTIONS OF THE  
ADEQUACY OF THE SCHOOL PROGRAM FOR EACH ETHNIC GROUP

| GROUP                                 | ANGLO            | SPANISH<br>AMERICAN | INDIAN |
|---------------------------------------|------------------|---------------------|--------|
| Community (Spanish)                   | 2.8 <sup>1</sup> | 2.7                 | 2.7    |
| Community (Anglo)                     | 2.7              | 2.5                 | 2.5    |
| All Teachers                          | 2.6              | 2.4                 | 2.4    |
| Administrators<br>and<br>School Board | 2.5              | 2.3                 | 2.2    |

<sup>1</sup>Mean score from scale

1  
Inadequate

2

3  
Adequate

TABLE 13  
TULAROSA  
PERCEPTIONS OF THE  
ADEQUACY OF THE SCHOOL PROGRAM FOR EACH ETHNIC GROUP

| GROUPS                                | ANGLO            | SPANISH<br>AMERICAN | INDIAN |
|---------------------------------------|------------------|---------------------|--------|
| Community (Spanish)                   | 2.7 <sup>1</sup> | 2.5                 | 2.5    |
| Community (Anglo)                     | 2.6              | 2.6                 | 2.5    |
| All Teachers                          | 2.4              | 2.5                 | 2.4    |
| Administrators<br>and<br>School Board | 2.3              | 2.4                 | 2.2    |

<sup>1</sup>Mean score from scale

|            |   |          |
|------------|---|----------|
| 1          | 2 | 3        |
| Inadequate |   | Adequate |

Clearly if quality of education is judged objectively in terms of the success of students, then the community, teachers' and administrators' perceptions are wrong since members of minority groups are consistently less likely to achieve adequately in the school system than are members of the majority group. Unless there is an assumption of inferiority attached to minority group members, then it is obvious that the Spanish-American and Indian failure is a failure of the school system to adequately provide programs for these children in the schools.

It is particularly startling and important to realize that this perception of the adequacy of the schools for all members of the community is shared by members of the minority groups as well. This fact is most apparent when one looks at the perception of the adequacy of the schools' program among the Spanish-American families in Tables 12 and 13.

### III. Stereotypic Thinking

The Institute participants were also presented with the results of questions suggestive of stereotypes of various ethnic groups. The most telling of these was a set of questions which asked: "In your opinion, what proportion of the (Anglo, Spanish-American, Indian) children could (finish high school, go on to trade school or college, find a job) if given adequate assistance and encouragement?" As Tables 14 and 15 show, there is a consistent tendency for members of all groups to see the Anglo as most capable of achieving desirable goals, the Spanish-American as next most capable and the Indian as least capable of achieving these goals.



TABLE 14  
 AZTEC  
 PERCEPTIONS OF THE  
 ABILITY OF PUPILS FROM EACH ETHNIC GROUP

| GROUP                                 | ANGLO            | SPANISH<br>AMERICAN | INDIAN |
|---------------------------------------|------------------|---------------------|--------|
| Community (Spanish)                   | 4.1 <sup>1</sup> | 3.9                 | 3.9    |
| Community (Anglo)                     | 4.1              | 3.1                 | 2.4    |
| All Teachers                          | 4.1              | 3.9                 | 3.7    |
| Administrators<br>and<br>School Board | 3.9              | 3.6                 | 3.5    |

<sup>1</sup>Mean score from scale

|         |   |   |   |         |
|---------|---|---|---|---------|
| 1       | 2 | 3 | 4 | 5       |
| low     |   |   |   | high    |
| ability |   |   |   | ability |

TABLE 15  
TULAROSA  
PERCEPTIONS OF THE  
ABILITY OF PUPILS FROM EACH ETHNIC GROUP

| GROUP                                 | ANGLO            | SPANISH<br>AMERICAN | INDIAN |
|---------------------------------------|------------------|---------------------|--------|
| Community (Spanish)                   | 4.2 <sup>1</sup> | 3.8                 | 3.8    |
| Community (Anglo)                     | 4.1              | 3.9                 | 3.6    |
| All Teachers                          | 4.1              | 3.9                 | 3.6    |
| Administrators<br>and<br>School Board | 4.2              | 4.1                 | 3.5    |

<sup>1</sup>Mean score from scale

This tendency is most pronounced in the Anglo communities at large but is also reflected by the school board, school administration and teachers in both communities. In the light of this general belief that Spanish-American and Indian children lack ability and motivation, their massive failure in the public schools is not too startling.

Moreover, again it can be seen by examining the responses of the Spanish-American community that they share the majority's preception of the lack of ability of their own children in comparison with Anglo children. Apparently those groups such as the Spanish-Americans and Indians who are consistently punished by the present system of education internalize their feelings of inferiority and come to feel that their failure is deserved. Although this phenomenon has frequently been observed among negroes in the South, it is significant that the same pattern seems to hold true for minority groups in the Southwest.

### Summary

The interpretation of these findings suggests the possibility that a "self-fulfilling prophecy" might well be operating in these communities. That is, minority group members are assumed to be inferior, are treated as inferior, come to think of themselves as inferior, and subsequently fail in school. With teachers and community members responding to them as though they have little opportunity to succeed in the schools (in one community, for example, all Indians are automatically placed in "special education" classes when they enter the schools, even though they may be entering from elementary school on the reservation where their achievement is well above average on national norms), combined with a tendency to think of themselves as others think them, it is not surprising that one finds a high drop-out rate and a

low rate of achievement among the minority groups studied. The findings of the research and the field experience seem to make it abundantly clear that this process is very possibly the outcome of the way the school system is presently organized.

There is little doubt that the survey field experience and the subsequent discussion and analysis of that experience provided the Institute participants with an opportunity to understand what is meant by "equal" educational opportunities and the community and school factors affecting educational opportunities in a way that they would not normally have been exposed to. Furthermore, it is believed that this experience should enable the participants to investigate the situation existing in their own schools and to institute programs in these schools which are designed to improve equal educational opportunities for all children.

(d) Methods:

A variety of methods were used to convey various aspects of the Institute's content. Methods employed were lectures, small group seminars, panels of interrogators, observations and field experiences.

(1) Lectures. All major topics were introduced through specialist's presentations. These were effective in establishing basic concepts and reducing semantic difficulties. Lecturers were effective in stimulating questions and discussions collectively among the participants.

(2) Small group seminars. Four groups, each with ten members were formed. Subgroups reflected a cross-section of the enrollees. A rotation system was developed wherein new subgroups were formed each week. The seminars provided for an analysis in depth of the concurrent lectures and the development of issues for subsequent lectures. The small groups were effective in involving the more reticent participants. Individual meaning and local application of content were fostered during the seminars. This method was the most effective technique employed during the Institute.

(3) Observation. A field trip to the El Paso Public Schools, El Paso, Texas, afforded participants the opportunity to observe a Compensatory Education Program in operation. This procedure was very effective and should receive greater emphasis in subsequent programs.

(4) Panels of Interrogators. This method, whereby four or five participants were selected to identify specific issues and pose questions for the lecturer, was used to a limited extent. This procedure has considerable merit, particularly when sufficient attention is given to panel selection.

(5) Field Experience. A one week field experience and study was conducted in two selected communities in order to analyze the extent to which equal educational opportunities exist. Attention was given to the factors facilitating and hindering the availability of equal educational opportunities. This field experience was very effective.

(6) Summary of methods. In general it was felt by the staff and the participants that lectures with concurrent small group seminars followed by a field experience provided a most effective approach.

(e) Teaching Aids:

(1) Phonograph records were used concerning significant aspects of the history of the American Negro. These records were funded by the Pepsi-Cola Corporation and were developed by John Hope Franklin.

(2) Overhead projector mats were used to convey various quantitative data. These data included educational status of pupils from minority groups, demographic data concerning minority groups, concentrations and routes of travel of migrant workers, etc.

(3) Charts (large wall) were used to present selected data and findings from the field studies.

(4) Curricular material including reading series emphasizing various subcultures, materials effective in teaching English as a second language and various cultural artifacts were appropriately displayed and demonstrated for participants.

(5) Texts and Reference Materials were very adequate. Required texts included (a) Greenberg and Greenberg, Education of American Indian

in Today's World, (b) Clark, Dark Ghetto, and (c) Manuel, The Spanish-Speaking Child in the Southwest. Unit reading lists of reference materials available in the University Library were given to the participants. Two copies each of 35 books were purchased for the Institute. These books were housed in the central classroom and were available for checkout for short periods of time. Content of the references pertained to educating the disadvantaged pupil, culture of the groups under study, etc.

#### Summary of Teaching Aids.

The wall charts, overhead mats and the Institute's reference books were particularly effective. The availability of the reference books in the main classroom promulgated intensive reading by the participants.

Films pertaining to case studies of pupils from minority groups would be a desirable additional teaching aid.

#### (f) Consultation and Guidance:

Generous amounts of time were available for the staff to consult with the participants during the course of the Institute. The liberal amount of staff participant interaction and consultation was a strong feature of this Institute and a necessary condition for future Institutes.

#### (g) Informal Program:

During the first week of the Institute, the participants and staff had a picnic followed by various recreational activities. This informal gathering appeared to foster cohesiveness among all concerned.

Just prior to the termination of the Institute, an informal party was held in the home of one of the participants.

The dormitory style accommodations during the field study were effective in maintaining group cohesiveness.

(h) Facilities:

All Institute sessions which were conducted on campus were held in one building. The proximity of the general session classroom to the small group seminar rooms was instrumental in facilitating the accomplishment of the objectives for the Institute.

(i) Participation of Local School Systems:

The accomplishment of the objectives for the Institute was facilitated by the involvement of three public school systems--El Paso Public Schools, El Paso, Texas; Aztec Public Schools, Aztec, New Mexico; and the Tularosa Public Schools, Tularosa, New Mexico.

Personnel from the El Paso Public Schools conducted a comprehensive field trip for participants to observe the compensatory education programs operated within the El Paso System. Compensatory education observed included Headstart, Second Chance and Strengthening. Basically, Second Chance and Strengthening are concerned with pupils who evidence an educational lag in achievement as they move up the educational ladder. These observations were beneficial in reinforcing the compensatory education concepts developed during the lecture and seminar sessions.

Personnel from the Aztec Public Schools and the Tularosa Public Schools rendered valuable services to the groups during their stay in the respective systems where the field experience and study were conducted.



(j) Plans for Follow-Up:

A two-phase follow-up and evaluation will be conducted in order to determine the effectiveness of the participants as facilitators of Equal Educational Opportunities within their local districts.

Phase one: approximately six months (December 19, 1966) after the Institute, a comprehensive follow-up of all participants will be conducted. The follow-up will utilize a standard depth interview procedure in the participants' local districts. Two staff members will conduct the interviews.

Phase two: approximately ten months (April, 1967) after the Institute, a comprehensive written follow-up study of all participants will be conducted to summarize their actions to expedite Equal Educational Opportunities within their local districts.

The contents of the questionnaire will be centered around the promising integrative practices gleaned from the Institute, from the participant's paper "My Potential as a Change Agent to Facilitate Integration", and the initial depth interviews.

If sufficient funds are available and if it is deemed necessary, the participants may be assembled on campus for a two-day seminar after the close of the 1966-67 school year. Effective procedures employed by participants for facilitating Equal Educational Opportunities during the school year will be presented. Deterrents will be analyzed and solutions will be sought.

(k) Evaluation Procedures

(1) Institute staff members

(a) Informal

(i) During weekly meetings of the Institute, staff evidence was sought to determine the extent to which the objectives of the Institute were being accomplished. Necessary modifications in method and content were made.

(ii) Individual conferences were held with participants in order to gain feedback concerning their perceptions of the appropriateness of the Institute.

(2) Institute Participants

(a) Informal

At the end of each week the participants conducted an informal evaluation of the week's proceedings. This feedback served as a basis for planning the following week's activities.

(b) Formal

(i) Each participant was required to maintain a log of promising integrative ideas and during the last week of the Institute each participant submitted a paper structured around the topic, "My Potential as a Change Agent to Facilitate Equal Educational Opportunities: Some Plans for Action".

(ii) In order to determine the participants' feelings relative to the Institute, each participant completed an Institute Rating Scale consisting of four areas (1) Institute Objectives, (2) Staff and Consultants, (3) Content and Methodology, and (4) Institute Arrangements. The ratings are included in the Appendices. Visual inspection of the rating reveal a very positive attitude on the part of the participants toward the Institute.

## APPENDICES

## PUPIL DATA SHEET

[illegible]

| Birthdate | Grade 65-66 |
|-----------|-------------|
|-----------|-------------|

| Classification | A | SA | I | N | C/K |
|----------------|---|----|---|---|-----|
|                | 1 | 2  | 3 | 4 | 5   |

**1. Achievement date**

**A. Last standardized achievement test taken**

| Name of Test | When given: Date | Grade |
|--------------|------------------|-------|
|--------------|------------------|-------|

| Area, Sub-test, or subject | Score | Area, Sub-Test, or subject | Score |
|----------------------------|-------|----------------------------|-------|
| Area, Sub-test, or subject | Score | Area, Sub-Test, or subject | Score |

| Case | Case description   | Case outcome  | Case impact  |
|------|--|---|--|
| 1    | Case 1: A patient with a history of chronic kidney disease (CKD) and hypertension (HTN) presented with a sudden onset of severe headache and vomiting. The patient was found to have a large intracerebral hemorrhage (ICH) in the right frontal lobe. | The patient was managed with supportive care, including blood pressure control and antiemetics. The ICH resolved over time. | The patient was discharged home with a plan for continued management of CKD and HTN. |
| 2    | Case 2: A patient with a history of CKD and HTN presented with a sudden onset of weakness and numbness in the right arm and leg. The patient was found to have a small ICH in the left parietal lobe.  | The patient was managed with supportive care, including blood pressure control and antiemetics. The ICH resolved over time. | The patient was discharged home with a plan for continued management of CKD and HTN. |
| 3    | Case 3: A patient with a history of CKD and HTN presented with a sudden onset of confusion and disorientation. The patient was found to have a small ICH in the left temporal lobe.  | The patient was managed with supportive care, including blood pressure control and antiemetics. The ICH resolved over time. | The patient was discharged home with a plan for continued management of CKD and HTN. |
| 4    | Case 4: A patient with a history of CKD and HTN presented with a sudden onset of severe headache and vomiting. The patient was found to have a large ICH in the right parietal lobe.   | The patient was managed with supportive care, including blood pressure control and antiemetics. The ICH resolved over time. | The patient was discharged home with a plan for continued management of CKD and HTN. |
| 5    | Case 5: A patient with a history of CKD and HTN presented with a sudden onset of weakness and numbness in the left arm and leg. The patient was found to have a small ICH in the right parietal lobe.  | The patient was managed with supportive care, including blood pressure control and antiemetics. The ICH resolved over time. | The patient was discharged home with a plan for continued management of CKD and HTN. |

[illegible]

### Total Test

**B. Grades for Junior and Senior High only during 65-66 (second semester or yearly grade)**

| Subject | Grade | Subject | Grade |
|---------|-------|---------|-------|
|---------|-------|---------|-------|

English Social Studies

| Mathematics | Vocational |
|-------------|------------|
|-------------|------------|

|                |              |
|----------------|--------------|
| <b>Science</b> | <b>Other</b> |
|----------------|--------------|

**C. Last standardized intelligence or mental ability test taken**

| Name of Test | When given: Date | Grade |
|--------------|------------------|-------|
|--------------|------------------|-------|

**Total Score** \_\_\_\_\_

## 2. Extra-curricular participation 65-66

### 3. Attendance

**Total days absent 63-64      Total days absent 64-65      total days absent 65-66**

4. Major program of studies or curricular area

**1. College prep                  3. Commercial                  5. Other**

## 2. General

## 5. Ability Group

1. Advanced                      2. Average                      3. Slow                      4. Other

6. Educational or Vocational objective or aspirations \_\_\_\_\_

## 7. Grades Retained

New Mexico State University

Equal Educational Opportunities Institute

Community Survey

Date: June 13 - July 28, 1966

Communities: Aztec, New Mexico

Tularosa, New Mexico

General Information

Interviewer \_\_\_\_\_

Date \_\_\_\_\_

1. Name (Optional) \_\_\_\_\_

2. Address \_\_\_\_\_

3. Classification:                      1. A  
   2. SA  
   3. I  
   4. N

4. Do you own:

|                                  | <u>yes</u> | <u>no</u> |
|----------------------------------|------------|-----------|
| A. A tv                          | 1          | 2         |
| B. A car; year _____ model _____ | 1          | 2         |
| C. A radio                       | 1          | 2         |
| D. A washing machine             | 1          | 2         |
| E. Your home                     | 1          | 2         |
| F. Land                          | 1          | 2         |

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5. What is your position in the family:

1.) Husband      2.) Wife

3.) Other (specify) \_\_\_\_\_

1. Single

6. Are you:

2. Married - husband (wife) living

3. Married - husband/wife dead

4. Divorced

7. What are the names of your children and how old are they:

| <u>Name</u> | <u>Age</u> |
|-------------|------------|
| _____       | _____      |
| _____       | _____      |
| _____       | _____      |
| _____       | _____      |
| _____       | _____      |
| _____       | _____      |

8. Where do you go to church?

Name

Denomination

9. Is your church actively involved in making your community a better place to live?

1.) Yes \_\_\_\_\_

2.) No \_\_\_\_\_

If yes, in what way? \_\_\_\_\_

EMPLOYMENT

10. Name the people in your home who are employed.

| <u>Name</u> | <u>Type of Work</u> | <u>Employer</u> | <u>How Long Has<br/>He Worked There</u> | <u>Approximate<br/>Income<br/>(Show Card)</u> |
|-------------|---------------------|-----------------|---|---|
| _____       | _____               | _____           | _____                                   | _____   |
| _____       | _____               | _____           | _____                                   | _____   |
| _____       | _____               | _____           | _____                                   | _____   |
| _____       | _____               | _____           | _____                                   | _____   |

11. If you had a choice, what type of work would you (your husband) like to do?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. In what type of work would you like to see your children?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13. Which of the following job opportunities do you feel are open to your children in and around your community? If you feel that an opportunity is closed to your children, indicate why.

|   | <u>Open</u> | <u>Closed</u> | <u>Comments</u> |
|---|-------------|---------------|-----------------|
| A. A. Store Clerk   | 1           | 2             | _____           |
| B. Waiter or Waitress                                     | 1           | 2             | _____           |
| C. Domestic Employee                                      | 1           | 2             | _____           |
| D. Bank Clerk   | 1           | 2             | _____           |
| E. Skilled Tradesman<br>(Electrician, Carpenter,<br>etc.) | 1           | 2             | _____           |
| F. Government Employee                                    | 1           | 2             | _____           |
| G. School Teacher   | 1           | 2             | _____           |
| H. Owner of Small Business                                | 1           | 2             | _____           |
| I. Doctor, Lawyer, etc.                                   | 1           | 2             | _____           |

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COMMUNITY

15. In your opinion does your city commission:

|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| A. Get things done for the community   | 1 | 2 | 3 | 4 | 5 | Does little for the community   |
| B. Equally represent all community interests                                       | 1 | 2 | 3 | 4 | 5 | Favors particular community interests   |
| C. Actively try to improve job opportunities for everyone                          | 1 | 2 | 3 | 4 | 5 | Does little to improve job opportunities  |
| D. Should be reelected   | 1 | 2 | 3 | 4 | 5 | Should <u>not</u> be re-elected   |
| E. Honest  | 1 | 2 | 3 | 4 | 5 | Dishonest   |
| F. Actively try to break down discrimination against certain community groups      | 1 | 2 | 3 | 4 | 5 | Does little or nothing to break down discriminations against certain community groups     |
| G. Actively try to improve educational opportunities for children in the community | 1 | 2 | 3 | 4 | 5 | Does little or nothing to improve educational opportunities for children in the community |
| H. Do a lot to make your community a good place to live                            | 1 | 2 | 3 | 4 | 5 | Is doing little or nothing to make your community a good place to live                    |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. In your opinion do you think that the local law enforcement is:

|  |   |   |   |   |   |  |
|--|---|---|---|---|---|--|
| A. Fair  | 1 | 2 | 3 | 4 | 5 | Unfair   |
| B. Strict  | 1 | 2 | 3 | 4 | 5 | Lenient  |
| C. Honest  | 1 | 2 | 3 | 4 | 5 | Dishonest  |
| D. Respected   | 1 | 2 | 3 | 4 | 5 | Not Respected  |
| E. Treats all<br>community<br>groups equally<br>and fairly | 1 | 2 | 3 | 4 | 5 | Tougher on certain<br>community groups<br>than on others |

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

17. Have you thought about the following educational matters?

|  | <u>Yes</u> | <u>No</u> | <u>Comments</u> |
|--|------------|-----------|-----------------|
| A. Indian representation on the<br>school board  | 1          | 2         |                 |
| B. The Job Corp Center at<br>Mescalero           | 1          | 2         |                 |
| C. Appointment of a new<br>school superintendent | 1          | 2         |                 |
| D. The last school bond<br>issue                 | 1          | 2         |                 |
| E. Appointment of a new<br>football coach        | 1          | 2         |                 |

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

18. Have you changed your opinion on any of these issues in the last year or two: 1)Yes \_\_\_\_\_ 2)No \_\_\_\_\_

If yes, on what issues: \_\_\_\_\_

19. If not do you feel more strongly now about any of these questions than you did before: 1)Yes \_\_\_\_\_

2)No \_\_\_\_\_

If yes, on what issues? \_\_\_\_\_

20. Have you discussed any of these questions with other members of your family: 1)Yes \_\_\_\_\_

2)No \_\_\_\_\_

If yes, who? \_\_\_\_\_

On which issues \_\_\_\_\_

21. Have you discussed any of these questions with friends or other people at work? 1)Yes \_\_\_\_\_

2)No \_\_\_\_\_

If yes, who? \_\_\_\_\_

On which issues \_\_\_\_\_

22. Did you hear about any of these questions on the radio? 1)Yes \_\_\_\_\_

2)No \_\_\_\_\_

If yes, which issues \_\_\_\_\_

On tv? 1)Yes \_\_\_\_\_

2)No \_\_\_\_\_

If yes, which issues \_\_\_\_\_

23. Did you read about any of these questions in the newspaper? 1)Yes \_\_\_\_\_

2)No \_\_\_\_\_

If yes, which issues \_\_\_\_\_

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24. Have you discussed any of these questions with your minister, priest, or rabbi:

1)Yes

2)No

If yes, on which issues \_\_\_\_\_

25. Have you heard anyone speaking to a group of people about any of these questions? (e.g. clergyman, politician, union official, etc.)

1)Yes

2)No

If yes, on which issues \_\_\_\_\_

At what meeting \_\_\_\_\_

26. Have you ever attended a school board meeting, hearing, civic or professional organization meeting at which any of these school matters were discussed?

1)Yes

2)No

If yes, what was the meeting? \_\_\_\_\_

What issues were discussed \_\_\_\_\_

Did you express an opinion?

1)Yes

2)No

27. Who were some of the persons who expressed an opinion at the meeting?

28. If you needed a job for one of your family, who would you go to for help?

29. If you felt that your son or daughter wasn't getting the kind of education that you want them to get in the schools, who would you go to about it?

30. If you thought that the local government wasn't doing as good a job as you thought it should, who would you go to about it?

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31. If you thought that something should be done about recreational facilities for your children, who would you go to?

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32. If you thought that more money should be appropriated for the schools, recreational facilities for the kids, community improvements, etc. who would you go to?

---

33. Where were you born? \_\_\_\_\_

Where was your husband (wife) born? \_\_\_\_\_

34. How many years have you lived in this community? \_\_\_\_\_

35. Where did you live before you moved here? \_\_\_\_\_

36. For how long? \_\_\_\_\_

37. Why did you move? \_\_\_\_\_

38. To what extent do you agree or disagree with the following statements about your community?

|   | <u>Strongly<br/>Agree</u> | <u>Agree</u> | <u>Undecided</u> | <u>Disagree</u> | <u>Strongly<br/>Disagree</u> | <u>Comments</u> |
|---|---------------------------|--------------|------------------|-----------------|------------------------------|-----------------|
| A. Job opportunities for me (my husband) are good here                          | 1                         | 2            | 3                | 4               | 5                            |                 |
| B. Job opportunities for my children are good here                              | 1                         | 2            | 3                | 4               | 5                            |                 |
| C. Teachers in the school (s) that my children attend encourage them to do well | 1                         | 2            | 3                | 4               | 5                            |                 |

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|   | <u>Strongly<br/>Agree</u> | <u>Agree</u> | <u>Undecided</u> | <u>Disagree</u> | <u>Strongly<br/>Disagree</u> | <u>Comments</u> |
|---|---------------------------|--------------|------------------|-----------------|------------------------------|-----------------|
| D. People in<br>the community<br>are friendly   | 1                         | 2            | 3                | 4               | 5                            |                 |
| E. People in<br>our neigh-<br>borhood are<br>friendly   | 1                         | 2            | 3                | 4               | 5                            |                 |
| F. Would<br>like to stay<br>in this<br>community  | 1                         | 2            | 3                | 4               | 5                            |                 |
| G. I would<br>like to<br>have my<br>children<br>grow up and<br>live in this<br>community  | 1                         | 2            | 3                | 4               | 5                            |                 |
| H. Recreational<br>facilities (golf<br>course, swimming<br>pools, tennis<br>courts, parks)<br>are open for<br>everyone to<br>use in this<br>community | 1                         | 2            | 3                | 4               | 5                            |                 |
| I. If I had<br>a choice I<br>would ask that<br>my children be<br>assigned to<br>the teacher(s)<br>that they will<br>have for next<br>year             | 1                         | 2            | 3                | 4               | 5                            |                 |

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|  | <u>Strongly<br/>Agree</u> | <u>Agree</u> | <u>Undecided</u> | <u>Disagree</u> | <u>Strongly<br/>Disagree</u> | <u>Comments</u> |
|--|---------------------------|--------------|------------------|-----------------|------------------------------|-----------------|
| J. The principal of the school does his best to help my children to do well                          | 1                         | 2            | 3                | 4               | 5                            |                 |
| K. If I had a choice I would continue to send my children to the schools that they are now attending | 1                         | 2            | 3                | 4               | 5                            |                 |
| L. Stores in this community are open to everyone   | 1                         | 2            | 3                | 4               | 5                            |                 |
| M. Restaurants in this community are open to everyone  | 1                         | 2            | 3                | 4               | 5                            |                 |
| N. People in our community can buy or rent a home almost anywhere in the community that they desire  | 1                         | 2            | 3                | 4               | 5                            |                 |
| O. I feel that our neighborhood is a desirable place to live   | 1                         | 2            | 3                | 4               | 5                            |                 |

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|   | <u>Strongly<br/>Agree</u> | <u>Agree</u> | <u>Undecided</u> | <u>Disagree</u> | <u>Strongly<br/>Disagree</u> | <u>Comments</u> |
|---|---------------------------|--------------|------------------|-----------------|------------------------------|-----------------|
| P. There is little or no discrimination practiced against certain groups of people in this community                | 1                         | 2            | 3                | 4               | 5                            |                 |
| Q. Most community issues are discussed thoroughly and resolved with little or no conflict among the voters          | 1                         | 2            | 3                | 4               | 5                            |                 |
| R. Before making a decision the mayor and council give everyone an opportunity to express their views               | 1                         | 2            | 3                | 4               | 5                            |                 |
| S. Most decisions about the school, taxes, neighborhood and community improvements are made in a democratic fashion | 1                         | 2            | 3                | 4               | 5                            |                 |



39. What newspapers and magazines do you read regularly?

---

---

40. Name the three things that you like the most about your community in order of importance (most important first, etc.)

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

41. Name the three things that you like the least about your community in order of importance (i.e., the thing that you like the least first, etc.)

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

42. Name the organizations that in your opinion are most active in community affairs: \_\_\_\_\_

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43. Name the individuals who in your opinion are most active in community affairs: \_\_\_\_\_

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44. To what organizations do members of your family belong and how often do they participate in their activities?

|                             | <u>Do<br/>Not<br/>Belong</u> | <u>Belong<br/>but do<br/>not<br/>actively<br/>participate</u> | <u>Belong<br/>and<br/>participate<br/>once<br/>in a while</u> | <u>Belong<br/>and<br/>participate<br/>frequently</u> | <u>Belong<br/>and<br/>participate<br/>most of<br/>the time</u> |
|-----------------------------|------------------------------|---|---|--|--|
| (Specify the organizations) |                              |   |   |  |  |
| A. Social                   | 1                            | 2   | 3   | 4  | 5  |
| _____                       |                              |   |   |  |  |
| _____                       |                              |   |   |  |  |
| _____                       |                              |   |   |  |  |
| B. Religious                | 1                            | 2   | 3   | 4  | 5  |
| _____                       |                              |   |   |  |  |
| _____                       |                              |   |   |  |  |
| _____                       |                              |   |   |  |  |
| C. Fraternal                | 1                            | 2   | 3   | 4  | 5  |
| _____                       |                              |   |   |  |  |
| _____                       |                              |   |   |  |  |
| _____                       |                              |   |   |  |  |
| D. Pro-<br>fessional        | 1                            | 2   | 3   | 4  | 5  |
| _____                       |                              |   |   |  |  |
| _____                       |                              |   |   |  |  |
| _____                       |                              |   |   |  |  |
| E. Labor                    | 1                            | 2   | 3   | 4  | 5  |
| _____                       |                              |   |   |  |  |
| _____                       |                              |   |   |  |  |
| _____                       |                              |   |   |  |  |

|                     | <u>Do<br/>Not<br/>Belong</u> | <u>Belong<br/>but do<br/>not<br/>actively<br/>participate</u> | <u>Belong<br/>and<br/>participate<br/>once<br/>in a while</u> | <u>Belong<br/>and<br/>participate<br/>frequently</u> | <u>Belong<br/>and<br/>participate<br/>most of<br/>the time</u> |
|---------------------|------------------------------|---|---|--|--|
| F. Veterans         | 1                            | 2   | 3   | 4  | 5  |
| _____               |                              |   |   |  |  |
| _____               |                              |   |   |  |  |
| _____               |                              |   |   |  |  |
| G. Educa-<br>tional | 1                            | 2   | 3   | 4  | 5  |
| _____               |                              |   |   |  |  |
| _____               |                              |   |   |  |  |
| _____               |                              |   |   |  |  |
| H. Political        | 1                            | 2   | 3   | 4  | 5  |
| _____               |                              |   |   |  |  |
| _____               |                              |   |   |  |  |
| _____               |                              |   |   |  |  |
| I. Youth            | 1                            | 2   | 3   | 4  | 5  |
| _____               |                              |   |   |  |  |
| _____               |                              |   |   |  |  |
| _____               |                              |   |   |  |  |
| J. Sports           | 1                            | 2   | 3   | 4  | 5  |
| _____               |                              |   |   |  |  |
| _____               |                              |   |   |  |  |
| _____               |                              |   |   |  |  |
| K. Others           | 1                            | 2   | 3   | 4  | 5  |
| _____               |                              |   |   |  |  |
| _____               |                              |   |   |  |  |
| _____               |                              |   |   |  |  |

EDUCATION

45. How much education has each member of your family completed?

|                                | <u>Elementary School</u> |   |   |   |   |   | <u>High School</u> |   |   |    |    |    | <u>College or University</u> |    |    |    |    |    |    |    |
|--------------------------------|--------------------------|---|---|---|---|---|--------------------|---|---|----|----|----|------------------------------|----|----|----|----|----|----|----|
|                                | 1                        | 2 | 3 | 4 | 5 | 6 | 7                  | 8 | 9 | 10 | 11 | 12 | 13                           | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| A. Husband                     |                          |   |   |   |   |   |                    |   |   |    |    |    |                              |    |    |    |    |    |    |    |
| B. Wife                        |                          |   |   |   |   |   |                    |   |   |    |    |    |                              |    |    |    |    |    |    |    |
| C. Children<br>(Specify names) |                          |   |   |   |   |   |                    |   |   |    |    |    |                              |    |    |    |    |    |    |    |
| _____                          |                          |   |   |   |   |   |                    |   |   |    |    |    |                              |    |    |    |    |    |    |    |
| _____                          |                          |   |   |   |   |   |                    |   |   |    |    |    |                              |    |    |    |    |    |    |    |
| _____                          |                          |   |   |   |   |   |                    |   |   |    |    |    |                              |    |    |    |    |    |    |    |
| _____                          |                          |   |   |   |   |   |                    |   |   |    |    |    |                              |    |    |    |    |    |    |    |
| _____                          |                          |   |   |   |   |   |                    |   |   |    |    |    |                              |    |    |    |    |    |    |    |
| _____                          |                          |   |   |   |   |   |                    |   |   |    |    |    |                              |    |    |    |    |    |    |    |
| D. Others<br>(Specify names)   |                          |   |   |   |   |   |                    |   |   |    |    |    |                              |    |    |    |    |    |    |    |
| _____                          |                          |   |   |   |   |   |                    |   |   |    |    |    |                              |    |    |    |    |    |    |    |
| _____                          |                          |   |   |   |   |   |                    |   |   |    |    |    |                              |    |    |    |    |    |    |    |
| _____                          |                          |   |   |   |   |   |                    |   |   |    |    |    |                              |    |    |    |    |    |    |    |
| _____                          |                          |   |   |   |   |   |                    |   |   |    |    |    |                              |    |    |    |    |    |    |    |
| _____                          |                          |   |   |   |   |   |                    |   |   |    |    |    |                              |    |    |    |    |    |    |    |
| _____                          |                          |   |   |   |   |   |                    |   |   |    |    |    |                              |    |    |    |    |    |    |    |
| _____                          |                          |   |   |   |   |   |                    |   |   |    |    |    |                              |    |    |    |    |    |    |    |

46. Where do your children attend school?

| <u>Child's Name</u> | <u>School</u> | <u>Grade<br/>Next Year</u> | <u>Type of Program</u><br>(e.g., academic, general,<br>commercial, vocational) |
|---------------------|---------------|----------------------------|--|
| _____               | _____         | _____                      | _____  |
| _____               | _____         | _____                      | _____  |
| _____               | _____         | _____                      | _____  |
| _____               | _____         | _____                      | _____  |
| _____               | _____         | _____                      | _____  |
| _____               | _____         | _____                      | _____  |
| _____               | _____         | _____                      | _____  |

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47. How often do your children attend school?

1. Never miss a day
2. Miss school only when they are ill
3. Miss school once in awhile when they are needed at home
4. Miss school frequently when they don't want to attend

48. In your opinion, whom do your children like and dislike about school?

|                          | <u>Like</u> | <u>Dislike</u> |
|--------------------------|-------------|----------------|
| A. Principal             |             |                |
| B. Teachers              |             |                |
| C. Studies               |             |                |
| D. Homework              |             |                |
| E. Other Children        |             |                |
| F. Athletic Activities   |             |                |
| G. Watching Team Sports  |             |                |
| H. Belonging to Clubs    |             |                |
| I. Playgrounds           |             |                |
| J. School Library        |             |                |
| K. School Band           |             |                |
| L. School Plays          |             |                |
| M. Other (specify) _____ |             |                |

49. If "dislike" is checked on any item above, why do they dislike it?

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50. How much education would you like to have your children complete?

1. None
2. Elementary School
3. Junior High School
4. Senior High School
5. College
6. Graduate or Professional School

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51. How much education do you think your children will have an opportunity to complete?

1. None
2. Elementary School
3. Junior High School
4. Senior High School
5. College
6. Graduate or Professional School

52. If 50 and 51 disagree, ask

Why don't you think they will have an opportunity to complete as much education as you would like?

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53. In what school activities do your children participate outside the classroom?

1. Literary Activities (newspaper, annuals, etc.)
  2. Athletic Teams
  3. Social Clubs (pep, dance, etc.)
  4. Band
  5. School Plays
  6. Student Government
  7. Vocational-Professional (Future Teachers of America , science club, etc.)
  8. Other (specify) \_\_\_\_\_
- 

54. How often do you and/or your husband (wife) attend the following school activities?

|                             | Never | Once | Several Times | Most of the Time | Always |
|-----------------------------|-------|------|---------------|------------------|--------|
| A. PTA Meetings             | 1     | 2    | 3             | 4                | 5      |
| B. School Team Competitions | 1     | 2    | 3             | 4                | 5      |
| C. School Plays             | 1     | 2    | 3             | 4                | 5      |
| D. Band Concerts            | 1     | 2    | 3             | 4                | 5      |
| E. Parents' Day Affairs     | 1     | 2    | 3             | 4                | 5      |
| F. Other (specify) _____    | 1     | 2    | 3             | 4                | 5      |

---

55. If they do not participate in any of these activities, ask why not?

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60. If you had a choice, would you send your children to another school?

1. Yes

2. No

If "yes", to what school? \_\_\_\_\_

Why? \_\_\_\_\_

---

61. To what extent do you agree or disagree with the following statements about the school which your children attend:

|  | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Undecided</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|--|---------------------------------|--------------|------------------|-----------------|------------------------------------|
| A. It is one of the best schools in the state  | 1                               | 2            | 3                | 4               | 5                                  |
| B. The teachers are very much interested in my children and help them all they can           | 1                               | 2            | 3                | 4               | 5                                  |
| C. The principal is willing to discuss problems with me                                      | 1                               | 2            | 3                | 4               | 5                                  |
| D. Teachers will discuss my child's progress with me   | 1                               | 2            | 3                | 4               | 5                                  |
| E. My children can choose from several different programs (academic, commercial, vocational) | 1                               | 2            | 3                | 4               | 5                                  |
| F. The teachers do a good job in teaching the children right from wrong                      | 1                               | 2            | 3                | 4               | 5                                  |
| G. The other children are friendly toward my children  | 1                               | 2            | 3                | 4               | 5                                  |
| H. My children enjoy going to school   | 1                               | 2            | 3                | 4               | 5                                  |

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60 (continued)

|  | <u>Strongly<br/>Agree</u> | <u>Agree</u> | <u>Undecided</u> | <u>Disagree</u> | <u>Strongly<br/>Disagree</u> |
|--|---------------------------|--------------|------------------|-----------------|------------------------------|
| I. Teachers and counselors encourage the children to continue on in school                                       | 1                         | 2            | 3                | 4               | 5                            |
| J. Teachers and counselors will discuss job opportunities with my children                                       | 1                         | 2            | 3                | 4               | 5                            |
| K. School Board members try to provide good teachers and a good education for all of the children in the schools | 1                         | 2            | 3                | 4               | 5                            |

62. Name the things that you like most about the schools in order of importance (i.e., the things that you like the most first, etc.).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

63. Name the things that you like least about the schools in order of importance (i.e., the thing that you like the least first, etc.).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

64. The following is a list of the goals of the schools. Which of these goals do you think is most important (indicate by number one); the next most important (indicate by number two); etc.?

| <u>Rank</u> | <u>Goals</u>   |
|-------------|--|
| _____       | Teach skills so that my children can get jobs  |
| _____       | Teach them right from wrong  |
| _____       | Teach them about God   |
| _____       | Teach them to speak and write English well   |
| _____       | Teach them to speak and write another language besides English well.<br>What language? _____ |

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64. (Continued)

| <u>Rank</u>   | <u>Goals</u>  |
|---------------|---|
| <u>      </u> | Teach them to get along with other children   |
| <u>      </u> | Help them to be accepted by others when they grow up.   |
| <u>      </u> | Prepare them for high school or college   |
| <u>      </u> | Give them a well-rounded education  |
| <u>      </u> | Teach them to be good citizens  |
| <u>      </u> | Give them an opportunity to participate in other school activities<br>with children their own age |
| <u>      </u> | Other (specify) _____   |

65. In your opinion, is the school doing a good job in teaching your children those things which you feel are most important?

1. Excellent
2. Good
3. Fair
4. Poor
5. Bad

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

66. How do you think the schools might be improved so that your children will get the type of education that you feel is important?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

67. In your opinion, to what extent are the Spanish-American children encouraged by teachers, counselors, and school administrators to do well in the schools?

1. Not at all
2. Little
3. Some
4. Much
5. A great deal

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

68. In your opinion, to what extent are the Indian children encouraged by teachers, counselors, and school administrators to do well in the schools?

1. Not at all
2. Little
3. Some
4. Much
5. A great deal

Comments: \_\_\_\_\_

---

69. In your opinion, to what extent are the Anglo children encouraged by teachers, counselors, and school administrators to do well in the schools?

1. Not at all
2. Little
3. Some
4. Much
5. A great deal

Comments: \_\_\_\_\_

---

70. In your opinion, what proportion of the Spanish-American children could finish high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: \_\_\_\_\_

---

71. In your opinion, what proportion of the Indian children could finish high school if given adequate assistance and encouragement?

- |         |                 |
|---------|-----------------|
| 1. None | 5. All          |
| 2. Few  | Comments: _____ |
| 3. Some | _____           |
| 4. Most | _____           |

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72. In your opinion, what proportion of the Anglo children could finish high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: \_\_\_\_\_

---

73. In your opinion, what proportion of the Spanish-American children could go on to trade school or college after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: \_\_\_\_\_

---

74. In your opinion, what proportion of the Indian children could go on to trade school or college after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: \_\_\_\_\_

---

75. In your opinion, what proportion of the Anglo children could go on to trade school or college after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: \_\_\_\_\_

76. In your opinion, what proportion of the Spanish-American children could find a job after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: \_\_\_\_\_

77. In your opinion, what proportion of the Indian children could find a job after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: \_\_\_\_\_

78. In your opinion, what proportion of the Anglo children could find a job after high school if given adequate assistance and encouragement ?

- |         |                 |
|---------|-----------------|
| 1. None | 5. All          |
| 2. Few  | Comments: _____ |
| 3. Some | _____           |
| 4. Most | _____           |

79. In your opinion, what are the important problems in the schools, and what do you think should be done about them?

| <u>Problems</u>                     | <u>Comments on the Problems<br/>and What Should Be Done</u> |
|-------------------------------------|---|
| Finance                             |   |
| Buildings                           |   |
| Transportation                      |   |
| Curriculum                          |   |
| Teacher recruitment<br>and turnover |   |
| Teacher salaries<br>and welfare     |   |
| Selection of<br>administrators      |   |
| Community relations                 |   |
| Other (specify)                     |   |

80. In your opinion, do you feel that taxes for the public schools are

1. Too high
2. About right
3. Too low

Comments: \_\_\_\_\_

81. In your opinion, do you feel that salaries for teachers are

1. Too high
2. About right
3. Too low

Comments: \_\_\_\_\_

82. In your opinion, how adequate is the school's program of studies for Spanish-American children?

1. Good
2. Adequate
3. Inadequate

Comments: \_\_\_\_\_  
\_\_\_\_\_

83. In your opinion, how adequate is the school's program of studies for Indian children?

1. Good
2. Adequate
3. Inadequate

Comments: \_\_\_\_\_  
\_\_\_\_\_

84. In your opinion, how adequate is the school's program of studies for Anglo children?

1. Good
2. Adequate
3. Inadequate

Comments: \_\_\_\_\_  
\_\_\_\_\_

85. In your opinion, is public education a public expenditure or an investment?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NEW MEXICO STATE UNIVERSITY  
EQUAL EDUCATIONAL OPPORTUNITIES INSTITUTE  
COMMUNITY SURVEY

Date: 13 June--28 July 1966

Communities: Aztec, New Mexico  
Tularosa, New Mexico

SCHOOL INFORMATION

Interviewer \_\_\_\_\_ Date \_\_\_\_\_

1. Name: \_\_\_\_\_

2. Address: \_\_\_\_\_

3. Classification:

1. A

2. SA

3. I

4. N

4. Are you:

1. Single

2. Married--Husband (wife) living

3. Married--Husband (wife) dead

4. Divorced

5. Where do you go to church?

Name: \_\_\_\_\_ Denomination: \_\_\_\_\_

6. At what school do you teach?

7. What subjects do you teach and at what grade levels?

Subjects

Grade levels

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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8. If you are a counselor or administrator, what is your position?

---

9. If you are a school board member, what is your occupation?

---

10. How many years have you been a teacher, counselor, school administrator, or a member of the school board?

1    2    3    4    5    6 or more

11. How many years have you been a teacher, counselor, school administrator, or a member of the school board in this community?

1    2    3    4    5    6 or more

12. What is your academic background?

1. Bachelor's Degree
2. Bachelor's Degree with teaching certificate
3. Master's Degree in Education
4. Master's Degree in a subject area
5. Ed.D. or Ph.D.
6. Other (specify) \_\_\_\_\_

13. Do you have any Spanish-American children in your (classes, school, schools)?

1. Yes
2. No

14. In your opinion, how well do the Spanish-American children achieve in comparison to the Anglo children?

1. Much worse
2. Poorer
3. About the same
4. Somewhat better
5. Much better

Comments: \_\_\_\_\_

---



15. Do you have any Indian children in your (classes, school, schools)?

1. Yes
2. No

16. In your opinion, how well do the Indian children achieve in comparison to the Anglo children?

1. Much worse
2. Poorer
3. About the same
4. Somewhat better
5. Much better

Comments: \_\_\_\_\_  
\_\_\_\_\_

17. In your opinion, how well do the Indian children achieve in comparison to the Spanish-American children?

1. Much worse
2. Poorer
3. About the same
4. Somewhat better
5. Much better

Comments: \_\_\_\_\_  
\_\_\_\_\_

18. In your opinion, to what extent are the Spanish-American children encouraged by teachers, counselors, and school administrators to do well in the schools?

1. Not at all
2. Little
3. Some
4. Much
5. A great deal

Comments: \_\_\_\_\_  
\_\_\_\_\_

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19. In your opinion, to what extent are the Anglo children encouraged by teachers, counselors, and school administrators to do well in the schools?

1. Not at all
2. Little
3. Some
4. Much
5. A great deal

Comments: \_\_\_\_\_

---

20. In your opinion, to what extent are the Indian children encouraged by teachers, counselors, and school administrators to do well in the schools?

1. Not at all
2. Little
3. Some
4. Much
5. A great deal

Comments: \_\_\_\_\_

---

21. In your opinion, what proportion of the Spanish-American children could finish high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: \_\_\_\_\_

---

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22. In your opinion, what proportion of the Indian children could finish high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: \_\_\_\_\_

---

23. In your opinion, what proportion of the Anglo children could go on to trade school or college after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: \_\_\_\_\_

---

24. In your opinion, what proportion of the Spanish-American children could go on to trade school or college after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: \_\_\_\_\_

---

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25. In your opinion, what proportion of the Indian children could go on to trade school or college after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: \_\_\_\_\_

---

26. In your opinion, what proportion of the Spanish-American children could find a job after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: \_\_\_\_\_

---

27. In your opinion, what proportion of the Anglo children could find a job after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: \_\_\_\_\_

---

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28. In your opinion, what proportion of the Indian children could find a job after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: \_\_\_\_\_

29. What proportion of Spanish-American children participate in the following extra-curricular activities?

| <u>Extra-Curricular Activities</u>   | <u>None</u> | <u>Few</u> | <u>Some</u> | <u>Most</u> | <u>All</u> |
|--|-------------|------------|-------------|-------------|------------|
| Team Sports  | 1           | 2          | 3           | 4           | 5          |
| Concert Band   | 1           | 2          | 3           | 4           | 5          |
| Literary Activities<br>(Newspaper, annual, etc.)                                     | 1           | 2          | 3           | 4           | 5          |
| Social Activities<br>(Pep club, dances, etc.)  | 1           | 2          | 3           | 4           | 5          |
| Vocational-Professional Clubs<br>(Future Teachers of America,<br>Science Club, etc.) | 1           | 2          | 3           | 4           | 5          |
| Student government   | 1           | 2          | 3           | 4           | 5          |
| Others (specify) _____   | 1           | 2          | 3           | 4           | 5          |

Comments: \_\_\_\_\_

30. What proportion of the Indian children participate in the following extra-curricular activities?

| <u>Extra-Curricular Activities</u>   | <u>None</u> | <u>Few</u> | <u>Some</u> | <u>Most</u> | <u>All</u> |
|--|-------------|------------|-------------|-------------|------------|
| Team Sports  | 1           | 2          | 3           | 4           | 5          |
| Concert Band   | 1           | 2          | 3           | 4           | 5          |
| Literary Activities<br>(Newspaper, Annuals, etc.)                                    | 1           | 2          | 3           | 4           | 5          |
| Social Activities<br>(Pep club, dances, etc.)  | 1           | 2          | 3           | 4           | 5          |
| Vocational-Professional Clubs<br>(Future Teachers of America,<br>Science Club, etc.) | 1           | 2          | 3           | 4           | 5          |
| Student Government   | 1           | 2          | 3           | 4           | 5          |
| Other (specify) _____  | 1           | 2          | 3           | 4           | 5          |
| Comments: _____  |             |            |             |             |            |

31. What proportion of the Anglo children participate in the following extra-curricular activities:

| <u>Extra-Curricular Activities</u>   | <u>None</u> | <u>Few</u> | <u>Some</u> | <u>Most</u> | <u>All</u> |
|--|-------------|------------|-------------|-------------|------------|
| Team Sports  | 1           | 2          | 3           | 4           | 5          |
| Concert Band   | 1           | 2          | 3           | 4           | 5          |
| Literary Activities<br>(Newspaper, Annuals, etc.)                                    | 1           | 2          | 3           | 4           | 5          |
| Social Activities<br>(Pep Club, dances, etc.)  | 1           | 2          | 3           | 4           | 5          |
| Vocational-Professional Clubs<br>(Future Teachers of America,<br>Science Club, etc.) | 1           | 2          | 3           | 4           | 5          |
| Student Government   | 1           | 2          | 3           | 4           | 5          |
| Other (specify) _____  | 1           | 2          | 3           | 4           | 5          |
| Comments: _____  |             |            |             |             |            |

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32. In general, are the Spanish-American children absent from school as often as the Anglo Children?

1. Absent more often
2. About the same
3. Absent less often

Comments: \_\_\_\_\_  
\_\_\_\_\_

33. In general, are the Indian children absent from school as often as the Anglo children?

1. Absent more often
2. About the same
3. Absent less often

Comments: \_\_\_\_\_  
\_\_\_\_\_

34. In general are the Indian children absent from school as often as the Spanish-American children?

1. Absent more often
2. About the same
3. Absent less often

Comments: \_\_\_\_\_  
\_\_\_\_\_

35. In general, do more Spanish-American than Anglo children drop out of school before completing high school?

1. More drop out
2. About the same
3. Fewer drop out

Comments: \_\_\_\_\_  
\_\_\_\_\_

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36. In general, do more Spanish-American children than Indian children drop out of school before completing high school?

1. More drop out
2. About the same
3. Fewer drop out

Comments: \_\_\_\_\_  
\_\_\_\_\_

37. In general, do more Indian children than Anglo children drop out of school before completing high school?

1. More drop out
2. About the same
3. Fewer drop out

Comments: \_\_\_\_\_  
\_\_\_\_\_

38. In general, are there as many discipline problems among the Spanish-American children as there are among the Anglo children?

1. More problems
2. About the same
3. Fewer problems

Comments: \_\_\_\_\_  
\_\_\_\_\_

39. In general, are there as many discipline problems among the Indian children as there are among the Anglo children?

1. More problems
2. About the same
3. Fewer problems.

Comments: \_\_\_\_\_  
\_\_\_\_\_

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40. In general, are there as many discipline problems among the Indian children as there are among the Spanish-American children?

1. More problems
2. About the same
3. Fewer problems

Comments: \_\_\_\_\_

\_\_\_\_\_

41. In your opinion, do the parents of the Spanish-American children encourage their children to do well in school as much as the parents of the Anglo children?

1. Encourage them more
2. About the same
3. Encourage them less

Comments: \_\_\_\_\_

\_\_\_\_\_

42. In your opinion, do the parents of the Indian children encourage their children to do well in school as much as the parents of the Anglo children?

1. Encourage them more
2. About the same
3. Encourage them less

Comments: \_\_\_\_\_

\_\_\_\_\_

43. In your opinion, do the parents of the Indian children encourage their children to do well in school as much as the parents of the Spanish-American children?

1. Encourage them more
2. About the same
3. Encourage them less

Comments: \_\_\_\_\_

\_\_\_\_\_

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44. In your opinion, what are the important problems in the schools, and what do you think should be done about them?

| <u>Problems</u>                     | <u>Comments on the Problems<br/>and What Should Be Done</u> |
|-------------------------------------|---|
| Finances                            | _____   |
| Buildings                           | _____   |
| Transportation                      | _____   |
| Curriculum                          | _____   |
| Teacher recruitment<br>and turnover | _____   |
| Teacher salaries<br>and welfare     | _____   |
| Selection of<br>Administrators      | _____   |
| Community Relations                 | _____   |
| Other (specify)                     | _____   |

45. What are some of the organizations and who are some of the individuals in town who are interested in the following school matters:

| <u>Issues</u>                                    | <u>Comments</u> |
|--|-----------------|
| Preparation and approval of the<br>School budget | _____           |
| A Bond Issue                                     | _____           |
| Appointment of a new Superintendent              | _____           |
| School Board Elections                           | _____           |
| Selection of a Coach                             | _____           |

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46. In your opinion, how can the feelings of the community be determined prior to school board action?

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47. In your opinion, what individuals and organizations could offer the most valid advice on proposed changes in public school policy?

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48. In your opinion, what individuals and organizations could offer the least valid advice on proposed changes in public school policy?

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49. In your opinion, do you feel that taxes for the public schools are

1. Too high
2. About right
3. Too low

Comments: 

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50. In your opinion, do you feel that salaries for teachers are

1. Too high
2. About right
3. Too low

Comments: 

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51. In your opinion, how adequate is the school's program of studies for the Spanish-American children?

1. Good
2. Adequate
3. Inadequate

Comments: \_\_\_\_\_  
\_\_\_\_\_

52. In your opinion, how adequate is the school's program of studies for Indian children?

1. Good
2. Adequate
3. Inadequate

Comments: \_\_\_\_\_  
\_\_\_\_\_

53. In your opinion, how adequate is the school's program of studies for Anglo children?

1. Good
2. Adequate
3. Inadequate

Comments: \_\_\_\_\_  
\_\_\_\_\_

54. In your opinion, is public education a public expenditure or an investment?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

55. In your opinion, what proportion of the Anglo children could finish high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: \_\_\_\_\_

\_\_\_\_\_

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### SALARY

1. 0-2999
2. 3000-5999
3. 6000-8999
4. 9000-10,999
5. 11,000-14,999
6. 15,000--

### GOALS

1. Teach skills so that my children can get jobs
2. Teach them right from wrong
3. Teach them about God
4. Teach them to speak and write English well
5. Teach them to speak and write another language besides English well.  
What Language? \_\_\_\_\_
6. Teach them to get along with other children
7. Help them to be accepted by others when they grow up
8. Prepare them for high school or college
9. Give them a well-rounded education
10. Teach them to be good citizens
11. Give them an opportunity to participate in other school activities  
with children their own age
12. Other (specify) \_\_\_\_\_