

## DOCUMENT RESUME

ED 076 303

24

RC 007 014

AUTHOR Towne, Douglas C.; Lee, Cheryl H.  
TITLE Many Voices Speak. A State-of-the-Art Paper on Curriculum Development for Occupational Education of Indians.

INSTITUTION Northwest Regional Educational Lab., Portland, Oreg.

SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.

PUB DATE Jun 73  
GRANT OEG-0-72-4464  
NOTE 231p.

EDRS PRICE MF-\$0.65 HC-\$9.87  
DESCRIPTORS \*American Indians; Curriculum; \*Education; Information Sources; Nonreservation American Indians; \*Occupations; Participant Involvement; \*Policy Formation; Program Descriptions; \*Resource Materials; Skills

IDENTIFIERS Northwest Indian Council on Education

## ABSTRACT

The Northwest Regional Educational Laboratory provided technical assistance to the Northwest Indian Council on Education for a study of curriculum development for Indian occupational education. The purpose of the study was twofold: (1) to provide policy suggestions for the consideration of the curriculum center; and (2) to summarize curriculum development and occupational education as it applies to Indians. This report was divided into 6 major sections. The first 3 sections presented a variety of statements which represented the diversity and breadth of the existing knowledge base. An attempt was made to present the many voices of Native Americans for education, curriculum development, and policy participation. Following the "Many Voices Speak" sections, educational programs available to Indians were described. Resources were presented (e.g., literature, organizations, audio-visual) for concerned Indians and non-Indians. Recommendations suggested a series of workshops to review the content of this study. (FF)

J FORM 8910

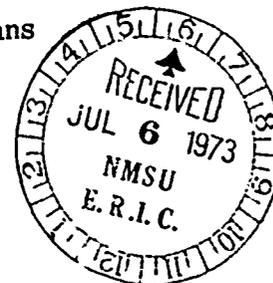
PRINTED IN U.S.A.

FILMED FROM BEST AVAILABLE COPY

MANY VOICES SPEAK

A State-of-the-Art Paper on  
Curriculum Development for Occupational Education of Indians

Grant No. OEG-0-72-4464



U. S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIGIN-  
ATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT  
OFFICIAL NATIONAL INSTITUTE OF  
EDUCATION POSITION OR POLICY.

By:

Douglas C. Towne  
Cheryl H. Lee

of the

Northwest Regional Educational Laboratory  
710 S. W. Second Avenue  
Portland, Oregon 97204

on behalf of

The Northwest Indian Council on Education

May 1973

Published by the Northwest Regional Educational Laboratory, a private nonprofit corporation supported in part as a regional educational laboratory by funds from the National Institute of Education, Department of Health, Education, and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

Submitted to:

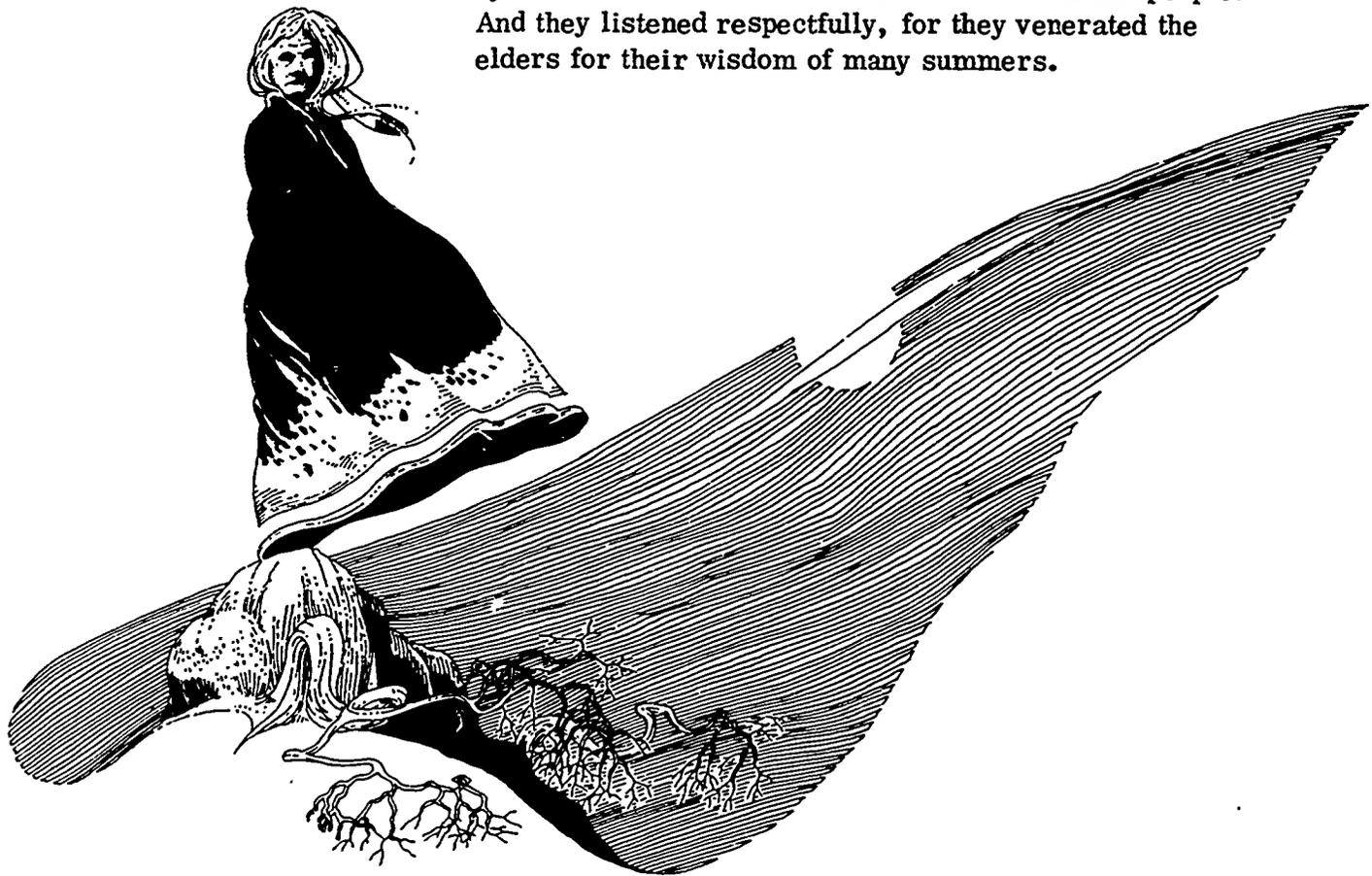
Office of Education  
Department of Health, Education and Welfare

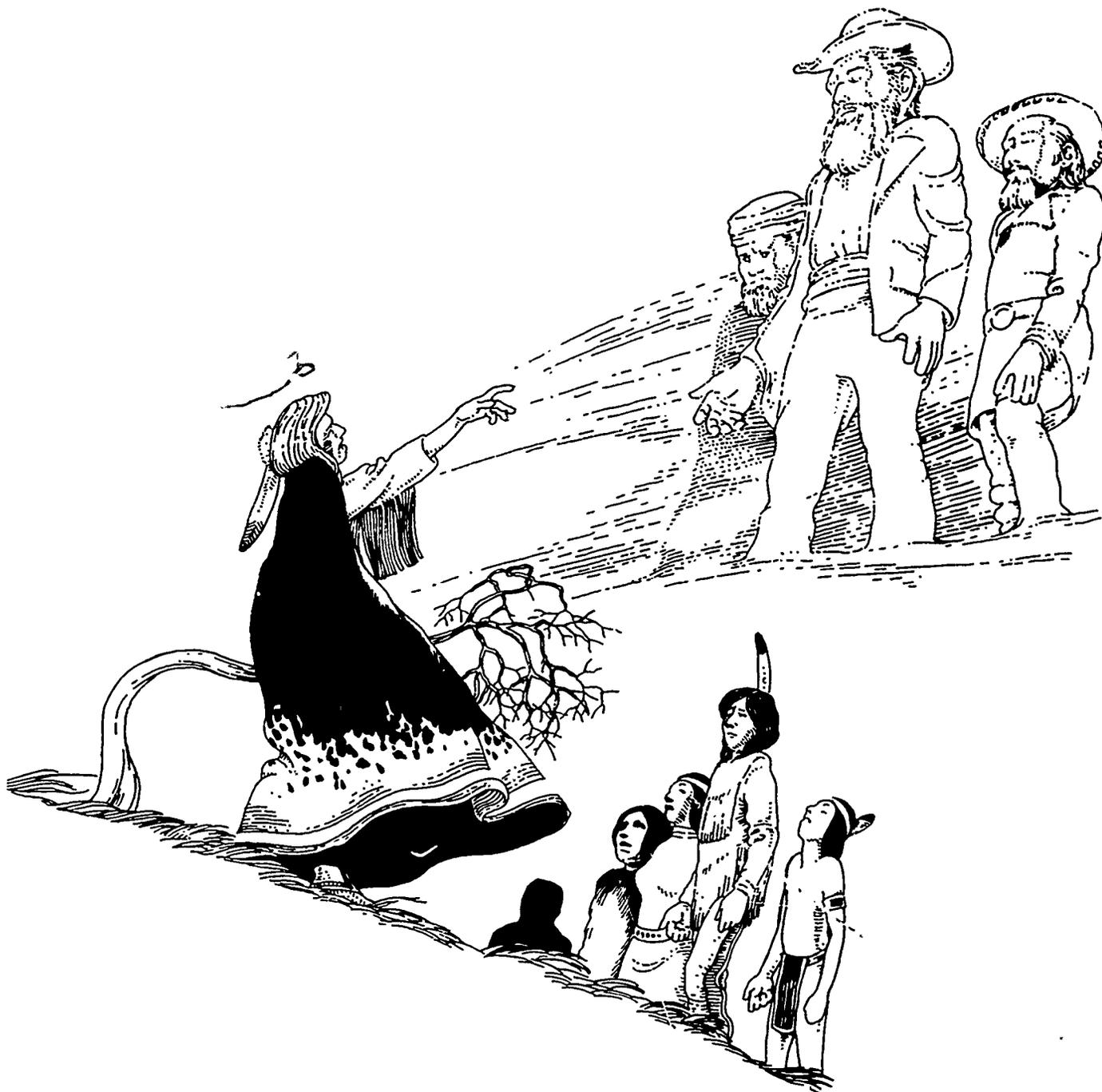
ED 076303

RC007014

## The Prophecy

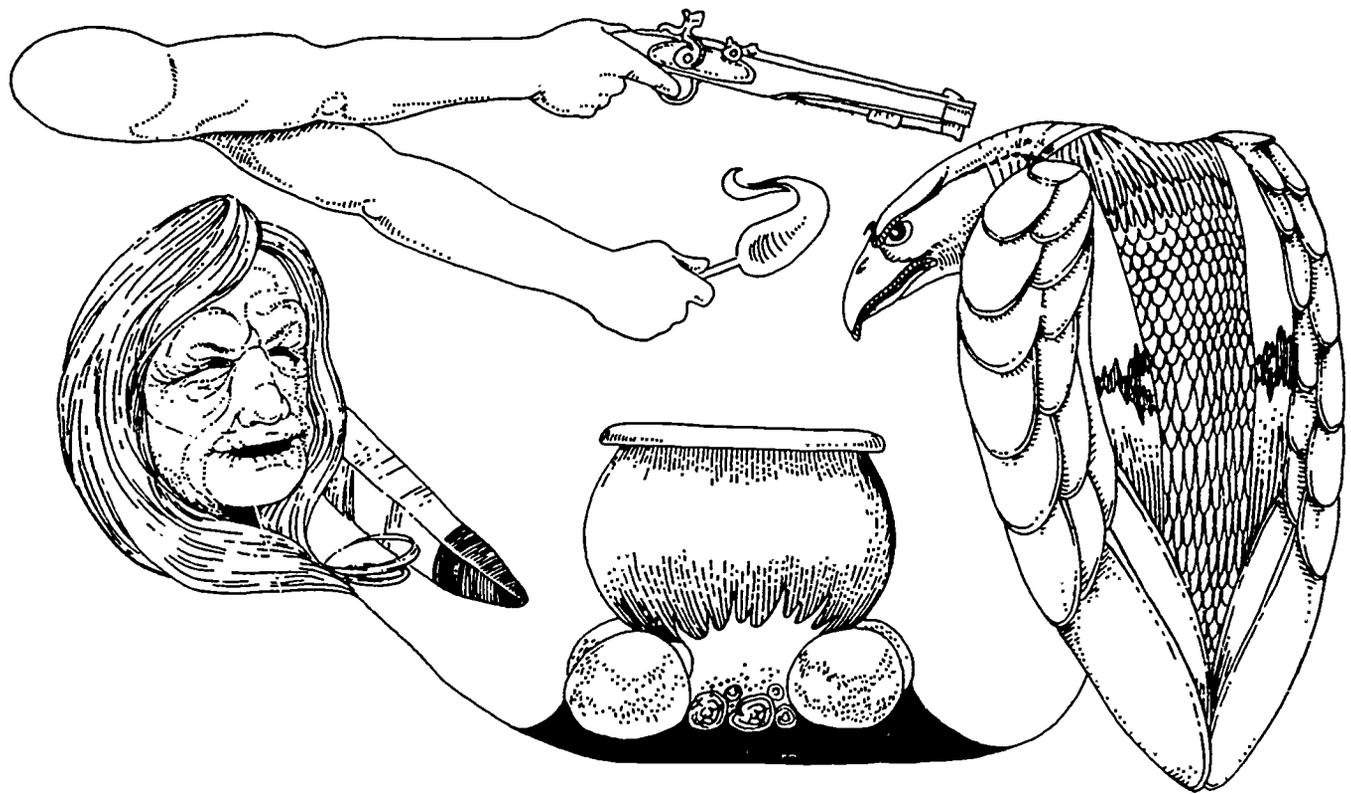
An old man dreamt a wondrous dream. So moved was he by these visions that he described them to all his people. And they listened respectfully, for they venerated the elders for their wisdom of many summers.





"By and by, so my dream has told me, strange men from distant lands will come," the old warrior said. "They will be of different skin and their faces will have hair upon them and strange their garments shall be. So my dreams have told me."

And the people were impressed.

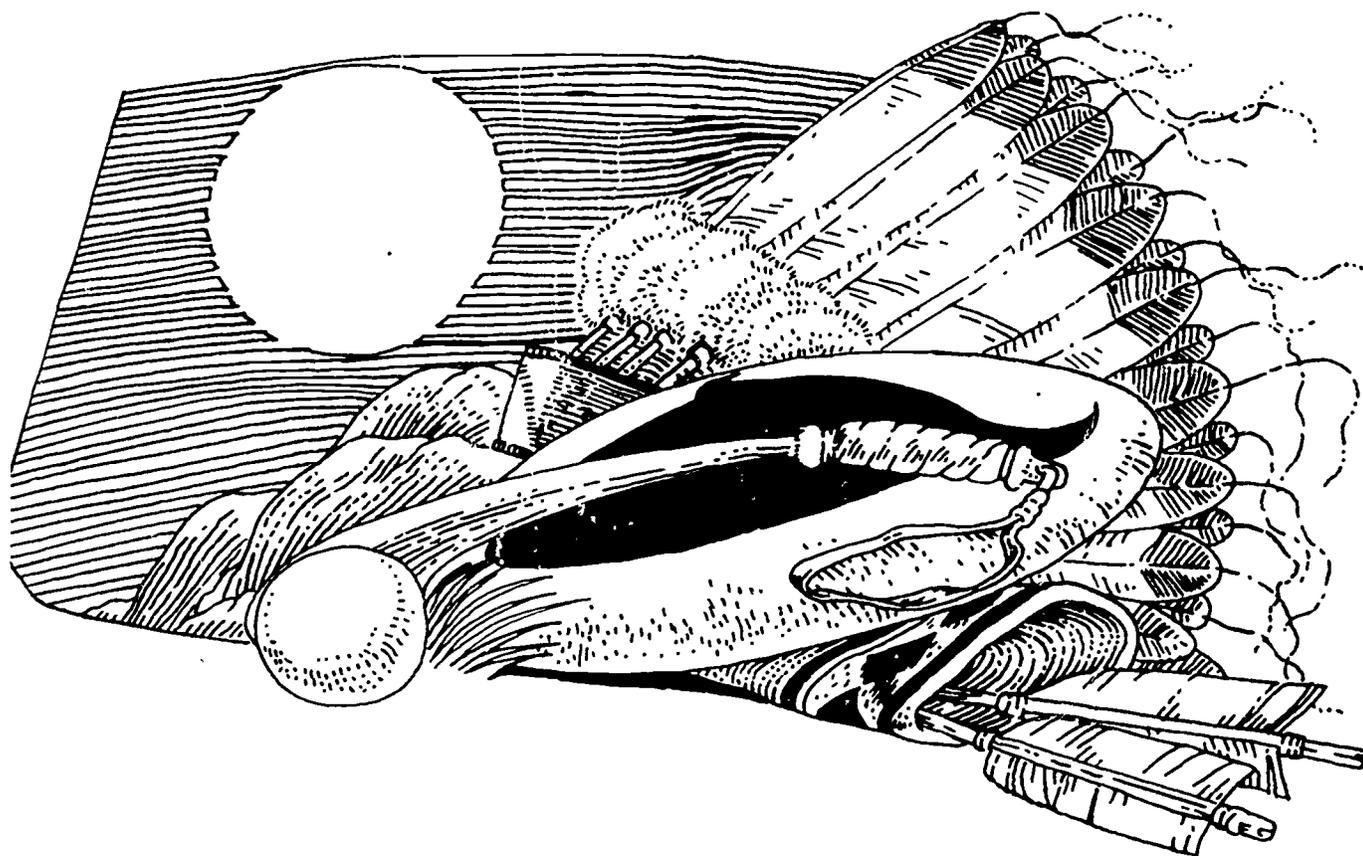


"And when these people come, by and by, strange and wondrous gifts will they bear. A magic wand that will slay game or an enemy just by the pointing of it. Magic kindle wood that will burn by itself. No longer to spend long whiles with rock and flint and tinder. Wonderful metal pots for cooking will they bring. No more the stone vessels so heavy and awkward. But most wondrous and terrible of all, they will by and by mount great metal birds and be carried through the air. "

"Thus was my vision. And it will come to pass, by and by."

And the people rejoiced, for it was good news.

And by and by, lo' it came to pass.



Gary Davis

Based on: "The Coming of the White People," which appears in Indian Legends of the Pacific Northwest by Ella E. Clark (Berkeley: University of California Press) 1953.

## PREFACE

During recent years there has occurred a resurgence of interest in the activities of and problems faced by American Indians. Many voices have spoken on behalf of the Native American. Such concern has emanated from a variety of sources and has offered a diversity of analyses and recommendations. The Indian situation, however, seems to remain much the same.

Any informed American who has observed the current events of the past five years can well attest to the conditions of American Indians as portrayed by the news media. Popular literature has also given rise and exposure to many books and articles dealing with the Indian from several perspectives. Scholarly literature has also become available which deals with the general nature of the situation from various theoretical and research approaches.

It appears simple to reiterate and reinforce our concern for and empathy with the American Indian. We as individuals separately, and as a nation collectively, have voiced our distress with existing Indian conditions. Researchers, authors, commentators and others have all given varying arguments on behalf of improved conditions for Indians. Recently, more and more Indians, both on and off reservations have been speaking out for greater justice and redress of present and past inequities.

Yet the problems remain!

The Bureau of Occupational and Adult Education (BOAE) has sought to investigate and clarify its potential role in alleviation of the Indian situation. The Bureau makes no claim to major responsibility for the existing situation. The Bureau also makes no claim to its ability to solve a problem of such magnitude. The Bureau is interested, however, in exploring ways and means by which its policies and programs

can better meet the occupational needs of the Indian population. In particular, the Curriculum Center for Occupational and Adult Education of BOAE is concerned with the potential of curriculum development for occupational education of Indians.

In June of 1972 the Northwest Regional Educational Laboratory (the Lab) began providing technical assistance to the Northwest Indian Council on Education (NICE) in conducting a state-of-the-art study on Curriculum Development for Occupational Education of Indians. The purpose of funding these two agencies to conduct this study was twofold; 1) to provide policy suggestions for the consideration of the Curriculum Center, and 2) to summarize in a concise and useful manner the existing information on curriculum development and occupational education as it applies to Indians.

This report is the result of these activities.

The Northwest Indian Council on Education served as the steering committee and provided policy and program directions as well as expert advice. The NICE group is made up of representatives from various tribal groups and well represents the Indian from both a local and national perspective.

The Northwest Regional Educational Laboratory has been involved with various projects in occupational, adult and other curriculum areas as well as working with various minority groups - especially Indians of the Northwest. The two organizations together provided a unique opportunity to experiment with a major focus of this report, i. e. , providing Indians with technical assistance in performing tasks that they decide are desirable.

This report reflects just such an approach. We hope you find this report helpful and useful.



Warren R. Clements, Chairman  
Northwest Indian Council on Education

## INTRODUCTION

Many voices speak, but few are heard. Recent decades have seen an increasing sense of frustration and alienation on the part of the minorities. This feeling is due partially to the perceived lack of interest on the part of those holding power to the thoughts and suggestions of those without power. Concluding that their voices were falling upon deaf ears, many minority groups sought vivid new ways of gaining attention. Watts, Newark and Chicago represented some of the attempts by the black community to make their voices heard. The Alcatraz episode (1968-69), the Trail of Broken Treaties (1972), and Wounded Knee (1973) represent Indian attempts to gain the ears of America. These voices have often been discounted, however, because they are believed to be too militant.

Other voices have also spoken and have also been ignored. The voice of the researcher has often been directed to other researchers only and not to the politician who might be able to legislate change. The politicians have talked among themselves and have at times recognized the problems and needs, but have been unable to formulate solutions acceptable to the target group.

The Indian statement is a multifaceted statement derived from many voices speaking both in unison and in dissonance. No single person speaks for all Indians. No Indian organization represents all Indians. Within all Indian groups and even within each individual there exists diversity and discordance.

And thus it should be.

This report is divided into six major sections. The purpose of the first three sections is to present a taste of the variety of statements which represent the diversity and breadth of the existing knowledge base. Seldom does a human decision rely solely upon religious or political considerations, humanitarian or economic reasoning, or upon research findings. Rather, human behavior is guided by decisions and reactions which are based upon information derived from many sources. We have attempted to present a sampling of these many voices in the first three sections.

Following the "Many Voices Speak" sections, programs available to Indians are described. The Resources section presents some of the available resources (e.g., literature, organizations, audio-visual) for Indians and non-Indians alike who are concerned with Indian education.

CONTENTS

THE PROPHECY . . . . . i  
PREFACE . . . . . v  
INTRODUCTION . . . . . vii

MANY VOICES SPEAK: THE NATIVE AMERICAN . . . . .



MANY VOICES SPEAK: EDUCATION & CURRICULUM  
DEVELOPMENT . . . . .



MANY VOICES SPEAK: POLICY PARTICIPATION . . . . .



PROGRAMS . . . . .



RESOURCES . . . . .



POLICY RECOMMENDATIONS . . . . .



## MANY VOICES SPEAK: THE NATIVE AMERICAN

"Father: The Great Spirit made the white man and the Indian. He did not make them alike . . . . The white man does not like to live like the Indian - it is not his nature. Neither does the Indian love to live like the white man - the Great Spirit did not make him so. We do not wish to do anything contrary to the will of the Great Spirit. If he had made us with white skins and characters like the white man, then we would send our children to . . . school to be taught like white children.

We think if the Great Spirit had wished us to be like the whites, he would have made us so. We believe he would be displeased with us to try and make ourselves different from what he thought good. I have nothing more to say. This is what we think. If we change our minds we will let you know."

Decori, Winnebago chief as quoted in  
Osborne, 1973, p. 20

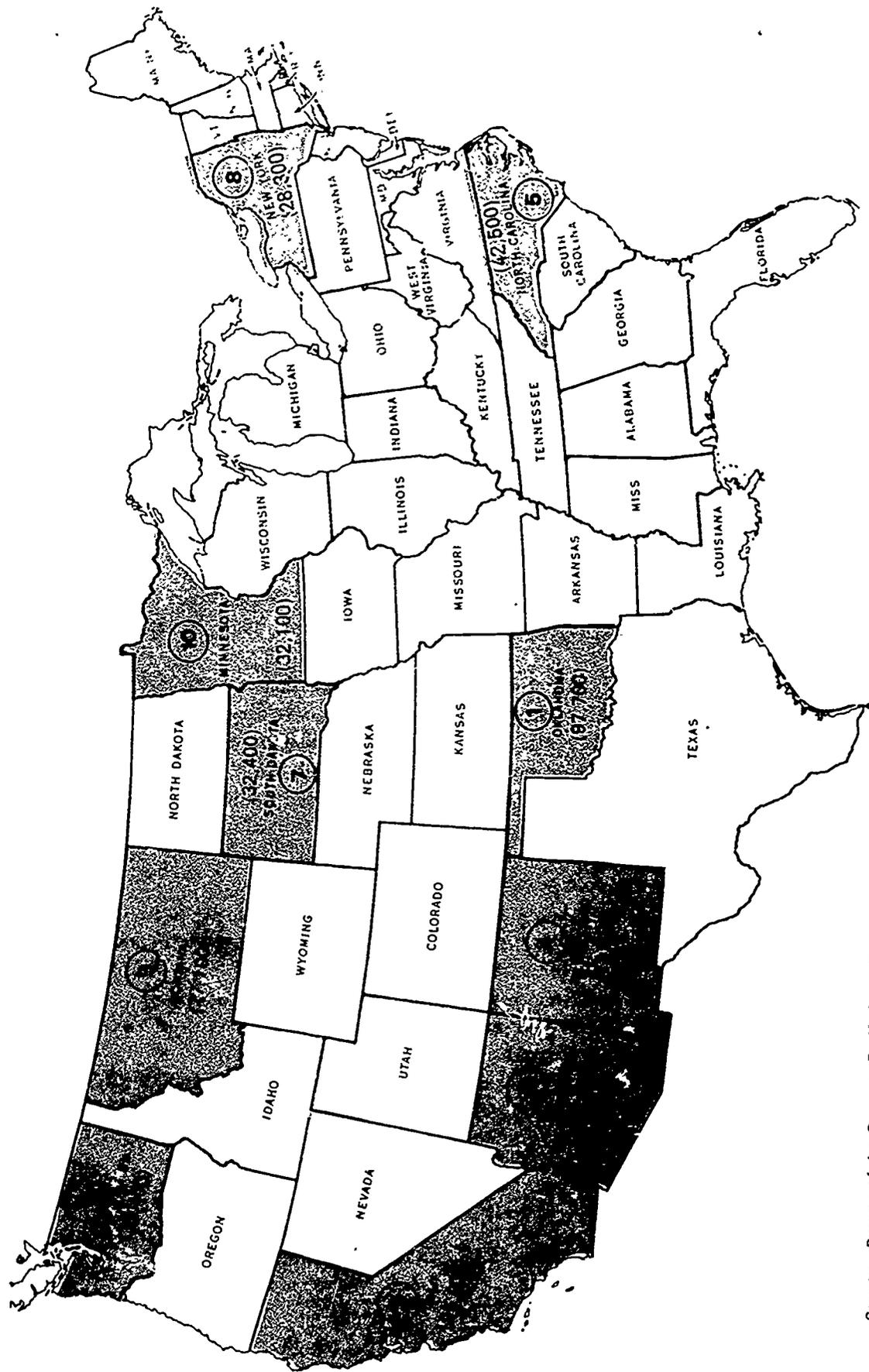
For over a century most Indian tribes have been in special relationship with the federal government, which has given them certain rights and claims that other residents of the country do not have. At the same time, however, they have been denied the power to govern themselves on many matters, to administer programs, or to make agreements and transact important business without the approval of a white man representing the federal government.

From this status to the status of full self-determination is a long journey which may be made in various ways. Today Indians themselves and their supporters are making plans and starting actions that are moving in the general direction of greater self-government, while revising and improving strategy as conditions change.

A major component of this policy is that the Indians voice should grow stronger with respect to education and on this issue there is a broad consensus.

Fuchs & Havighurst, 1972, p. 314-315

# TEN LEADING STATES IN INDIAN POPULATION



Source: Bureau of the Census, Preliminary Report / March 18, 1971

And I added, with conviction, that I feel that bureaucratic deafness has been cured: We are listening to you who speak Indian in its many mystic and beautiful tongues. That is why I am here today --- with members of our staff. That is why I visited Neah Bay yesterday, and will go to Fort Lawton this afternoon and the Quinault Reservation in Taholah tomorrow. I expect to spend much more time at these places listening than speaking, and it behooves me now to stop speaking and to begin to listen.

Marland, 1972, p. 17

A conventional wisdom of the United States portrays our nation as the world's cultural melting pot - a land in which all have equal opportunity to become integrated within a single culture. For many minorities such results did occur as a natural course of events; sometimes as the result of their specific efforts and also partially in spite of societal pressures against them.

The Indian culture, however, was not allowed to merge or slowly blend with what became the dominant culture of the outsider. The Indian culture received vicious, overt attacks upon itself. Legal and social pressures were mercilessly applied to eradicate the culture itself just as at other times military pressures were used to eradicate the members of the Indian culture.

Such open and publicly condoned efforts of cultural annihilation are not the case with other minorities (with the exception of the slave trade effects upon the blacks). Other cultures have indeed yielded to pressures of change. Such pressures, however, have been less direct and of much smaller magnitude. In addition, the cultures affected had options of yielding to such pressures rather than being forced by legislative and bureaucratic mandate.

Numerous vicious and open attacks were directed at the denial and destruction of Indian culture. Such attacks were led and supported by many

non-Indians as well as some Indians. Outright ignorance and denial of the rich cultural heritage resulted in the irrevocable loss of much of what was Indian.

Such annihilation cannot but be reflected in the personal and social behaviors of members of the affected culture. Not only have existing tribes been deprived of some of their cultural heritage, but other tribes have been entirely eliminated. The total effect upon the Indian culture cannot be assessed.

The culmination of knowledge about ourselves and the world we live in pulls together all that we have heard and perceived, either consciously or subliminally, into an understanding of who we are and how we relate to the external world. Since individuals are continually bombarded with information varying in validity as well as in its degree of internalization, it becomes difficult to determine which beliefs derive from reasoning and which result from frequency of input.

Children, in particular, can be greatly affected by this process. They often become what they are expected to become. There is ample reason to expect our society through its educational system has contributed in great measure to self-expectations of minority group individuals. The self-expectations are based upon frequent informational inputs, both conscious and subliminal, which come to be perceived as "knowledge" due more to frequency than reason.

History books and the classrooms serve as a major source of informational input. Both have dealt poorly with the Indian and his role in our past. Vogel in This Country Was Ours (1972) places this problem in perspective with the following:

There is a growing interest in the maltreatment of Indians in American history books, and especially in textbooks. It is hardly necessary to expand here on the consequences of such deformed history: the creation or reinforcement of feelings of racial arrogance, and the disorgement from our schools of students with a warped understanding of their cultural heritage, with no comprehension of the revolutionary changes taking place in the world, and no intellectual equipment for dealing with the problems of race relations here and abroad.

Vogel, p. 284

Vogel continues by describing four methods used by historians to

". . . create or perpetuate false impressions of aboriginal Americans. . ."

(Vogel, p. 284):

Obliteration: Ignoring the Indian as if he did not exist or selecting for omission those events which show the Indian in ways usually reserved for the ". . . glorification of the winners. . ." (Vogel, p. 285)

Disembodiment: Treatment of the aboriginal American ". . . as a sub-human nomad, a part of the fauna belonging to the wilderness. . ."

(Vogel, p. 287) remains with us yet as we resort often to the cruel stereotypes of primitive hunters, Indian savages and other equally inaccurate descriptive terms.

Defamation: This type of history lists only the faults and none of the virtues of the American Indian. Vogel maintains that, "These historians are gone, but their influence is not. Their crude racism has gone out of fashion, but derogation of Indian character continues." (Vogel, p. 291).

Disparagement: Ignoring the many accomplishments and influences of the Indian on our culture and other cultures throughout the world is a great disservice. Collier states it well as he says of the aboriginal American:

They had what the world has lost. They have it now. What the world has lost, the world must have again, lest it dies . . . It is the ancient, lost reverence and passion for human personality, joined with the ancient, lost reverence for the earth and its web of life. (as cited in Vogel, p. 292-293)

The attitudes or philosophy towards the Indian held by what was probably the majority of Anglos 100 years ago has, at least partially, been transmitted from generation to generation. With this exposure to blatant and continuous misinformation, how can we really expect the self-fulfilling prophecies and ingrained prejudices to be extinguished rapidly? History books, testbooks, novels, television programs, even the news media, must share the responsibility of re-education. In reflecting just who and what the Indian and Indian culture was and is today, all sources of communication must replace the accumulated misinformation with knowledge and attitudes based upon facts.

The altered behavior patterns of individuals robbed of their heritage cannot be reversed. The interactions which might have occurred between various sub-cultures will now never occur. As a result Indians, as well as non-Indians, have lost much.

There was a tendency on the American frontier to equate the Indian with the savagery of uncontrolled violence when in fact he was, in many respects, a better peacemaker and peacekeeper than the white man.

Jacobs, 1972, p. 5

The Indians used the land, apportioned territories in which they hunted, fished, farmed, & lived, but they did not conceive of land as something that an individual owned, sky above & rock below. To the unsophisticated red man, such an idea was an absurdity.

Burnette, 1971, p. 12

"No one can have very elevating thoughts on an empty stomach, or with insufficient clothing to combat the cold, or in a diseased state of physique."

Louis Gourd, Cherokee Indian  
as quoted in Committee on Labor  
& Public Welfare, 1969, p. 546

The Indian experience seemed to make men who put the safety and welfare of the group above private ambition. Among them, the man who gained most in honor and standing was the man who gave most to his kinsmen and his community. It was a society in which men acted responsibly--not by direction, but because a man respected himself for so acting. Indeed, respect for what each man stood for was at the core of Indian life. Indians did not go forth to plant 'true faith' in infidel lands.

Fey & McNickle, 1970, p. 19-20

It is not out of any obstinate refusal to come to terms with modern society that Indians oppose efforts, however well intended, to cut them away from their past. The reservations are their homes, and Indians have the same attachment to the homeland as a Frenchman has to the sacred soil of France, or a German to the Fatherland . . . . For the same reason they wish to retain their tribal organization, since this is the manner by which their existence is formalized. In short, Indian tribes are no more prepared to legislate themselves out of existence, they are no more ready for annihilation, than is any other group of people sharing a common history, a common language, and a system of commonly accepted goals in life.

Fey & McNickle, 1970, p. 13

The reformer did not believe that the Indian's values should be respected. The Indian was a child whose perverse will had to be broken until his behavior conformed to that of his loving but stern father.

Washburn, 1971, p. 74

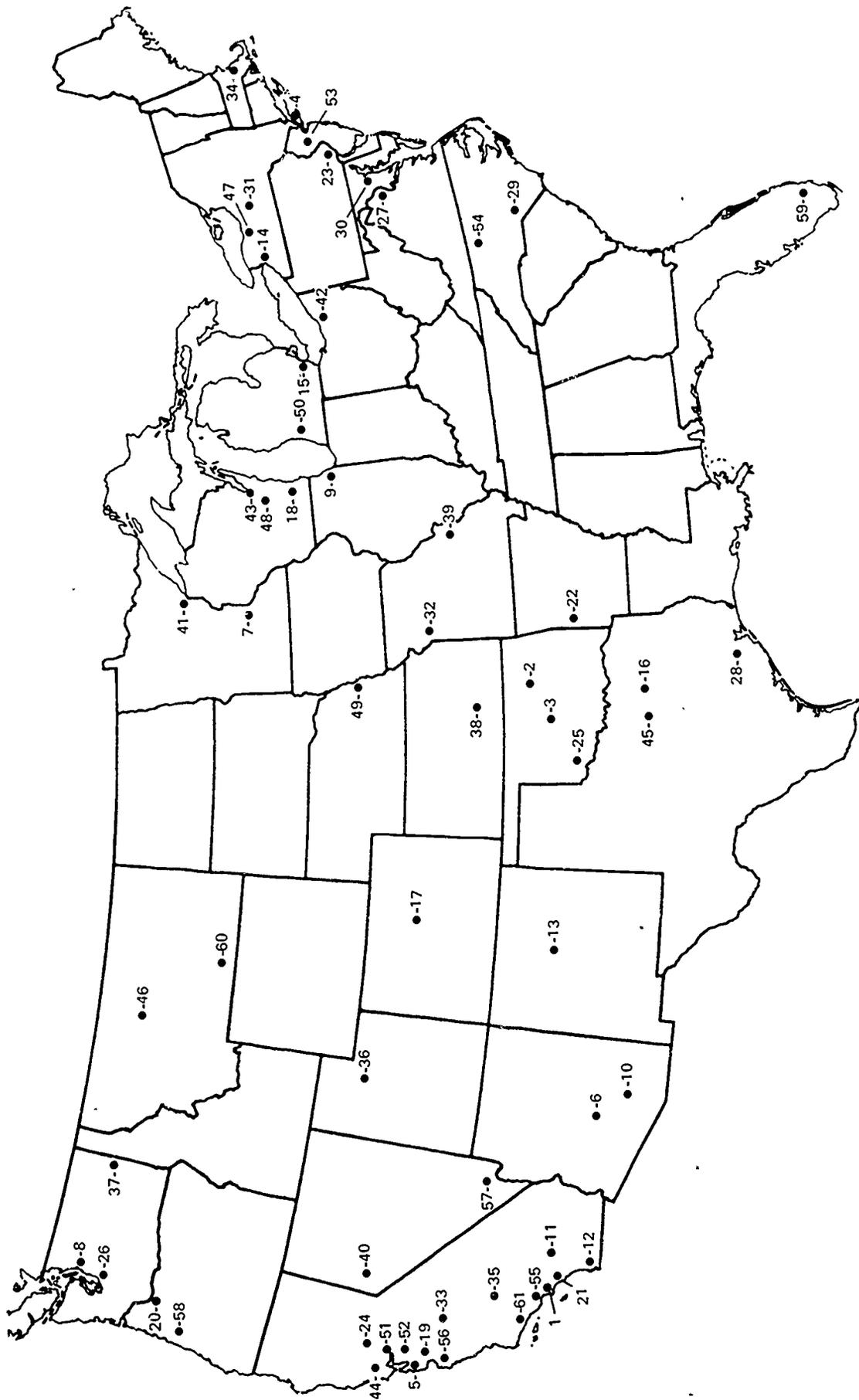
The tradition of a subsistence economy . . . makes it not only possible for an Indian to exist with relatively little effort and considerable security on the reservation, but often it may be a more desirable option than trying to adjust to the non-Indian society and economy with its differing sets of values and standards.

Taylor, 1972, p. 123

STANDARD METROPOLITAN STATISTICAL AREAS WITH AN  
INDIAN POPULATION OF 1,000 OR MORE

<u>Standard Metropolitan Statistical Area</u>	<u>Indian Population</u>	<u>Standard Metropolitan Statistical Area</u>	<u>Indian Population</u>
1. Los Angeles/Long Beach, CA	24,509	31. Syracuse, NY	2,458
2. Tulsa, OK	15,519	32. Kansas City, MO	2,402
3. Oklahoma City, OK	13,033	33. Fresno, CA	2,144
4. New York, NY	12,160	34. Boston, MA	2,132
5. San Francisco/Oakland, CA	12,011	35. Bakersfield, CA	2,039
6. Phoenix, AZ	11,159	36. Salt Lake City, UT	2,005
7. Minneapolis/St. Paul, MN	9,852	37. Spokane, WA	1,988
8. Seattle/Everett, WA	9,496	38. Wichita, KS	1,977
9. Chicago, IL	8,996	39. St. Louis, MO/IL	1,931
10. Tucson, AZ	8,837	40. Reno, NV	1,926
11. San Bernadino/Riverside/Ontario, CA	6,378	41. Duluth/Superior, MN/WI	1,781
12. San Diego, CA	5,880	42. Cleveland, OH	1,750
13. Albuquerque, NM	5,839	43. Green Bay, WI	1,695
14. Buffalo, NY	5,775	44. Santa Rosa, <sup>4</sup> CA	1,623
15. Detroit, MI	5,683	45. Ft. Worth, TX	1,610
16. Dallas, TX	5,022	46. Great Falls, MT	1,509
17. Denver, CO	4,348	47. Rochester, NY	1,446
18. Milwaukee, WI	4,075	48. Appleton/Oskosh, WI	1,434
19. San Jose, CA	4,048	49. Omaha/Council Bluffs, NE/IA	1,401
20. Portland/Vancouver, OR/WA	4,011	50. Grand Rapids, MI	1,311
21. Anaheim/Santa Ana/Garden Grove, CA	3,920	51. Vallejo/Napa, CA	1,263
22. Fort Smith, OK/AR	3,812	52. Stockton, CA	1,218
23. Philadelphia/Camden, PA/NJ	3,631	53. Newark, NJ	1,214
24. Sacramento, CA	3,559	54. Greensboro/W-S/High Point, NC	1,169
25. Lawton, OK	3,343	55. Oxnard/Ventura, CA	1,150
26. Tacoma, WA	3,343	56. Salina/Monterey, CA	1,139
27. District of Columbia	3,300	57. Las Vegas, NV	1,131
28. Houston, TX	3,215	58. Salem, OR	1,104
29. Fayetteville, NC	3,199	59. Miami, FL	1,085
30. Baltimore, MD	2,553	60. Billings, MT	1,063
		61. Santa Barbara, CA	1,008

# STANDARD METROPOLITAN STATISTICAL AREAS WITH AN INDIAN POPULATION OF 1,000 OR MORE



Source: The States and their Indian Citizens, Theodore W. Taylor, 1972, page 182-183.

An Indian reservation can be characterized as an open-air slum.

Sorkin, 1971, p. 1

In the face of the prevalent assumption by whites that the Indian is getting a 'free ride' in terms of his liability to taxes, it is important to point out that Indian tax exemptions are not personal to the Indian but are characteristic of certain forms of property, principally property guaranteed to the Indian under such a freedom from taxation by the United States as a part of a bargain by which the Indian surrendered other lands to the government. The government did not give the Indian his land. The Indian gave the government his land.

Washburn, 1971, p. 166-67

It can be argued that we cannot morally condemn our pioneers for exploitation. They acted in a manner consistent with their circumstances, within their concepts of territorial rights, justice & morality.

Jacobs, 1972, p. 26

In at least one case, misrepresentation was used by the Bureau (of Indian Affairs) to gain Indian assent to a termination bill.

Washburn, 1971, p. 91

Treaties with the Indians through the years have been numerous. According to Robert Burnette in "The Tortured Americans" the tribes are supposedly protected by over 339 treaties, 5,000 federal statutes, 2,000 federal court rulings and more than 2,600 rules and regulations having the force of law. More than 500 opinions by the attorney general also serve as background.

That the solemn treaties of the United States proved ineffective first against the lawless white frontiersmen of the time and later against the forgetful successor governments of the United States is less a commentary on law than it is on honor.

Washburn, 1971, p. 58

When you are without rights or power, it is not  
easy to stand up to those who you know can revenge them-  
selves on you with impunity.

Burnette, 1971, p. 74

" They made us many promises,  
more than I can remember,  
but they never kept but one;  
they promised to take our  
land, and they took it."

Red Cloud as cited in  
Bury My Heart at  
Wounded Knee,  
Page 448.



Indians now occupy no more  
than 3% of the land which  
was once theirs, and less  
than one-third of the land  
reserved originally to them  
by United States Treaties.

"American Indians Today"  
Indian Rights Association  
Philadelphia, Pennsylvania

Answers to the lack of power vary from the extreme radical Indian insisting on complete Indian control and sovereignty to the observation that Indians have strong group identity.

The new radical Indian, who often has nothing to lose but the ragged scraps of real or imagined traditions, finds it more satisfying to insist on complete Indian sovereignty even while realizing the unlikelihood of achieving it. A lost cause is better than none at all.

Washburn, 1971, p. 240

A recent presentation of the CBS Television Network entitled "Hollywood Speak With Forked Tongue" (Wallace, 1973) described the role of the motion picture industry in creating prejudice and Indian stereotypes. Citing examples familiar to all movie goers the script ended with "And so American kids growing up learned to say - only half in jest - 'The only good Indian is a dead Indian'. The latter-day Indians at Wounded Knee, no matter how much you deplore their tactics, cannot forget that." (Wallace, 1973).

No one has the right to condemn or criticize those who have chosen to make a stand at Wounded Knee. Considering the current situation in which we Indians find ourselves, a situation which has existed for hundreds of years and appears to be getting no better, we can only give them our support.

Wassaja, Feb.-March 1973, p. 2

So the Trail of Broken Treaties, though marred by disruptive events, has succeeded in breaking the log jam of bureaucratic inertia and advanced the cause of Indian progress.

Indian Truth, Feb. 1973, p. 2

. . . organizations that appeared to represent the national interests of the Indian . . . most of these organizations . . . which are, in large, run and joined by non-Indians, did less than nothing to help the Indian, on whose behalf they were constantly raising money . . . at least three-quarters of the money people contribute to these organizations under the impression that they are helping

the Indian goes right into salaries, office expenses, & the like.

Burnette, 1971, p. 67-68

Indians are generally more sensitive to the group pressure and the group norms of the community in which they live. The communities social isolation is often by choice, a desire to maintain their tribal and cultural traits. There is a strong sense of Indian identity and the desire to be a part of this is more influential than much of the non-Indian culture.

Clements, Chairman  
Northwest Indian Council on Education

And there are other views.

The wrong AIM

Militants in the name of the American Indian Movement (A.I.M.) have been diluted by outsiders, emboldened by Indian protesters' sacking of the Bureau of Indian Affairs building in Washington, who in a way got paid for their vandalism. They were given more than \$60,000 for transportation home and none has been effectively punished.

Wounded Knee is the site of what the Indians now call a massacre of between 200 and 300 Indians in 1890 by the U. S. Cavalry. For a long time, it was considered a battle which began when the Sioux warriors opened fire on the soldiers.

There is no way, now, to redress that grievance, no matter what the Indians at Wounded Knee may wish or believe, nor what they may be told by such characters as Joseph Rauh, of the American Civil Liberties Union; William Kunstler, the revolutionist lawyer who is always ready to defend violence; and Ralph Abernathy, self-styled head of the Southern Christian Leadership Conference, who is always on the side of protest.

Authorities have been extremely cautious and forbearing in dealing with the Indian hoodlums at Wounded Knee, who are reveling in baiting the United States government. If their aim is to arouse sympathy for the Indians of today, they are doing more harm than good for that cause.

There has been violence--an FBI agent was shot in the wrist--and threats of more violence. But the strangest ploy of all came when the Oglala Sioux proclaimed they were an independent nation asking recognition from the UN and threatened to shot any 'invaders.'

Surely the nation has been patient to the point of becoming ridiculous.

It's time the Great White Father set these errant children right.

The News Review, March 22, 1973,  
p. 4

Note: Bibliographic citations appear on pages 74 - 76.

## MANY VOICES SPEAK: EDUCATION AND CURRICULUM DEVELOPMENT

One of the most recent and comprehensive studies on the education of American Indians took place in 1967-68 by a subcommittee of the U. S. Senate. The Committee on Labor and Public Welfare's Special Subcommittee on Indian Education held hearings in several locations throughout the country, heard numerous Indians and non-Indians give testimony regarding education, requested several in-depth studies, and, based upon the subsequent findings, made recommendations. (These recommendations were primarily directed at education on reservations, but included education of all Indians.)

The recommendations of the Subcommittee were partially based upon testimony given during the hearings and partially based upon various materials received. The crucial point is that these recommendations reflected the Indians' desires, not what the non-Indian wanted or thought was best for the Indian. Although not all requests or recommendations (made by participants) reflected the thinking of all involved, a number were made with great frequency and seemed to be areas of concern to most.

These recommendations not only demonstrate needed changes in the area, but also serve to illustrate the condition of existing facilities, personnel, and programs. Those recommendations made most frequently are as follows:

1. There is an urgent need for the entire Indian community to participate (and be allowed to participate) in the educational process of the community. The parents especially need to be much more directly involved

in the education of their children. This involvement should include representation on school boards as well as other forms of direct involvement.

2. There is need for textbooks and other forms of curriculum to present a truer and more indepth picture of Indian history to Indians and non-Indians alike. At the same time, the history and culture of the local tribe must be given a more realistic and indepth treatment in its presentation to Indian students.
3. There is a great need for preschool programs (or some form of early childhood education) to enable Indian children to enter school without learning handicaps.
4. There is a need for adult education programs in Indian communities. Formal education programs as well as job training programs are needed.
5. More and better trained guidance and counseling personnel are needed. There is a serious lack of counseling in all areas including career counseling.
6. Teachers of Indians need special training in the needs and problems of Indians. They need to be aware of local customs, history and leaders. They need to be more involved in the community. There is a need for greater use of Indians as teacher aides. The teacher/pupil ratio needs to be greatly reduced in many cases.
7. Special and/or remedial programs for dropouts and those behind their grade levels are needed.
8. Classes in English as a second language are needed.
9. Many of the boarding schools should be eliminated. Those that are kept need to be modified as far as practices and facilities are concerned.
10. Programs in occupational education (for those terminating school at 12th grade), and programs directed at those who will continue formal education are needed.

This book (To Live on this Earth: American Indian Education) is valuable, not as a source of new insights into American Indian education but as an impressive compendium of current data. It reports the findings of the half-million dollar National Study of American Indian Education, completed in 1971 under the direction of the authors. The study examined the present state of Indian life and education. The findings are informative. They are correct. They tell us once again that the Indian is in a bad way, especially educationally. However, as one who has also studied Indians and

published articles and books about them, I can say that the best thing that could possibly be done with a half-million dollars would be to give it directly to the Indians to upgrade their diet, see a doctor, build their own school, or meet whatever need is most pressing, rather than give it to white intellectuals to direct another project inquiring into the miserable plight of the Indian.

Phi Delta Kappan, May 1973, p. 631

The tradition of a subsistence economy . . . makes it not only possible for an Indian to exist with relatively little effort and considerable security on the reservation, but often it may be a more desirable option than trying to adjust to the non-Indian society and economy with its differing sets of values and standards.

Taylor, 1972, p. 123

Evidence of this chronic failure to listen is amply documented in almost any recent study of Indian education. They are largely composed of depressing graphs and statistics concerning dropout rates, underachievement, and occupational unpreparedness, and thus take their place with similarly accusatory exposes of American education's record of failure with regard to all our minority populations. So I am not criticizing any segment of the system in particular, nor am I speaking of reservation schools. I am speaking of all Indian education, including the work of the public schools serving two-thirds of Indian children. These studies tell essentially of formal education's general inability to respond to the special needs of the diverse peoples who comprise the American Indian population. In sum, the apparent indifference of society at large over the years, and educational policy makers in particular, with regard to what Indians have been trying to tell them for the last 200 years is at the heart of what is, indeed, a national tragedy.

Marland, 1972, p. 4-5

The two basic needs of Indian communities are education and employment. With education and an opportunity to work to their full potential, Indians could move rapidly toward economic self-sufficiency.

Taylor, 1972, p. 169

In education . . . a vast majority of Indian children in school on Federal reservations used to be educated either by mission schools or Federal schools. However, the mission and other private schools now have about 6 percent and Federal schools about 26 percent of the total Indian children in school in States with federally recognized Indians. The remaining 68 percent are in public schools.

Taylor, 1972, p. 81

"The educational system, or the lack of it, is only a part of the overall problem of the people. It all dovetails together in a way that one cannot be isolated from the others.

Mrs. Mildred Ballenger  
Chief's Executive Committee  
Tahlequah, Oklahoma as quoted in  
Committee on Labor & Public Welfare,  
1969, p. 547

We can no longer continue merely to criticize the educational system, because we now have Indian scholars to get involved in the process of improving education on a positive basis. We can no longer depend on non-Indians to dictate our course of destiny. The Bureau of Indian Affairs must trust the Indians to operate their own schools. The vast potential of Indian scholars awaits the delegation of authority of local autonomy.

Indian Historian Press, 1970, p. 130

For the most part public schools serving Indians, on the reservation and off, have failed to meet the needs of the special group.

The history of the white society in regard to Indian education reflects the drama of the inexorable peopling of this continent by those unable or unwilling to establish and maintain a humane, fraternal, and consistently respectful relationship with the prior residents of the land.

Fuchs & Havighurst, 1972, p. 1

The neglect of the Indian off the reservation is particularly acute in the supportive services--such as school counseling--which are required by the Indian away from home.

Washburn, 1971, p. 222

Since most Indian children begin school with the environmental handicaps of rural poverty, cultural isolation, low level of parent education, and in many cases a non-English native language, equality of educational inputs required greatly superior inschool resources of teachers, curriculum, facilities, and equipment to balance the inadequate preschool preparation of most Indian children.

U. S. Senate Committee on Labor  
& Public Welfare, 1969, p. 56

Most schools conduct their business with little reference to the Indian community about them. Calendars do not coincide with local customs--the Indians having to adjust their life style to meet the demands of the school for a five-day week, nine-or ten-month school year.

Fuchs & Havighurst, 1972, p. 220

Another aspect of education involves the question of integrated classrooms. Indians have not pressed for integrated schools; in fact, they appear to prefer segregation. However, it should be remembered that the 'segregated' school is symbolic of the government's special tie with Indians; termination of the schools appears to Indians as simply one more step toward ending Federal obligations.

Moreover, the federal schools are often superior to rural state schools Indians would attend. Also, neighboring schools frequently are reluctant to accept Indians because of still existing prejudice. Only when the federal government's contribution -- in the form of tuition for Indian pupils -- more than covers the cost of education, do local schools seem quite willing to accept Indian children. In too many cases, Indian parents rightfully fear that their children will be the victims of prejudice.

Schusky, 1970, p. 32-33

In Benham's study (1965), various characteristics are judged to be satisfactory and others judged to be unsatisfactory in the public schools serving reservation Indians. Among the satisfactory characteristics were physical factors, pupil-teacher ratio, desirable objectives for pupil personnel and guidance services and health instruction and care. The unsatisfactory conditions included lack of system-wide studies of unique needs of each child, variable grouping practices, remedial instruction, instructional programs adapted to cultural background of students and parental involvement in curriculum planning and evaluation.

But for the future there is hope. An experimental school is one answer -- recognition through federal spending is one of the other answers.

"No other experiment in Indian Education has attracted the imagination and sparked the hopes of Indian people from throughout this nation as has Rough Rock."

Dr. Robert Roessel, Jr., Director  
Rough Rock Demonstration School  
as cited in Committee on Labor &  
Public Welfare, 1969, p. 1,029

The next frontier for Indian education lies in the cities of one hundred thousand and over, which are gaining Indian population rapidly. Some special assistance to Indian pupils and Indian families with small children should be organized through the school system, and financed with funds voted by Congress under the Johnson-O'Malley Act.

Fuchs & Havighurst, 1972, p. 304

"The Council urged' . . . that each State Government provide its Indian communities with all information on Federal and State aid available to them'for adult education and vocational training, and 'each State Government should cooperate with the Bureau of Indian Affairs.'"

Governors' Interstate Indian Council  
as cited in Taylor, 1972, p. 185

With regard to that record of assistance, let me say that OE expenditures for Indian education during FY '71 and '72 totaled more than \$160 million. By any standard, this is not insignificant.

Marland, 1972, p. 9

Curriculum development may encompass a multitude of dimensions, definitions and applications. Curriculum development certainly includes the development of materials for instruction. These instructional materials need be oriented to both the potential students and the intended learning objectives. The methods through which instructional personnel display these materials to the specified students will both be linked inseparably with the other preceding elements. And finally, no determination of success or failure in reaching the intended learning objectives can be obtained without some type of evaluation, however subjective or objective.

For the purposes of this report there will be included in curriculum development the following elements:

Objectives	Methods
Students	Evaluation
Instructional Personnel	Relationships with others
Materials	

Each of the first six listed can be perceived as a "system" interacting with the other systems and with still others not encompassed in the six. Such relationships with other systems include the parent and familial systems, social and cultural systems, political and administrative systems and others of diverse nature and varying degrees of influence.

## Objectives

The prime objective of all occupational education is to guarantee sufficient training to produce self-sufficient people. Indians, too, hope to attain this goal. One of the main objectives is to have Indians help choose what kinds of educational directions to pursue.

It is difficult and perhaps impossible to state what Indians want their children to get from the schools as Indians. In the first place, various Indian groups have different desires in this respect . . . .

Secondly, many tribes are divided among themselves concerning their expectations of the school as a teacher of Indian culture and history . . . .

White people cannot usefully help to settle this kind of problem. Indians will work it out, and the schools, especially those on and near reservations, should follow the Indian voice.

Fuchs & Havighurst, 1972, p. 306

Our purpose is to enable Indian citizens to seek solutions to adult education problems identified by Indians themselves --- not by Washington.

Marland, 1972, p. 12

Some of our continuing priorities are possibly familiar to you, particularly our No. 1 goal, career education, directed at guaranteeing that all students receive training sufficient to qualify them for productive occupations at whatever point they leave the system, whether they ultimately aspire to be a skilled mechanic or a skilled surgeon.

Marland, 1972, p. 6

In a study by Greenberg (1963), it was again shown that a lack of sensitivity towards students socio-cultural differences existed on the part of both teachers and administrators of Arizona and New Mexico public schools serving Navaho children. A plea was made for bringing into

greater harmony the educational aims of the government, the tribe and the parents. It was further maintained that diverse opinions are found not only between various groups but within groups also.

In one study, Indian education as a partnership between government and church was found to be in harmony with three major emphases in the secondary program on vocational education, moral education and the selective preservation of Indian culture (Sister Mary, 1962). This same study also called for a maximum of cooperation between parent, missionary and the governmental educator.

"Another lesson that Rough Rock teaches loud & clear is that Indian education must be received far more broadly than merely the education of children. Community development and the community school concept are integral parts of the Rough Rock formula and as months go by, the school and the School Board and community increasingly expand and develop this area of concern.

Dr. Robert Roessel, Jr., Director  
Rough Rock Demonstration School  
as cited in Committee on Labor &  
Public Welfare, 1969, p. 1,030

"For many years this 'either-or' concept of education prevailed; either you become an American, accept the new way and travel down the road of progress to success, or you remain an Indian, retain the old superstitions and become a failure.

In recent years a new philosophy of Indian education has been enunciated but remains largely untested and untried. This new philosophy might be called the 'both-and' approach to Indian education . . . The Indian student is taught to be proud he is both American and Indian. He learns the positive features of both ways of life. He learns how these can be integrated into a meaningful whole."

Education Committee, Loneman Day  
School, Oglala, South Dakota  
as cited in Committee on Labor &  
Public Welfare, 1969, p. 1,291

"The goal being sought is not one of Indian youth becoming 'middle class whites' -- neither is it one of remaining completely 'Indian'. The goal is to assist Indian youth to live wherever they may choose to live; to make it possible for Indians to live a good life, to maintain their self-esteem, to be self-sufficient, with a relative degree of happiness in any environment."

Oglala Sioux Tribal Executive Committee  
as cited in Committee on Labor &  
Public Welfare, 1969, p. 1, 279-80

The goal of substantial Indian influence on the education of Indian boys and girls is now within reach, in principle, though not in fact. Presidents Nixon and Johnson both affirmed it. The Bureau of Indian Affairs has been officially working toward this goal through its program of contracting education to the tribes. Advisory boards are now operating for practically all BIA schools. The scene is set. It remains for the policy to be put into effective practice.

Fuchs & Havighurst, 1972, p. 313

Recognition of needs on the reservation must be one of the first objectives in designing educational curriculum. Rudy Clements, NICE chairman, indicates the Indian communities need help in obtaining data in relating the skills and knowledge requirements of jobs on the reservations to the skills and knowledge possessed by the residents. They may also need help to develop training plans based upon such information.

In the short run, Indian, State, and Federal leaders should analyze the sum total of Indian community needs and their relationships to non-Indian community needs in the same geographic economic areas. Since two main needs of Indian groups are education (including training) and jobs, consideration should be given to assigning a priority to Indian communities to attack these two challenges on a crash basis.

Taylor, 1972, p. 172

"The Council urged ' . . . that each State Government provide its Indian communities with all information on Federal and State aid available to them' for adult education and vocational training, and 'each State Government should cooperate with the Bureau of Indian Affairs.'

The Council recognized adult and vocational education as important in 'alleviation of sub-standard economic conditions in Indian communities,' but was positive in stating that these programs were supplemental to elementary, secondary, and higher education programs. "

Governors' Interstate Indian Council  
as cited in Taylor, 1972, p. 185-86

The national unemployment rate among Indians since 1945 has always exceeded 50 percent . . .

Burnette, 1971, p. 22

The vast majority of American Indians live in abject poverty; in 1964, 74 percent of reservation families earned less than \$3,000 a year (the poverty threshold).

Sorkin, 1971, p. 8

Unless there is a demand for skilled labor or white-collar employment on the reservation, not only will the dropout rate remain agonizingly high, but most of the better educated young people will leave the reservation.

Sorkin, 1971, p. 33

Of the 320,000 physicians in this country, only 38 are Indian. Of the 120,000 dentists, only one is Indian.

Journal of American Indian Education,  
January 1973, p. 1

Indian control and the presence of more Indian teachers and aides in schools are likely to improve the climate of trust and concern. The curriculum to be taught, however, and the best ways in which to do this are not so easily determined, and even with increased Indian influence there is likely to be no unanimity concerning curriculum and the goals of education.

Fuchs & Havighurst, 1972, p. 221

## Students

Children are individuals. Recognition of Indian identity will help teachers adapt to the learning style of the student. Indians have complex extended family relationships. Typically the Indian child cooperates, but strives not to excel. Prime importance in Indian tradition is to contribute to the good of the group.

Too often, educators, believing themselves democratic, prefer to view all children as alike. Children differ not only as individuals, but as members of different groups. Respectful recognition of their identity as Indians will help open the way to a search for better communication between teachers and pupils.

Fuchs & Havighurst, 1972, p. 220

The reformer did not believe that the Indian's values should be respected. The Indian was a child whose perverse will had to be broken until his behavior conformed to that of his loving but stern father.

Washburn, 1971, p. 74

"In traditional Indian custom and according to Indian etiquette, a child is competent to decide for himself such issues as whether or not he wishes to attend school."

Wax & Wax as cited in  
Committee on Labor & Public Welfare,  
1969, p. 1,511

. . . extended family relationships are more complex and important to an Indian child than a white child and crucial to his development of a sense of identity.

U. S. Senate Committee on Labor  
& Public Welfare, 1969, p. 67

It is critical to the Indian that the individual contribute to the good of the group in preference to his own betterment. But within this we have the same desires to do well. Much of this group influence is unconscious and not understood or dealt with appropriately.

Clements, Chairman  
Northwest Indian Council on Education

"As they grow up, Sioux children are disciplined by their peers and learn quickly to work for the good of the group rather than seek individual accomplishment or possessions. They are ridiculed if they work to stand out from the group through superior accomplishment and resent being placed in a competitive situation with their classmates."

Committee on Labor & Public Welfare,  
1969, p. 1,554

The Indian child in his more traditional role is liable to cooperate with his mates and to strive not to exceed his fellows in visible terms. To excel, yes. But not in the cold rating system of the white world where measurement is made not internally by one's peers but externally by one's alien superiors.

Washburn, 1971, p. 220

Teachers must communicate with Indian students in the students' terminology and yet must expect as much performance as of non-Indian students. Teachers must appreciate the group orientation of Indians and work with such group influence in a positive functional manner. Teachers must adapt their teaching methods to fit the learning style of the student.

Clements, Chairman  
National Indian Council on Education

"As a result, most children on the reservation starting at age six, only see their parents on occasional weekends, if that often. At these times parents are usually allowed to check out their children - if the child's conduct in school warrants it, in the opinion of the school administration. If he has been a "problem" (e.g. has run away) parents are often not allowed to take him until he has "learned his lesson."

Committee on Labor & Public Welfare,  
1969, p. 1,117

In this project a number of children that had been typed as retarded have turned out to be perfectly normal ---and teachable ---when tested in the Cherokee language.

Marland, 1972, p. 11

A serious flaw in the program of Federal aid for Indian education is its failure to reach effectively the growing number of Indian youngsters living away from either the reservation itself or from a nonreservation area of concentrated Indian population served by public schools. About 40 percent of all Indians as you know live in urban areas of the United States, and perhaps as much as 75 percent of the country's 270,000 Indian children attend the public schools of local education districts. Not many of these children, much less their parents, are served by the special targeted programs I have mentioned here today. Although our research on these nonreservation Indian children is not complete, it appears that they indeed have special education problems even more complex than those of the public school Indian children in concentrated Indian population centers.

Marland, 1972, p. 14

### Instructional Personnel

Instructional personnel tell the story. Attitudes toward the Indian student and methods used may actually affect the results of standardized tests.

. . . teachers of Indian children are a cross-section of the teachers who work in the rural and small-city school systems. Their attitudes toward their work are favorable. The vast majority of them like to teach Indian children. They would like to see more Indian history and culture in the curriculum. Therefore it would not improve the teaching personnel very much if a rigorous screening was imposed on the schools with many Indian students, so as to eliminate those who detest their jobs and those who dislike Indians. There are probably just as many teachers who dislike their jobs in the non-Indian schools, and just as many who dislike white children or black children.

Fuchs & Havighurst, 1972, p. 309

. . . it seems desirable to encourage more Indian men and women to go into teaching of Indian children; and this is feasible, due to the recent rapid increase in Indian college students.

Teacher aides and other paraprofessionals should be recruited and trained among Indian and Eskimo adults.

Fuchs & Havighurst, 1972, p. 310

Apparently, many of the teachers still see their role as that of 'civilizing the native'.

U. S. Senate Committee on Labor  
& Public Welfare, 1969, p. 61

A case study (King 1964) of a residential Indian school in the Yukon Territory which was operated by a religious order under contract with the Canadian government described the operation as mechanistic, authoritarian

and with no involvement of Indian adults. The personnel of the school were seen as primarily concerned with continuance of their church and with little shared perception of reality with the Indian population. The investigation claimed evidence of a great deal of learning by the Indian children though much of it was unintended and uncomprehended by the schools' adult personnel.

A study demonstrated that in-service education in effective techniques of second-language instruction improved student scores on the Metropolitan Readiness Test (Condie, 1961). The dissertation further suggested that materials such as picture libraries, three-dimensional objects, audio tapes, filmstrips and other audio-visual materials be utilized. Also, it was recommended that periodic testing be conducted to provide teachers with a measure of progress and that additional inservice training be provided.

In a study by Greenbergh (1963) it was again shown that a lack of sensitivity towards students socio-cultural differences existed on the part of both teachers and administrators of Arizona and New Mexico public schools serving Navaho children. A plea was made for bringing into greater harmony the educational aims of the government, the tribe and the parents. It was further maintained that diverse opinions are found not only between various groups but also within groups.

In a study of reading achievement of eleventh and twelfth grade Indian students (Townsend 1962), it was found that the achievement lagged by at least five grade levels. Several reasons were cited for such inability to teach as were several recommendations for overcoming the shortcomings.

The suggestions included interesting and mediated materials, placing reading materials in the homes, selection of teachers on the ability to understand and adjust to environments in multi-cultural schools and different methods such as ability grouping, testing, teacher-parent cooperation, and remedial reading programs headed by reading specialists.

## Materials

A strong movement now underway to develop and provide programs at the local level rather than national level was noted in an interview with Rudy Clements, Chairman - Northwest Indian Council on Education. He said curriculum information must be disseminated to the Indian people so they can use it. If necessary, Clements continued, Indians may need assistance in applying such information to their particular situations.

Analysis of the literature on Indian education indicates that discussion of the curriculum for Indian students does not loom large. The field studies of the National Study confirm this. In general, curriculum in BIA schools has followed that of the Anglo culture, and the curriculum in public schools is the same for Indians as non-Indians. Curiously, curriculum is taken as given and is rarely analyzed. Despite this, it is unlikely that Indian parents will want anything less for their children than the same curriculum offered to other Americans. The most outstanding difference, however, is that they would like the schools to give respectful recognition to their identity.

Fuchs & Havighurst, 1972, p. 221

"Everyone has the right to his opinion. A person has also the right to be wrong. But a textbook has no right to be wrong, or to evade the truth, falsify history, or insult and malign a whole race of people. That is what textbooks do.

There is a difference between a book for general readership, and one accepted for classroom use. In the first case, the individual has a choice, and this choice we must protect. The student has no choice. He is compelled to study from an approved book, and in this case, we have a right to insist upon truth, accuracy, and objectivity."

American Indian Historical Society  
as cited in Costo, 1970, p. i

Education for Indians, with infrequent exceptions, has been designed without reference to their particular interests and needs. It has been the same curriculum designed for non-Indian children, sometimes a more punitive and moralistic version, and where it has not succeeded, the Indian child has been criticized for not fitting the curriculum, rather than the curriculum criticized for not fitting the needs of the Indian child.

Fuchs & Havighurst, 1972, p. 220

. . . bilingual projects supported under Title VII of the Elementary and Secondary Education Act are helping Choctaws and Navahos prepare their own learning materials in a number of subjects. The Ute, Crow, and Northern Cheyenne peoples are using Title VII bilingual funds to put their own languages in written form for the first time.

Marland, 1972, p. 11

In a study of reading achievement of eleventh and twelfth grade Indian students (Townsend 1962), it was found that the achievement lagged by at least five grade levels. Several reasons were cited for such inability to teach as were several recommendations for overcoming the shortcomings. The suggestions included interesting and mediated materials, placing reading materials in the homes, selection of teachers on the ability to understand and adjust to environments in multi-cultural schools and different methods such as ability grouping, testing, teacher-parent cooperation, and remedial reading programs headed by reading specialists.

Only at Rough Rock Demonstration School in Arizona were children being taught with materials related to their native culture and designed by Navajos themselves.

U. S. Senate Committee on Labor  
& Public Welfare, 1969, p. 117

A study demonstrates that inservice education in effective techniques of second-language instruction improved student scores on the Metropolitan

Readiness Test (Condie, 1961). The dissertation further suggested that materials such as picture libraries, three-dimensional objects, audio tapes, filmstrips and other audio-visual materials be utilized. Also, it was recommended that periodic testing be conducted to provide teachers with a measure of progress and that additional inservice training be provided.

## Methods

Different procedures to achieve the same educational ends as those accomplished for whites are needed for Indian education. Some of the possibilities include bilingual projects, taking advantage of group cooperation rather than calling it cheating and conducting music education using local Indian music.

Curriculum in the broader sense includes more than the content of course offerings. It may be thought of as including all the services provided children as well as the total social atmosphere of the school. Many factors influence the learning environment. Some of these come from outside the school itself--job opportunities, accrediting agencies, curriculum trends in the universities, etc.

Fuchs & Havighurst, 1972, p. 220

It is difficult for whites to understand that Indian culture may require different procedures to attain the same end.

Washburn, 1971, p. 189

"As they grow up, Sioux children are disciplined by their peers and learn quickly to work for the good of the group rather than seek individual accomplishment or possessions. They are ridiculed if they work to stand out from the group through superior accomplishment and resent being placed in a competitive situation with their classmates."

Committee on Labor & Public Welfare,  
1969, p. 1, 554

. . . styles of learning must be accepted. Group cooperation, rather than being labeled cheating, for example, can be utilized constructively by sensitive educators.

Fuchs & Havighurst, 1972, p. 221

Evidence has been presented (Modiano 1966) that youngsters of linguistic minorities learned to read the national language with greater comprehension when initial reading instruction was in the mother tongue (different than national language) and subsequently taught the national language. The distinction was made between students facing the need to learn two skills, i. e. reading and a new language, versus only one skill reading (in native tongue).

Indian school children were forbidden to speak their Indian language.

Burnette, 1971, p. 17

Morris (1966) recommends enrichment of experiences of rural Indians through field trips, movies, films, tapes and other concrete experiences so as to introduce the students to more of the experiences necessary to school success.

It is unusual to see urban schools extend their resources to their suburban or rural neighbors, but that is what is happening in Tulsa, where Indian para-professionals are being trained to work in eight rural schools as well as three city schools. Also, the project provides a clear indication of the importance of bilingual education.

Marland, 1972, p. 11

A dissertation by Heidsiek (1966) described a curriculum development project to incorporate the music of local Indians (Luisena Indians of Southern California) into the program of music education. Eight study units were developed using twelve songs and including an introduction and orientation, study objectives and the unit consisting of a body of information and music related to an Indian ceremony or other social activity.

TRAINEES FOR RADIO, PHOTOGRAPHY: We are in need of young people who would like to learn skills in production of radio programs and in photography for production of books, news photos, etc. We will be producing some material for a Canadian network, and we have insisted that the professionals give intensive training to Indian youths to take over their jobs.

Akwesasne Notes, Spring 1972, p. 43

The despised outing system and the institutional labor required of pupils in the old boarding schools should not be allowed to stand in the way of modern programs that can provide the opportunity to earn money, acquire skills, as well as provide useful roles for youth while attending school, whether they are preparing for advanced academic work or not. One of the criticisms directed against some schools for Indian children is that their isolation, both physical and cultural, inhibits the goals and aspirations of Indian youth. Conscious attention to career opportunities in both the Indian and non-Indian communities should be included in the curriculum offered.

Fuchs & Havighurst, 1972, p. 219

## Evaluation

The potential roles of evaluation in education and curriculum development depend upon the definition applied to the term. Evaluation is a multifaceted phenomenon with general consensus as to its desirability. Once this agreement is reached then differences begin to emerge.

The variety of uses of the term evaluation are reflected in the documents identified in the ERIC search. This search identified those materials entered into the system between June 1971 and November 1972 which were described by both Indian and evaluation related terms. The variety of applications may be judged by perusal of the following annotations.

The reader will note that evaluation reflects tests and measurements, program effectiveness, conference reporting, experimental research, surveys, fiscal accounting and a number of other dimensions. Again, many voices speak. The reader must decide which will be heeded.

Bilingual Education in San Juan County, Utah: A Cross-Cultural Emphasis.  
Milford C. Cottrell, 1971, ED 047 855. \*

This study is concerned with evaluation of a bilingual program for 5 - 7 year old students (kindergarten or first grade students) with emphasis on English as a second language and history and culture of Indians.

The Validity of Rating Scales and Interviews for Evaluating Indian Education Perceptions of Indian Education. The National Study of American Indian Education, Series IV, No. 8, Final Report. Bruce A. Birchard, 1970, ED 047 873.

An assessment of the validity of rating scales and field worker interviews. Found some discrepancies and recommended that both be used in preparing study reports.

Review of Educational Activities, Bureau of Indian Affairs, Part I. U. S. Department of the Interior, 1968, ED 051 937.

Studied the financial reporting system of BIA boarding schools. Concerned primarily with appropriateness of data for fiscal management purpose.

Research and Development Needs and Priorities for the Education of American Indians. Final Report. Willard P. Bass, 1971, ED 052 853.

Identified 20 - 25 priority problems of education of American Indians and then developed position papers on the problems and analyzed these to determine research and development needs.

\* ED 000 000 is the accession number given to all documents entered into the ERIC system. By referring to the appropriate issue of Research In Education additional ordering information can be obtained.

Evaluation of Vocational Programs for American Indians. A Position Paper.  
Anthony F. Purley, 1970, ED 057 950.

Discusses five methodologies for use in evaluating Indian vocational programs. Continues by listing needed research in a number of related areas. (13 pages).

Project P.I.S.C.E.S.: Phoenix Indian School Comprehensive Evaluation for Education of Students. Final Report. Arizona State University, 1969, ED 048 991.

Describes the process and results of comprehensive testing program encompassing physical, educational and psychological evaluations.

The Navajo Bordertown Dormitory in Flagstaff, Arizona. American Indian Education Papers, No. 4. John H. Chilcott, 1970, ED 051 958.

A study of social climate and interaction in an Indian school dormitory.

Participation in USDA Programs by Ethnic Groups. U. S. Department of Agriculture, 1971, ED 052 881.

A study of the degree of participation by various minority groups (Negroes, Spanish Americans, American Indians and Oriental Americans) in various programs of the United States Department of Agriculture.

Clark County School District (Las Vegas, Nevada) ESEA Title I. Final Evaluation, 1969-70. Clark County School District, 1970, ED 053 629.

A compilation of statistical data and evaluative comments on eight activities conducted under Title I of Elementary and Secondary Education Act.

Bilingual/Bicultural Education--An Effective Learning Scheme for First Grade and Second Grade Spanish Speaking, English Speaking, and American Indian Children in New Mexico. Atilano A. Valencia, 1971, ED 054 883.

An experimental study of bilingual/bicultural educational program.

Report of Final Evaluation, ESEA Title I Projects, Fiscal Year 1971.  
Bureau of Indian Affairs, 1971, ED 056 795.

An assessment BIA projects conducted under Title I of Elementary and Secondary Education Act.

Proceedings: Indian Education Training Institute, Pacific Northwest Indian Center/Gonzaga University (Spokane, Washington, August 5, 6, 7, 8, 1971). Gonzaga University, 1971, ED 057 983.

A conference report containing both a verbatim record of the proceedings and the evaluation of the conference.

Training Administrators for Schools Serving Indian Children. Minnesota University, 1971, ED 058 981.

Evaluation of a program designed to encourage and develop training of American Indians for educational administration positions.

Ethnic Minority Perspective on the Evaluation of Early Childhood Education Programs. Ray W. Rhine, ED 061 010.

Summarizations of two presentations discussing the interactive effects of educational evaluation and cultures of minority groups.

An Evaluation of the Bordertown Dormitory Program. Willard P. Bass, 1971, ED 064 001.

An evaluation of effectiveness and economy of dormitory program to provide education to Indians in public school systems. (Compared costs to those of BIA students).

Summary Report of the Indian Needs Assessment Conference (Phoenix, March 19, 1970). Edward A. Parmee, comp., 1970, ED 066 276.

Describes a conference held to discuss the results of an "educational needs assessment" study and lists the specific recommendations for action.

Development of a Values Inventory for Grades 1 Through 3 in Five Ethnic Groups. Final Report. Joan S. Guilford and others, 1971, ED 050 178.

A description of a project to develop and test a non-verbal, self-administered values inventory with children of five ethnic groups.

Reading Strategies for New Mexico in the 70's. Henry W. Pascual, ed., 1972, ED 061 022.

Three papers, with references included, dealing with evaluating and selecting reading instructional materials, use of standardized tests and their resultant norms (suggestion is not to use them with minority children) and the use of formative evaluation (in a diagnostic way).

## Relationships with Others

In viewing relationships with other systems the "voices" show a variety of opinion. Although nearly all indicate the need for more Indian input, many also recognize the need for cooperation with state and federal projects to receive help in solving their problems.

Perhaps the most important matter in regard to education is the lack of control and involvement on the part of Indians. The schools on reservations are a part of the Bureau hierarchy. All school personnel are subject to the bureaucracy, not to the local community being served. As a result, Indians take little part and seldom show concern over what goes on in the schools, although they place a great value on education and have much pride in their children's graduation.

Schusky, 1970, p. 33

The national conscience has been pricked and, at least in educational matters, communications are starting to flow both ways -- an event of fundamental importance in so far as improving educational services for Indian people is concerned.

Marland, 1972, p. 5

"This is why we think that Indian people should be on the school boards; and many times it's not going to be accomplished, you know, through elections, because most Indian people in these particular areas are not middle class, and your problem-solving techniques are middle-class concepts; and we are trying to teach them problem-solving techniques, but they haven't learned them yet; . . ."

Mrs. Iola Hayden, Director, Oklahomans for Indian Opportunity as cited in Committee on Labor and Public Welfare, 1969, p. 589

"Many schools have taken the position that their job is to educate Indian children and this can best be done without the interference of parents who aren't aware of the value of education.

This is compounded by the fact, historically, that decisions affecting the education of Indian children were not made by Indian parents, but rather by governmental officials. Over the years this has created a dependency on someone else to make decisions affecting Indian children. The parents have felt left out and unnecessary."

Education Committee, Loneman Day School, Oglala, South Dakota as cited in Committee on Labor and Public Welfare, 1969, p. 1289

The effects of the failure of the federal government to make good its legal obligations, and the constant betrayals and deceptions, have been devastating to the morale of the Indian.

Burnette, 1971, p. 32

The closer relationship between state school systems and the Indian system has been welcomed by many Indian groups. Sixty-one tribes have established compulsory education regulations that conform with those of the states where they live.

Washburn, 1971, p. 224

Indians recognize the importance of State services and in general desire to work with local, State and Federal Governments toward a solution to their problems, but believe continued Federal responsibility for trust land, funding and other services are still very essential.

Taylor, 1972, p. 168

"The Council urged ' . . . that each State Government provide its Indian communities with all information on Federal and State aid available to them' for adult education and vocational training, and 'each State Government should cooperate with the Bureau of Indian Affairs.'

The Council recognized adult and vocational education as important in 'alleviation of sub-standard economic conditions in Indian communities,' but was positive in stating that these programs were supplemental to elementary, secondary, and higher education programs."

Governors' Interstate Indian Council  
as cited in Taylor, 1972, pp. 185-86

In one study Indian education as a partnership between government and church was found to be in harmony with three major emphases in the secondary program on vocational education, moral education and the selective preservation of Indian culture (Sister Mary, 1962). This same study also called for a maximum of cooperation between parent, missionary and the governmental education.

Underwood (1966) calls for greater direct interaction between local, state and federal agencies to plan for improved educational opportunities. Though

the study was concerned only with northeastern Oklahoma, the findings have some generalizability to other geographic areas.

In Wisconsin, the State supervisors of Indian education and superintendent of public instruction have tried to develop understanding among all professional people of the special problems Indian students face, as well as to maintain close consultation with principals of schools with a large Indian enrollment, teachers of Indian students, the students themselves, their parents, and tribal leaders.

Taylor, 1972, p. 85-86

In essence, it means that I have asked all program officials to look at their particular activity -- whether it be education of the handicapped, provision of library resources, student aid, bilingual education, work-study, community colleges, career education, or whatever -- with a special view toward the assistance their program can systematically deliver to enhance Indian education.

Marland, 1972, p. 9

I am certain that this process will help us to improve our record of program support for Indian education through much tighter monitoring and technical assistance to States and to local school systems.

Marland, 1972, p. 9

"Indian people need the expertise of people in the professions to provide technical assistance in attaining their objectives. They need people who will be willing to do the actual work of operating programs until they train their own people or have them trained.

Federal agencies are going to continue to have a role in Indian education programs. The federal government should stress the need to adopt a policy of extensive consultation with Indian tribes before embarking on any program involving Indian people . . . .

Indians have always maintained they have the right to be an Indian, nothing less and nothing more. . . .

This is not to say (they) do not wish to participate in the mainstream of society. They do, but not at the expense of cultural genocide."

Richard Zephier, Education Specialist,  
BIA, as quoted in Phi Delta Kappan,  
May 1973, p. 642

A study describing the problems of Indians entering Arizona colleges cites various ways in which the college and Indian might work together (Quimby, 1963). Both public and private post-secondary schools as well as secondary schools and Indian groups have various mutually supportive roles to play.

And, other thoughts . . .

Surely the non-Indian may learn much from Indian cultural affinity with nature just as the Indian has profited from some scientific advances of white technology.

Jacobs, 1972, p. 30

When you are without rights or power, it is not easy to stand up to those who you know can revenge themselves on you with impunity.

Burnette, 1971, p. 74

Because the Secretary of the Interior is primarily concerned with the public lands and their exploitation, Indian policy has tended to be seen in relation to this goal.

Washburn, 1971, p. 209

I realized anew that men, whatever their color, must be judged as individuals.

Burnette, 1971, p. 51

According to federal statute, the secretary (Secretary of the Interior) is the "guardian" of the Indian.

Burnette, 1971, p. 16

It is the tradition that somehow the Indian should conform, aspire or submit to the dominant white culture of the United States.

Washburn, 1971, p. 191

The inability of white liberals to understand that a cultural pattern different from their own might still have social value and moral validity continues to be a stumbling block in our relations with the Indian.

Washburn, 1971, p. 193

The crushing burden upon the American Indian is that the one option most natural to him - to be an Indian - is the one that is denied him in white America.

Washburn, 1971, p. 238

In fact, isn't it almost self-evident that we desperately need the native American Indian and his culture?

Jacobs, 1972, p. 30

Note: Bibliographic citations appear on pages 74-76.

## MANY VOICES SPEAK: POLICY PARTICIPATION

President Johnson set federal policy toward Indian education by proposing a program promoting Indian development. In this policy he pledged respect of Indian dignity as well as the uniqueness of the Indian citizen, suggesting partnership rather than paternalism. President Nixon, too, suggested federal policy exist to provide an opportunity for Indians who so wished to live a useful and prosperous life in an Indian environment.

The Northwest Ordinance (1787) states: The utmost good faith shall always be observed towards the Indians: their land and property shall never be taken from them without their consent; and in their property, rights, and liberty, they shall never be invaded or disturbed, unless in just and lawful wars authorized by Congress; but laws founded in justice and humanity shall from time to time be made, for preventing wrongs being done to them, and for preserving peace and friendship with them.

Washburn, 1971, p. 53

From the 1880's until 1934 the federal government put strong pressure on Indian tribes to discard their traditional customs and act like white men.

Sorkin, 1971, p. 5

Indians living on reservations have almost all the freedoms other Americans possess; restrictions are placed only on tribal funds and property.

Sorkin, 1971, p. 5

No act of the tribal government, except the taxing of its own people, could be performed without the express approval of the BIA.

Burnette, 1971, p. 18

The white man of today has largely forgotten the Indian nations which his great grandfather knew. Now all he sees are individual Indians possessing rights different from his own, rights he would rather destroy than understand or respect. That the attitude can dominant court decisions as it has too often dominated legislative halls and executive agencies, and that it can be phrased in terms of a moral duty, constitutes another of the tragic elements in American Indian policy.

Washburn, 1971, p. 185

"The program I propose seeks to promote Indian development by improving health and education, encouraging long-term economic growth, and strengthening community institutions.

Underlying this program is the assumption that the Federal government can best be a responsible partner in Indian progress by treating the Indian himself as a full citizen, responsible for the pace and direction of his development.

But there can be no question that the government and the people of the United States have a responsibility to the Indian.

In our efforts to meet that responsibility, we must pledge to respect fully the dignity and the uniqueness of the Indian citizen.

That means partnership--not paternalism.

We must affirm the right of the first Americans to remain Indians while exercising their rights as Americans.

We must affirm their right to freedom of choice and self-determination.

We must seek new ways to provide Federal assistance to Indians--with new emphasis on Indian self-help and with respect for Indian culture.

And we must assure the Indian people that it is our desire and intention that the special relationship between the Indian and his government grow and flourish.

For the first among us must not be the last.

I urge the Congress to affirm this policy and to enact this program."

"President Johnson's Indian Message,"  
as cited in Taylor, 1972, p. 198

"We must recognize that American society can allow many different cultures to flourish in harmony and we must provide an opportunity for those Indians wishing to do so to lead a useful and prosperous life in an Indian environment."

"President Nixon's Indian Message,"  
as cited in Taylor, 1972, p. 198

The federal government should not, by its policies, either encourage or discourage Indians leaving the reservations. Expectations and desires for self-fulfillment vary so greatly among tribes and among their members that programs must be devised to give the individual Indian a choice about where he earns his livelihood.

Sorkin, 1971, p. 7

It was such an age-old procedure--a promise or a treaty, then a broken promise or treaty, and then a new promise or a treaty that would soon be broken. The whites were unswerving in dedication to relieving the Indian of anything they consider valuable.

Burnette, 1971, p. 76

Congress, as you know, has funded the Indian Education Act at \$18 million for FY '73, enabling us to launch many new programs. We see the bulk of the first year funds being directed to the planning and organization of improved service to Indians. We expect a high percentage of first-year grants to be awarded for needs assessment and planning, with operational grants to follow in fiscal '74, especially in career education categories and community college opportunities for Indians.

Marland, 1972, p. 16

Here, then, was the usual pattern of Indian policy as exercised throughout American history: a strong expression of interest by the Congress based on a hasty assumption about what was good for the Indian and a more calculating assumption about what was good for the white; the policy phrased in rhetoric evoking images of the Declaration of Independence and the Sermon on the Mount; instructions to the executive to carry out the policy on pain of financial cutbacks or administrative extinction; and an unspoken assumption that the Indians could be cajoled, forced, frightened, or persuaded into recognizing the benevolent intent of the framers.

Washburn, 1971, p. 85

"I realize that it will not be possible always to obtain Indian cooperation . . . . We must proceed, even though Indian cooperation may be lacking in certain cases."

Dillon S. Myer, Commissioner, BIA (1952) as cited in Fey and McNickle, 1970, p. 145

The Indian tribes are supposedly protected by over 389 treaties, 5,000 federal statutes, 2,000 federal court rulings and more than 2,600 rules and regulations having the force of law, as well as over 500 opinions issued by the attorney general of the United States.

Burnette, 1971, p. 31-32

That the solemn treaties of the United States proved ineffective first against the lawless white frontiersmen of the time and later against the forgetful successor governments of the United States is less a commentary on law than it is on honor.

Washburn, 1971, p. 58

The effects of the failure of the federal government to make good its legal obligations, and the constant betrayals and deceits, have been devastating to the morale of the Indian.

Burnette, 1971, p. 32

The Act (Indian Education Act included in the Education Amendments of 1972) also authorized grants from OE to the States, school districts, Federally supported schools, and--- most important --- to Indian tribes, organizations, and institutions to mount projects demonstrating improved educational opportunity for Indian children and adults.

Marland, 1972, p. 15

"The goal of self-sufficiency - the ability of the Indian people to stand on their own feet - seems to be accepted by many Indians and Government policy makers. Most everyone will claim the same goals for Indians economic self-sufficiency, the fulfillment of promises made by the Federal Government, and a standard of living comparable to that of other American communities."

Louis R. Bruce, Commissioner of Indian Affairs, March 17, 1971 as quoted in Taylor, 1972, p. 122

#### Policy Participation: Indian Control

Within the Indian culture, philosophies vary about Indian policy. Many reservation Indians are alarmed by acts of the militants; different sets of problems exist in each Indian community. Motivating the Indian to help in solving his own problems is one policy objective recommended by many.

Recent trends in minority attitudes suggest that the assumptions of the 'melting pot' - of the inevitability and desirability of the integration of minority groups into the body of American life - are increasingly irrelevant.

Washburn, 1971, p. 239

The Act (Dawes Severalty Act of 1887) had the backing of those who wished the Indian well and of those who wished him ill. About the only group which was not enthusiastic for the bill was the group it was designed to help: the Indian.

Washburn, 1971, p. 73

". . . I believe our disappointment would be in coming here and presenting our case to the committee and finding out that nothing is ever done about our presentation and what our problems are. This has always been the case."

Henry Montague, Sr., President,  
Quechan Tribal Council as quoted in  
Committee on Labor & Public Welfare,  
1969, p. 1015

The philosophy of pluralism expressed by President Nixon and many of the States, the responsiveness of all branches of the Federal and State Governments to Indian desires, and the increased sensitiveness of the population at large to the problems and aspirations of ethnic minorities provide a receptive and supportive environment for serious consideration of the goals of Indian people.

Like others, the Indians do not speak with one voice. Many reservation Indians are alarmed at some of the philosophies and tactics of militant urban Indians, yet the militants receive a good percentage of Indian newspaper coverage. Indians in one community may have a different set of problems and different resources with which to meet them than Indians in another community. There is also a difference in attitude toward adjusting to the non-Indian world among Indian communities, and sometimes sharp cleavages on this matter within such communities.

Taylor, 1972, p. 145

"An objective which should undergird all Indian policy is that the Indian individual, the Indian family, and the Indian community be motivated to participate in solving their own problems. The Indian must be given responsibility, must be afforded an opportunity he can utilize, and must develop faith in himself.

Indian-made plans should receive preferential treatment and, when workable, should be adopted."

Commission on the Rights, Liberties and  
Responsibilities of the American Indian  
as quoted in Vogel, 1972, p. 213

If we were to define the one strategic need of our people, it would have to be self-determination . . . . Education, economic development, health and welfare, leadership - these are desperate needs. They can only be met by and with the right to guide and determine our present and our future.

Wassaja, January 1973, p. 2

The emphasis is on transfer of control and responsibility from the Federal Government to Indian communities rather than to State or local government.

Taylor, 1972, p. 72

The time is ripe for Indian leadership to play a dominant role in initiating public Indian policy. The chances are good that if the Indians can achieve an effective national pressure group they will play such a role. In any event, even without a unified solidarity, individual leaders, such as many of the present chairmen of Indian tribes, will have considerable innovative impact on Indian policy affecting their communities.

Taylor, 1972, pp. 156-57

Unless the militants create a backlash, the strong public support for Indians will continue and Indians will in large measure have the power to use such support constructively or otherwise. If a State or the Federal Government tries a major Indian policy move without consultation and agreement on the part of the Indians, the Government is likely to be stopped dead in its tracks and the policy not implemented.

Taylor, 1972, p. 156

Indians and the various governmental levels recognize that Indian motivation, desire and action are the most crucial ingredient in Indian progress.

Taylor, 1972, pp. 168-69

With reservation planning as the base, the American Indian and all Americans can move forward together in building stronger communities, more viable States, and a Nation proud of its Indian heritage and Indian participation.

Taylor, 1972, p. 172

Indian organizations have assisted us in defining the criteria for selection, and will be involved in reviewing all regulations, guidelines, and program priorities to be carried out under this new law. Indians, exclusively, were in charge of our selection process for the Council (National Advisory Council on Indian Education) nominees.

Marland, 1972, pp. 16-17

The encouragement of Indian economic and educational development under increasing Indian self-determination is not pointed in the direction of a return to past traditional life; neither is it designed to deliberately remove Indian peoples from retaining identification with their particular heritage. It does open the possibilities for Indian people to play an active role in evolving modes of life they consider necessary for being Indian in the world of today and tomorrow.

Fuchs & Havighurst, 1972, p. 326

. . . only 1.5 per cent of Department of Interior programs directly serving Indians are now under Indian control and only 2.4 per cent of the Department of Health, Education and Welfare programs for Indians are run by Indians.

Fey & McNickle, 1970, p. x

The Amendments (Education Amendments of 1972) have created an Office of Indian Education in OE to administer the new programs. The office will be headed by a Deputy Commissioner who will be nominated from a list submitted by the 15-member National Advisory Council on Indian Education, also created by the new law.

Marland, 1972, p. 15

"Buildings do not make schools.

It is true that we need these buildings but we also need more dedicated teachers who believe in us. We need leaders who seek our opinions. We need leaders who respect us."

Miss Marian Antone, student, Indian Oasis Public Schools, Sells, Arizona as quoted in Committee on Labor and Public Welfare, 1969, p. 1018

Because Indian answers to these questions may vary markedly from the answers of the dominant society, and because Indians and whites may have very different educational goals, a growing number of Indian communities are seeking to control the education of their own children. This usually means setting up schools run by Indians, especially for Indians.

The movement to do this has taken at least four basic forms:

1. Assuming control over religious mission schools. . . .
2. Exercising latent voting power in established and previously white-controlled school districts. . . .
3. Contracting with the Bureau of Indian Affairs to set up new Indian controlled schools or to assume control over existing BIA institutions. . . .
4. Creating from scratch a predominantly Indian public school district. . . .

Akwasasne Notes, Jan.-Feb. 1972, p. 30

We can no longer continue merely to criticize the educational system, because we now have Indian scholars to get involved in the process of improving education on a positive basis. We can no longer depend upon non-Indians to dictate our course of destiny. The Bureau of Indian Affairs must trust the Indians to operate their own schools. The vast potential of Indian scholars awaits the delegation of authority of local autonomy.

Indian Historian Press, 1970, p. 130

. . . the entire Neah Bay (Washington) School staff is involved in redesigning their program, and it's turning education around in that town. A high drop-out rate has dramatically reduced, and a small rural school is being transformed into a model of modern educational practice. Indian education is being returned to Indians.

Marland, 1972, p. 16

I cite these projects to give you a broad-brush picture of the range of Indian education activities that OE is supporting. More importantly, I mention them because they are all uniform in one respect: each enables Indians themselves to design the approach to a given educational problem such as illiteracy or bilingual education, postsecondary needs, career education, early childhood programs, or whatever.

Marland, 1972, pp. 13-14

One of our major concerns was to make certain that Indians were given an appropriate strong voice in the making of policy in the Office of Education in order to avoid future mistakes of the same kind.

Marland, 1972, p. 7

Responsibility for the school programs must be transferred, at least in part, to the community while economic support comes from the Federal government. To divorce financial responsibility from other responsibilities is always difficult.

Schusky, 1970, pp. 33-34

". . . it should be up to the Indian tribe to determine whether it is willing and able to assume administrative responsibility for a service program which is presently administered by a Federal agency. . . . the final determination should rest with the Indian community. This program was voluntary, it could involve parts of programs and the Indians would have the right of retrocession."

President Nixon's Indian Message  
as cited in Taylor, 1972, p. 200

#### Policy Participation: Technical Assistance

Expertise, or technical assistance, in attaining Indian objectives is a necessity. Only by working with Federal and State sources do most Indians feel they will regain some of the dignity lost through the years.

"What we ask of America is not charity, not paternalism, even when benevolent. We ask only that the nature of our situation be recognized and made the basis of policy and action.

In short, the Indians ask for assistance, technical and financial, for the time needed, however long that may be, to regain in the America of the space age some measure of the adjustment they enjoyed as the original possessors of their native land."

Declaration of Indian Purpose (American  
Indian Chicago Conference, June 13-20,  
1961) as cited in Vogel, 1972, p. 212

"The underlying assumption appears to be eventual State operation and support of public schools for Indian children. Cooperation among tribal councils, local governments, State Governments, and the Bureau of Indian Affairs (BIA) for formal education and training after leaving school is highlighted. In another part of the policy statement special emphasis is placed on each State Government cooperating with the BIA on adult education and vocational training."

Governors' Interstate Indian Council  
as cited in Taylor, 1972, pp. 184-85

My point is this: we in the educational establishment are learning from you. And we are anxious to work with you for a better day not only for Indian education, but for all of education. Surely our success as educators, whatever our ethnic differences, will be measured by the ways in which we serve all children in America.

Marland, 1972, p. 17

Indians recognize the importance of State services and in general desire to work with local, State and Federal governments toward a solution to their problems, but believe continued Federal responsibility for trust land, funding and other services are still very essential.

Taylor, 1972, p. 168

"Indian people need the expertise of people in the professions to provide technical assistance in attaining their objectives. They need people who will be willing to do the actual work of operating programs until they train their own people or have them trained.

Federal agencies are going to continue to have a role in Indian education programs. The federal government should stress the need to adopt a policy of extensive consultation with Indian tribes before embarking on any program involving Indian people. . . .

Indians have always maintained they have the right to be an Indian, nothing less and nothing more. . . .

This is not to say (they) do not wish to participate in the main-stream of society. They do, but not at the expense of cultural genocide."

Richard Zephier, Education Specialist,  
BIA, as quoted in Phi Delta Kappan,  
May 1973, p. 642

### Policy Participation: An Interpretation

(The following is an interpretive statement of the preceding as well as other statements.)

Direct participation and involvement by Indians in both the policy development and policy implementation process is viewed by Indians and non-Indians alike as a high priority need. If policies directly affecting Indians are to be viable and effective it is necessary that Indians be involved in all the components of policy, especially the two aspects of formation and implementation.\* It should also be noted that since most Indians have been allowed few decision-making roles in the past, steps may be necessary to assist and prepare Indians for these roles. This paper, then, will focus upon three major points: A. Indian involvement in policy formation; B. Indian involvement in policy implementation; and C. The need for preparing and assisting Indians in the above two (A & B) roles. Although each will be treated separately, a high degree of interrelationship does exist.

To paraphrase Abraham Lincoln, policies and programs have been formulated and implemented for Indians, but few by Indians. A subtle (some would say not so subtle) philosophy pervaded many past actions regarding Indians. The idea of "civilizing the savage" and "doing what is right for them" rather than allowing the Indian to decide for himself seemed

---

\*While the inclusion of Indians in the policy formation and implementation process is imperative, non-Indians are not to be excluded completely. For numerous reasons, including technical and administrative knowledge and expertise, non-Indians must also be an integral part of the process.

to be the dominant philosophy. Although it has been argued that Indians in fact had been involved, the pertinent fact is that Indians had not perceived themselves as being involved. What had been perceived by the Indians was (and to some degree still is) a sense of patronization or paternalism towards them by the non-Indian.

The initial step in actively involving Indians is to include them in the various stages of policy formation. To achieve desirable results a policy must set guidelines which will achieve desired outcomes and this can best be done if the recipients of a policy are included in the planning stages. What a non-Indian thinks is best for an Indian may have little or no relevance to what the Indian himself feels is needed. The need for including Indians at this stage is necessary for at least two reasons: 1) to meet needs of the specific Indian target group and 2) to create awareness that subsequent projects will reflect Indian thinking and needs; that it will be "theirs" versus something the non-Indian has foisted on them "for their own good." It is understandable that resentment will often exist on the part of any group which has something presented to them in the latter manner.

There are numerous examples of Indians not being involved in policy making, but what is more important are those cases where Indians are taking part in the planning processes. The Office of Economic Opportunity (OEO) is one of several federal agencies making efforts in this direction:

A major point of the OEO philosophy is that each individual community will operate at its own level of program sophistication, and that program development itself

will be an educational process. All community action agencies are responsible for planning, developing, implementing and operating those programs which the people, through their own governing boards, have determined will best suit their needs.\*

Another and more specific example of Indian involvement is the "State-of-the-Art Paper on Curriculum Development for the Occupational Education of Indians" which is funded by the Bureau of Adult, Vocational and Technical Education. The Northwest Indian Council on Education has been designated as the steering committee of this project and sets the directions to be followed. Non-Indians are also involved and are contributing technical knowledge, but it is the Indian steering committee that holds the final decision-making position.

Just as Indians need to be involved in policy formation, it is equally important that they be involved in and responsible for the implementation stages. Indians must have the responsibility and opportunity to direct programs and make the necessary day-to-day decisions which accompany them. Too many times the political unit in an Indian community does not have ultimate responsibility. For example, in many cases the Bureau of Indian Affairs (BIA) or the Public Health Service has final authority over tribal councils.

Agencies like the BIA and Public Health Service were permitted no part in tribal politics; but by the mere fact of their economic potential, they acted as powerful governing forces on the reservation.\*\*

\* Arizona Affiliated Tribes, Inc., Self Determination: A Program of Accomplishments, May 1971, p. 9 (cited in ERIC - ED 057 974).

\*\* Edward A. Parmee, A Modern Apache Indian Community and Government Education Programs, The University of Arizona Press, p. 88, cited in Indian Education: Hearing Before the Special Subcommittee on Indian Education.

So even when responsibility has nominally been delegated to a community, its members are aware that their own governing body does not have final authority. This tends to diminish what influence the tribal council may have and can break down coordinated and cohesive actions on the part of the community necessary to successfully carry out programs. The time for the "Great White Father" to make decisions in the "best interests of Indians" has long since run its course.

Another indication of the failure of not allowing Indians to make decisions regarding their own programs is the growing awareness, involvement and even militancy of many Indians. Their dissatisfaction with current governmental policies and practices is due, at least partially, to a sense of inefficacy regarding the system in which they are forced to participate. Recent events, including Alcatraz, the Trail of Broken Treaties, and Wounded Knee are all tied to the fact that many Indians have little authority to plan and implement policies or programs regarding their personal lives. Termination is not the answer, but a greater degree of self-government is needed. It is conceivable that once Indians (in organized communities or involved in Indian programs or projects) are allowed to govern themselves and make necessary decisions, a greater faith in and sense of efficacy toward the government will result in benefits for Indians and non-Indians alike.

Since many Indians are aware their voices or actions have few results, they feel little need to carry out programs for which they themselves have little responsibility. Similarly, this sense of frustration tends to turn

them away from working with the established system. Once they are able to make decisions within the broad guidelines of a policy or program, the latter will be much more meaningful to them.

For both the planning and implementation stages of policy, a number of resources representing a wide range of Indian views are available. In addition to involving local people in the programs and policies affecting them, there are numerous Indian groups which can be tapped. Tribal councils, urban centers and various Indian organizations are a few of the Indian groups which should be involved. A variety of philosophies exist among these groups, such as would exist among any group of people, and all should be represented, especially in the planning stages of policies.

While including Indians holding various philosophies and representing different tribes in all policy stages, it is necessary to remember that concurrent preparation or training for these roles may be necessary. Self-determination and a greater degree of self-government needs to be attained as soon as possible, but the technical or administrative knowledge necessary may not presently be available among Indians to achieve this immediately.

For example, a recent study indicated that total control of the educational processes by a community is not the answer for every Indian (or, for that matter, non-Indian) community.\* The procedures and experiences needed to direct and implement all the actions necessary to run educational programs in a community many times are not available. The knowledge needed to accomplish this is not inherent and cannot be expected from a group

---

\* Janice J. Weinman, "Local Control Over Formal Education in Two American-Indian Communities: A Preliminary Step Toward Cultural Survival," Review of Educational Research, vol. 42, no. 4, Fall 1972, pp. 533-39.

that has had few opportunities to either gradually learn the needed information (via formal education or training), or assume leadership positions (informal education or training).

Various programs, institutes, and schools realizing this need are responding: training programs and facilities specifically aimed at Indian needs are increasing. Programs offered by federal agencies (the School Administrators Program funded by OEO) and universities such as Harvard, Bemidji, Arizona, New Mexico, DQ University are apparently beginning to meet present and future leadership needs.

In the interim, however, programs such as the Special Technical Assistance Program (OEO) and organizations such as the National Indian Training Center may be able to provide specialized assistance needed by Indian groups. Additional efforts are needed in both present and future planning for training Indians in administrative roles and present programs need to be encouraged and expanded.

Although Indians have a unique relationship with the U. S. Government, their desire and need to be involved in the policy making and implementation processes is not something unique to them. Almost every minority group has eventually rebelled against being governed without being represented or involved. The reasons for European immigration to what is now the United States may be the most pertinent example of this. In turn, the original inhabitants of the U. S. must be given the opportunity and right to assume the roles, and be afforded the same degree of individuality and respect that the non-Indian immigrants were seeking when they came to the North American continent.

One means of achieving this is by actively involving Indians, representing a variety of philosophies, in the policy formation and implementation processes at all levels, while simultaneously helping to prepare and assist them for such roles. There appear to be few valid reasons why Indians cannot immediately assume positions in the area of policy formation and give input to determine or influence policy output. In the area of policy implementation however, a more gradual assumption of responsibility by Indians may be necessary. An immediate and total delegation of authority in this area may evoke fears of termination. Similarly, the technical or administrative skills needed for this function may not yet be available on a wide-scale. However, steps need to be taken immediately to commence involving Indians as much as feasible, while continuing or expanding whatever training measures are necessary to enable Indians to assume a larger share of the responsibility in implementing their own programs.

## BIBLIOGRAPHY

- Akwesasne Notes. "White Roots of Peace," Akwesasne Notes (Rooseveltown, New York), Vol. 4, No. 3 (Spring 1972), p. 43.
- Akwesasne Notes. "We'll Do It Our Way Awhile," Akwesasne Notes (Rooseveltown, New York), Vol. 4, No. 1 (January-February 1972), p. 30-31.
- Benham, William Joseph, Jr. "Characteristics of Programs in Public Schools Serving Indian Students from Reservations in Five Western States." Doctoral Thesis. The University of Oklahoma, 1965.
- Burnette, Robert. The Tortured Americans. Englewood Cliffs: Prentice-Hall, 1971.
- Committee on Labor and Public Welfare. Indian Education: Hearings Before the Special Sub-Committee on Indian Education of the Committee on Labor and Public Welfare - U.S. Senate. Parts I - IV. Washington, D. C.: U. S. Government Printing Office. 1969.
- Condie, LeRoy. "An Experiment in Second-Language Instruction of Beginning Indian Children in New Mexico Public Schools." Doctoral Thesis. The University of New Mexico, 1961.
- Costo, Rupert, ed. Textbooks and the American Indian. San Francisco: Indian Historian Press. 1970.
- Fey, Harold J. and D'Arcy McNickle. Indians and Other Americans: Two Ways of Life Meet. New York: Harper & Row. 1970.
- Fuchs, Estelle and Robert J. Havighurst. To Live On This Earth: American Indian Education. Garden City: Doubleday & Co., Inc. 1972.
- Greenberg, Norman Charles. "Administrative Problems Related to Integration of Navajo Indians in Public Education." Doctoral Thesis. University of Colorado, 1963.
- Heath, G. Louis. "Good Study of Indian Education, But the Indians Can't Eat It," Phi Delta Kappan, Vol. LIV, No. 9 (May 1973), p. 631.
- Heidsiek, Ralph George. "Music of the Luiseno Indians of Southern California -- A Study of Music in Indian Culture with Relation to a Program in Music Education." Doctoral Thesis. University of California, Los Angeles, 1966.
- Indian Historian Press. Indian Voices: The First Convocation of American Indian Scholars. San Francisco: Indian Historian Press. 1970.

- Indian Truth. "The Trail of Broken Treaties," (Editorial), Indian Truth (Philadelphia), No. 209 (February 1973), p. 2.
- Jacobs, Wilbur R. Dispossessing the American Indian: Indians and Whites on the Colonial Frontier. New York: Scribners. 1972.
- Journal of American Indian Education. "Health Career Opportunities for American Indians," Journal of American Indian Education, Vol. 12, No. 2 (January 1973), pp. 1-2.
- King, Alfred Richard. "A Case Study of an Indian Residential School." Doctoral Thesis. Stanford University, 1964.
- Marland, Sidney P., Jr. "Indian Education and the Federal Government." A paper presented at the Fourth Annual Indian Education Conference, Seattle, Washington, November 3, 1972.
- Modiano, Nancy Docia. "Reading Comprehension in the National Language: A Comparative Study of Bilingual and All-Spanish Approaches to Reading Instruction in Selected Indian Schools in the Highlands of Chiapas, Mexico." Doctoral Thesis. New York University, 1966.
- Morris, Joyce. "An Investigation Into Language-Concept Development of Primary School Pueblo Indian Children." Doctoral Thesis. The University of New Mexico, 1966.
- The News-Review. "The Wrong AIM," (Editorial), The News-Review (Roseburg, Oregon), March 22, 1973, p. 4.
- Osborn, Lynn R. "Rhetoric, Repetition, Silence," Journal of American Indian Education, Vol. 12, No. 2 (January 1973), pp. 15-21.
- Phi Delta Kappan. "What Path for American Indians?," Phi Delta Kappan, Vol. LIV, No. 9 (May 1973), p. 642.
- Quimby, Robert Joseph. "American Indian Students in Arizona Colleges: A Discriminate Analysis of Select Variables that Contribute to Success and Failure." Doctoral Thesis. Arizona State University, 1963.
- Schusi E. The Right To Be Indian. San Francisco: Indian Historian Press. 1970.
- Sister Mary of the Divine Heart Lane. "A Critical Study of the Contemporary Theory and Policy of the Indian Bureau with Regard to American Indian Education." Doctoral Thesis. The Catholic University of America, 1962.
- Sorkin, Alan L. American Indians and Federal Aid. Washington, D. C.: The Brookings Institution. 1971.

- Taylor, Theodore W. The States and Their Indian Citizens. Washington, D. C.: U. S. Government Printing Office. 1972.
- Townsend, Irving Dinsmore. "The Reading Achievement of Eleventh and Twelfth Grade Indian Students and a Survey of Curricular Changes Indicated for the Improved Teaching of Reading in the Public High Schools of New Mexico." Doctoral Thesis. The University of New Mexico, 1962.
- Underwood, Jerald Ross. "An Investigation of Educational Opportunity for the Indian in Northeastern Oklahoma." Doctoral Thesis. The University of Oklahoma, 1966.
- U. S. Senate Committee on Labor and Public Welfare. Indian Education: A National Tragedy -- A National Challenge. Washington, D. C.: U. S. Government Printing Office. 1969.
- Vogel, Virgil J. This Country Was Ours: A Documentary History of the American Indian. New York: Harper & Row. 1972.
- Wallace, Mike, commentator. "60 Minutes," Vol. V, No. 13. New York: CBS Television Network.
- Washburn, Wilcomb E. Red Man's Land -- White Man's Law. New York: Scribners. 1971.
- Wassaja. "Alternatives to Violence," (Editorial), Wassaja (San Francisco), February-March 1973, p. 2.
- Wassaja. "Self-Determination," (Editorial), Wassaja (San Francisco), January 1973, p. 2.

## PROGRAMS

Occupational education is available to Indians in both public schools and schools operated by the Bureau of Indian Affairs. The project staff and some members of the Northwest Indian Council on Education visited a few selected programs to obtain first-hand exposure to varying approaches now being used.

The following pages describe selected programs of the Haskell Indian Junior College and the Southwestern Indian Polytechnic Institute, which are operated by the Bureau of Indian Affairs. (Also visited was the Institute of American Indian Arts in Santa Fe, New Mexico.) Also described is a new program funded by the National Institute of Education (NIE) which is a part of the NIE thrust in Career Education. Located in Glasgow, Montana, this program strives to provide career education to rural families (including some Indian families). The last program is that of the Warm Springs reservation which, in essence, is a public school program.

Many other programs, especially short-term developmental programs could have been described. Here, however, the purpose is to provide a variety of perspectives of occupational education which have stood the test of time and have utilized varying approaches. The reader is requested to search out other programs which represent different approaches to occupational education.

### Haskell Indian Junior College, Lawrence, Kansas

Haskell Indian Junior College (HIJC), a federally operated junior college functioning under the authority of the U. S. Department of the Interior, Bureau of Indian Affairs (BIA), is located in Lawrence, Kansas. The first class of students entered "Haskell Institute" in 1884 and until 1964 both high school students and high school graduates were accepted. In 1964 Haskell graduated its last high school class and became solely a 2-year vocational school. In 1970 Haskell obtained junior college accreditation and is now known as Haskell Indian Junior College.

The 280 acre campus reflects the changes Haskell has undergone. Existing dormitories, educational and training facilities are being renovated, and simultaneously, new facilities are being built to meet new course needs as well as the demands and requirements of a student body of 2,000 men and women. Well-equipped classrooms and training facilities (including a \$2-1/2 million mechanical-auto complex) are evident. Many facilities are used for training as well as operational purposes.\* In addition to the educational facilities, extra-curricular facilities as well as the "Little Indians Day Care Center" are available.

Programs offered are also undergoing change, but presently a student can pursue a trade or technical skill, a junior college degree or a combination of both. One and two year programs are available which lead to: 1) an Associate of Arts degree; 2) an Associate of Applied Science degree; 3) a diploma; or, 4) a certificate. The major instructional divisions leading to the above are: Art, Building Trades, Business and Secretarial Science, Food Service, Health

---

\*e.g., the printing equipment is used for student training purposes as well as for the printing of many HIJC and BIA materials.

Occupations, Home Economics, Humanities, Indian Studies (which includes Indian music, folklore, history, languages and crafts), Mechanical, Music, Natural and Physical Sciences, Physical Education, Printing, Social Sciences, and Technical. Thus, it is evident that vocational education is no longer the sole focus of the school. This is further illustrated in the "Statement of Philosophy," part of which states:

Haskell Indian Junior College strives to afford the individual opportunities to develop his talents to the utmost. . . . The educational program at Haskell Indian Junior College allows a student to pursue various interests. We believe that the college must provide both a general education and the best in specialized study.\*

Approximately 30 percent of the students at Haskell pursue specific vocational training, while the remaining 70 percent plan on transferring to a university upon completion of their program at HIJC. Other characteristics of the student body include; a) about 100 tribes are represented; b) students come from about 30 different states, although the majority are from the Western half of the United States; c) about 40 percent of the students are from reservations; d) the male-female ratio is roughly even; e) most are single, although some married students are enrolled; f) all have completed high school; g) all have at least one-fourth degree Indian blood.

Although all students are Indian, this is not the case with the administration, faculty and staff. A slight majority (about 60 percent) of the instructional personnel are Indian (including Department chairmen), but the administrative staff is about 50 percent Indian and 50 percent non-Indian. One exception to this is the fifteen member Board of Regents which is composed of Indians representing various tribes from throughout the United States.

---

\*Haskell Indian Junior College Bulletin, Volume Two, 1972-73, p. 8.

The counseling staff (primarily Indian) is available for personal and vocational counseling, although many students have decided upon a general course of study before arriving at Haskell. A new program, now in its final planning and approval stages, will establish a two-week vocational counseling session for entering students prior to the beginning of each Fall Semester. Counselors are located in the dormitories (which house all but married students) and carry out counseling on a one-to-one basis as well as on a small group basis. In addition, a recently initiated program is attempting to meet the special needs of students with alcohol or drug problems.

Placement counselors, per se, do not exist and apparently are not needed at this time. Placement functions are the responsibility of the department chairmen and since there exists a great demand for Haskell graduates, few placement difficulties have been encountered.

Haskell Indian Junior College is continually evolving and undergoing changes to meet the needs faced by Indian students today. Education, occupational and personal needs are apparently being met by various means, including a widerange of curriculum offerings, as well as such specialized and varied aspects as extra-curricular activities, the alcohol and drug program, and the day care center.

Southwestern Indian Polytechnic Institute, Albuquerque, New Mexico

The Southwestern Indian Polytechnic Institute (SIPI), dedicated 21 August 1971, has modern facilities and equipment valued at more than \$14 million. Included are four coeducational residence halls, a student center, dining and institutional center, instructional materials center, centers for business education, occupational education and supportive education, a clinic and the administrative building.

Located outside Albuquerque, New Mexico, SIPI serves the post-high school age Indian student by providing the General Educational Development (GED) Preparation Program for high school equivalency. Vocational instruction is also offered in the areas of:

1. Secretarial
2. Clerical
3. Marketing and Distribution
4. Numerical Processing
5. Civil Engineering Aid
6. Commercial food Preparation
7. Drafting
8. Electronics
9. Offset Lithography
10. Optical Technology
11. Telecommunications

Each program allows open-entry/exit with students able to progress from a job entry level skill to a more complex variety of competencies in a cluster of occupations. A team consisting of the student, counselor, coordinator, and instructor work closely together to guide the student's career preparation. Each vocational course of study developed by SIPI is comprehensive and well organized.

Supportive instruction provided concerns employment information, applied economics and employer relations. This core is required prior to a cooperative

work program or job placement. Driver education and instruction in avocational interests are also available. Electives are also available in math, communications, human relations and physical education.

The Indian Health Service operates a dental clinic on campus which also provides training to students in both dental assistant and dental technician occupations.

The facilities, equipment and other resources are among the best available. Though less than 500 students are now enrolled there are ultimate expectations for approximately 1400 in residence. The present study body is evenly divided between males and females with some demand being pressed for nursery facilities so that married students could more easily attend. Students are mostly from rural areas and must be of 25 percent Indian blood.

Three general instructional programs at SIPI vary the percentage of time devoted to occupational preparation. The full-time tract has no support element. Another alternative is half-time support and half-time occupational instruction.

All personnel are civil servants and half of the professional staff are Indians. (All the clerical staff is Indian.) Instructors are hired on the basis of occupational competency. One professional person is charged with job placement of students. The school board is made up entirely of Indians drawn largely from the Navaho tribe.

The potential of SIPI to prepare competent graduates is great. The Institute appears to be flexible but at present is very much underutilized. The economy of the equipment and facilities provided at that one location is questioned

by this writer. It appears that more resources are available at SIPI than are really necessary at only one location. It might be desirable to give greater consideration to decentralization or greater diversification with the same resources.

Mountain-Plains Education and Economic Development Program, Inc.,  
Glasgow, Montana

A former Strategic Air Command base at Glasgow, Montana, serves as the site of a residential family oriented career education program. Although participants are primarily Caucasian, some Native Americans are included in the 200 families in the experiment. All are rural disadvantaged families from North and South Dakota, Wyoming, Nebraska, Idaho and Montana.

The major concept of the program is to provide for a sparsely-settled area some of the services provided by Model Cities for an urban area. The program philosophy hinges on temporarily removing the family unit from its normal environment to a highly structured setting where careful attention is given to total life development. By providing housing and stipends for several months of residency, the hope is each family member can develop an appropriate career role -- through employment, study, home management or a combination of the three elements.

Mountain-Plains activities focus on four main goals:

1. Improving the growth, development and employability of individuals in the region through an innovative, experimental system of career education.
2. Improving the economic functioning within the region through programmed efforts to provide job capabilities for employment in economically profitable occupations that will be developed within or attracted to the area.

3. Improving the health and general welfare of persons through a program of health education and services.

4. Improving the family living and community life through a program of formal and informal educational activities and outreach services.

A new family involved in the project spends the first week in orientation and assessment. After needs and interests are determined, an individual prescription, or study plan, is written for each family.

The career education system includes programs in tourism, health, and public services. Six instructional cores with skills common to all three occupational areas provide training in business and office, mobility and transportation, food services, facilities management, facilities operation and educational and social services.

Staff hopes to create a truly competency-based open-entry open-exit program which allows individuals to move into and out of the three career education phases of awareness, exploration and preparation. The occupational preparation phase is eliminated by work experience, often in nearby Glasgow. Mountain-Plains staff rely heavily on employer ratings of participant performance.

Each household head is told to think of himself as a full-time student being paid for participation in all phases of life beginning with the family as a unit and progressing into work and recreation. Time is handled like a job, with heads of households spending 40 hours in weekly training. Wives must spend 20 hours each week learning to improve homemaking skills or learning job skills if she wishes. Children over 16 take part in a work situation in addition to going to school.

Early childhood education for pre-schoolers from six weeks to six years is on base, free to Mountain-Plains participants. Elementary children attend classes on base. Secondary students are bussed to Glasgow.

Leisure time is stressed. Through a family life component, participants develop an awareness of how their behavior affects not only themselves, but their community and nation. Recreational possibilities include the many outdoor activities (hunting, fishing, boating, water skiing, hiking and snowmobiling) as well as complete gymnastics facilities, theater, bowling and dancing.

Each family is responsible for 12 hours of community betterment activities each week. Participants may experience activities in service organizations, community improvement projects and coordination of all community functions. Ultimate goal is to prepare participants to take an active role in community betterment when they return to home environments.

Employment of participants upon completion is the prime goal at Mountain-Plains. Each of the six states has job development specialists who continually cooperate with local businesses to develop work possibilities for participants. Completion time for each family varies, but the average is about one year. Some families relocate in new areas, depending on job availability and whether they want to return to their former environment.

### Warm Springs Indian Reservation, Oregon

The Bureau of Indian Affairs (BIA) provides education and training where it is not otherwise available to federally recognized Indians. Of the 220,000 Indian children and youth between the ages of 6 and 17 only 51,000 are served in BIA-operated schools. There are 100,000 in public schools where their attendance is financed by the federal government. Only 40,000 are in public schools financed by state and local school districts and another 9,000 are in mission or private schools. The remaining 20,000 are not in school.\*

Warm Springs' educational system is representative of many reservation school systems. Elementary children receive instruction at a school on the reservation operated by a local school district. Secondary students are bussed to Madras just outside the reservation and are included as part of the public school program.

The school system is operated much the same as most rural systems and works within state and federal guidelines. The occupational programs available depend upon local initiative and state support with some federal financing. The programs available to students include vocational agriculture, diversified occupations and clerical preparation.

Programs and procedures for curriculum development would be similar to those outlined in the resources section of this paper. Citizens of the district, through their representatives, must request programs and activities of interest to them. The Madras school board has one Indian member.

---

\*Fuchs and Havinghurst, p. 34.

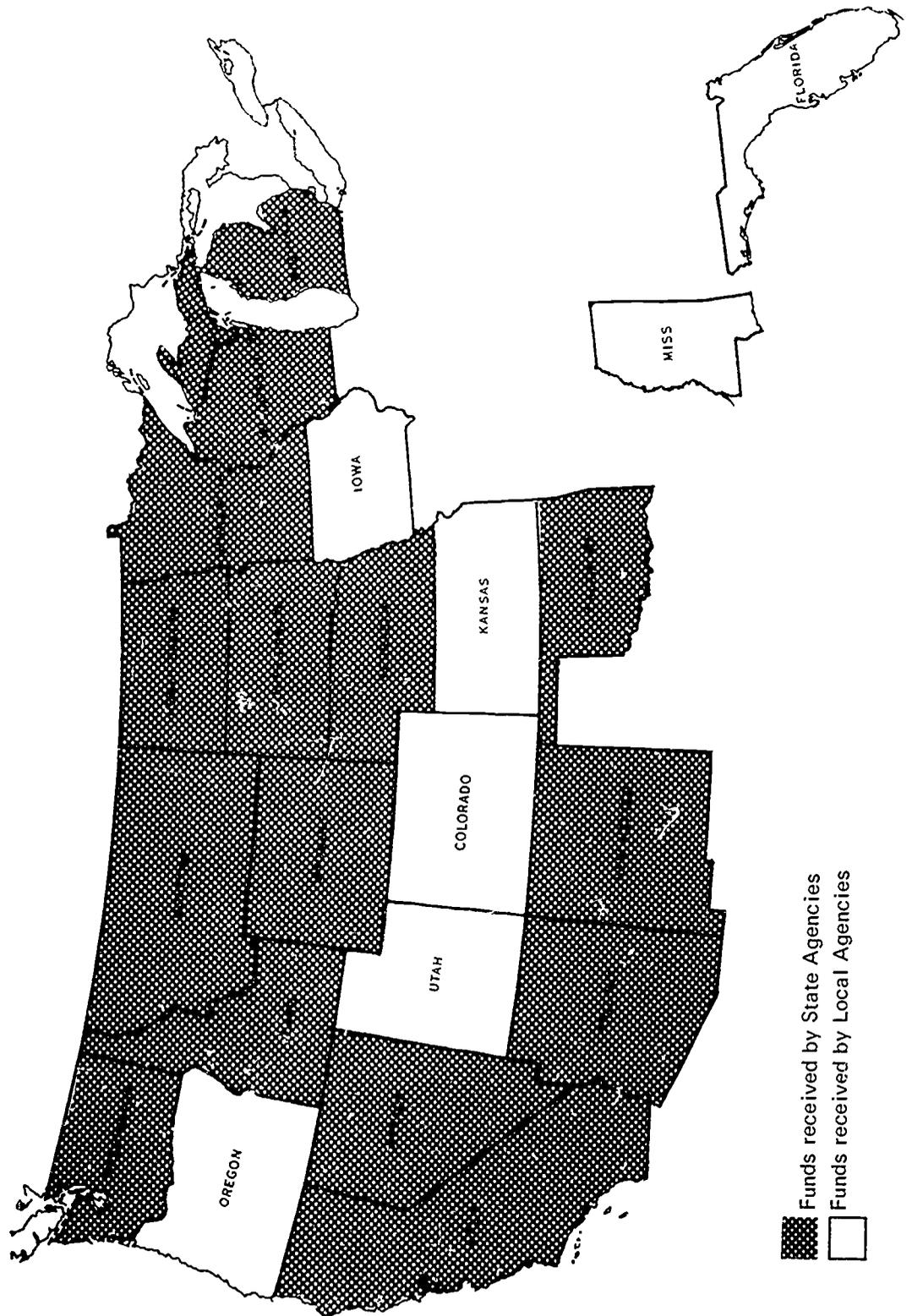
Indian children attend Federal, private, and mission schools. In Fiscal Year 1971, there were 109,174 Indian students, ages 5 to 18 years, inclusive, enrolled in these schools in the United States. Of the 134,017 enrolled in public schools, 80,323 received some assistance from the Johnson-O'Malley Program.

In 1970, the Bureau entered into contracts with 13 States and 10 school districts in five other States and five Indian organizations for four states and one district. In addition to these, aid was provided through contracts for the education of 3,400 students living in dormitories operated by the Bureau of Indian Affairs in towns bordering the Navajo Reservation, and in Alaska.\*

---

\*Bureau of Indian Affairs. Johnson - O'Malley Annual Report, FY 1972, p. 3.  
Albuquerque: Bureau of Indian Affairs.

# STATES RECEIVING JOHNSON-O'MALLEY FUNDS PROVIDED TO PARTIALLY DEFRAY EXPENSES OF INDIAN EDUCATION



■ Funds received by State Agencies  
□ Funds received by Local Agencies

Source: Mr. Brice Lay, 3IA Office, Albuquerque, New Mexico

# RESOURCES

## Contents

Resources for Indians . . . . .	100
Available Occupational Education Resources . . . . .	101
Additional Resources . . . . .	124
Resources for the Bureau of Adult, Vocational and Technical Education . . . . .	127
Other Resources . . . . .	142
Literature Resources . . . . .	149
The Native American . . . . .	150
Education and Curriculum Development . . . . .	160
Objectives . . . . .	160
Students . . . . .	163
Instructional Personnel . . . . .	167
Materials . . . . .	169
Methods . . . . .	178
Evaluation . . . . .	185
Relationships with Others . . . . .	187
Periodicals . . . . .	197
Audio-visual Resources . . . . .	201

## RESOURCES

Too often new programs and new activities are started without adequate examination of existing resources. It is all too easy to assume that "if I don't know about it, then it doesn't exist." Another all too common shortcoming is to start from "scratch" rather than modify or adapt closely associated ideas or resources. Reinvention of the wheel is commonly accepted as undesirable. In like manner, the researcher is charged with contributing to further development of knowledge and therefore must be familiar with its present state of development

The first task in avoiding duplication is awareness of what now exists. Only when this awareness is comprehensive can the succeeding analyses lead to further development without undue repetition.

The resources listed within this section are presented to develop this awareness. The listings are not exhaustive (no list ever is), nor are the listings selective (showing only the best). The perspective of the reader is required to judge the quality and relevance of any item presented. Many voices speak. A voice relevant and meaningful to one reader may well have no value to another.

The listings are representative of a wide array of resources which could be considered. The information concerning each item is adequate for gaining access to it. For brevity and economy the following abbreviations are used:

ED 000 000 - This number represents an item entered in the Educational Resources Information Center (ERIC). Referral to the appropriate volume of Research In Education (RIE) will provide the complete abstract and instructions and costs for obtaining copies.

EJ 000 000 - This refers to an article in a magazine or journal which has been entered into the ERIC publication Current Index to Journals in Education (CIJE). Referral to the appropriate CIJE issue will provide appropriate references and directions for further access.

UM 00-0000 - Here the item is a dissertation or thesis which is available from Xerox University Microfilms. The abstract can be found, indexed by author, in Dissertation Abstracts. (The first 2 digits of the UM number are usually the same as the year the item was entered into Dissertation Abstracts.)

### Search Procedures

The ERIC documents were selected from a complete listing of all items related to "Indian" which had been entered into the ERIC system from 1969 - 1972. The ERIC Clearinghouse on Rural Education and Small Schools (ERIC-CRESS) provided a computer printout on Indian Education and a manual search was then done utilizing the following descriptors:

Acculturation	Job Training
Adult Vocational Education	Learning Activities
Agricultural Education	Lesson Plans
Biculturalism	Objectives
Bilingual Education	Occupational Choice
Career Education	Occupational Guidance
Career Ladders	Prevocational Education
Community Attitudes	Program Evaluation
Community Characteristics	Socioeconomic Influences
Community Control	Staff Utilization
Community Development	State Departments of Education
Community Influence	State - Federal Aid
Community Involvement	State - Federal Support
Community Role	Student Attitudes
Counselors	Student Characteristics
Cultural Awareness	Student Developed Materials
Cultural Background	Student Needs
Cultural Differences	Student Participation
Cultural Factors	Student Teacher Relationship
Curriculum Development	Teacher Attitudes
Curriculum Guides	Teacher Characteristics

Dropout Characteristics	Teacher Developed Materials
Dropouts	Teacher Experience
Educational Methods	Teacher Role
Educational Needs	Teaching Guides
Educational Objectives	Teaching Methods
Educational Policy	Teaching Procedures
Educational Programs	Teaching Techniques
Environmental Education	Testing
Environmental Influences	Testing Programs
Evaluation	Vocational Counseling
Guidance Counselors	Vocational Education
Health Occupations Education	Vocational Interests
Homemaking Education	

Other related documents can also be found in the ERIC system. The ERIC-VT (Vocational - Technical) Clearinghouse, for example, will have many specific items relevant to curriculum development and vocational education. The clearinghouse on Educational Management will have knowledge of other useful materials relevant to policy and program development.

The dissertations were identified through a search conducted by DATRIX of dissertations entered into the system during the years 1960 - 1970. The following keyterms were used:

- Indian
- Education
- Career
- Occupation
- Train

Of the 37 items identified only 23 related to the American Indian. The others concerned India. Again, the reader will find many additional items available from University Microfilms if other search strategies are employed.

The remaining items were identified in a variety of ways. The search intent was not so much to be exhaustive as it was to be extensive and representative of the many voices speaking at the present time.

## RESOURCES FOR INDIANS

Due to the complexity of our governmental structure, many people are unaware of which organization(s) or which person(s) to contact to a) answer pertinent questions, or b) discuss relevant problems, needs and desires. On the following pages a paper discussing available occupational education resources is presented to help fill these needs. The names of each State Director of Vocational Education and each State Vocational Research Officer are listed within the paper. Also, a list of additional state and federal organizations is presented immediately following the paper.

## Available Occupational Education Resources

### Introduction

Vocational and technical education provides job training for high school students, out-of-school youth, adults, and post-secondary students. Programs are also offered for special target groups such as handicapped and less-advantaged. Most of the training is done during the day with students at the local high schools, area vocational schools, post-secondary technical schools, and local community or junior colleges. Many programs are offered at nights, on weekends, and during the summers at these schools. In many courses, on-the-job experience is also offered. Additionally, many special skill-upgrading programs are conducted for already employed, unemployed, and underemployed persons in order that they may keep up with changes in their work and move up the promotion ladder.

The length of the training depends on the skill or job being taught and the students' needs; thus could run from less than one day to over three years. "Learning by doing" is the motto; and "flexibility in services offered" is a key phrase in vocational and technical education. Most of the vocational teachers and administrators grew up in working families and started out their careers as craftsmen, mechanics, farmers and ranchers, sales personnel, or as workers in the health field or business offices. They know what it is to work and will do the best job they can in

delivering job training to students. First, however, they have to understand the situation and know the problems.

Presentation of the right information to the right person or persons is vital. Once the best person in a position to effect changes is made aware of the specific needs, problems, or demands of a group, the chances of those changes being effected are greatly enhanced. A decision-maker cannot hope to satisfy the demands of any group of people unless he is made aware of exactly what those demands are. Thus, it is incumbent upon (and the right of) any and every group to make officials at all levels cognizant of their wishes. Specify problems or needs; list (if possible) ways of alleviating the problems or accomplishing the needs; and make this information known to the right person. The following pages are presented as an aid in locating the right person to get a job done.

### Organization

The ability of vocational and technical education to meet the training and re-training needs of the public is the result of many agencies working together. These include local, state, and federal governments; business and industry; high schools, colleges, and universities; advisory and regulatory boards; professional organizations; and research and development units. Knowing the role of each can help cut through the red-tape and move to the business of obtaining the services offered.

The national level will be covered first. The descriptions of the agencies are brief and where possible addresses are listed. Then a typical state set-up will be covered. Services are listed, training areas identified,

and state vocational directors listed. Finally, the services provided by a local school system are described.

### National Level

One member of the President's Cabinet, the Secretary of Health, Education, and Welfare (HEW), has the responsibility of the United States Office of Education (USOE). That Office, which is directed by the United States Commissioner of Education, has authority over the Bureau of Adult, Vocational, and Technical Education (BAVTE).

An Associate Commissioner heads the Bureau to handle leadership and administration. Here the many federal laws on basic adult education (education for adults to receive a high school diploma) and vocational and technical education (job training) are carried out. Guidelines are set for allocating funds to the states and territories. Yearly each state and territory must submit a "State Plan" to show guidelines will be met, where and how the monies will be spent, and the training needs of the state. Besides approving the "Plans," the Bureau accounts for the funds and collects various types of data from the states, such as, number of students trained, racial breakdown, number of graduates placed on jobs, and the amount of local, state, and federal funds invested. These data are published annually for use by the public.

The Bureau also, depending upon legislation and funds, conducts or coordinates many special projects. These can run from the holding of conferences with state leaders in vocational education for the discussion

of current problems to the administration of research projects. (The Bureau also maintains contact with the United States Department of Labor's Manpower Development and Training Section. This act will be covered in more detail later in this paper.) For additional information contact:

Associate Commissioner, BAVTE  
United States Department of Health, Education  
and Welfare  
Office of Education  
Bureau of Adult, Vocational, and Technical Education  
Washington, D. C. 20202  
(202) 962-4981

Another federal agency in Washington, D. C. which deals with vocational education is the National Institute of Education. According to Public Law 92-318, its purpose is "to help to solve or to alleviate the problems in American education. . . to advance the practice of education. . . by strengthening the scientific and technological foundations of education. . . to build an effective educational research and development system." The Institute awards financial grants for the operation of educational research and development projects. Grants are usually awarded based on written proposals directed toward already identified problem areas.

A fifteen member advisory board called the National Council on Educational Research assists the Institute in identifying problem areas. The grants can be awarded, depending on the type, to educational agencies, private businesses, local and state governments, professional organizations, advisory boards. For the name of a nearby council member and for further information contact:

Office of the Director  
National Institute of Education  
Code 600  
Washington, D. C. 20202  
(202) 755-7533

Also headquartered in Washington, D. C. is the National Advisory Council on Vocational Education. The Council of around 12 members includes educators, labor representatives and business people from across the United States. Under Public Law 90-576, the Council yearly evaluates the programs, services, and activities of the vocational offerings in the United States. This evaluation is sent to the United States Commissioner of Education for inclusion in his yearly "State of Education" message to Congress.

The Council reviews evaluation reports from each state's Advisory Council and uses these in their evaluation report. The Council's reports, in many cases, identify specific problem areas where special emphasis by vocational educators is needed. The future existence of this Council, and the state Advisory Councils will depend upon currently pending legislation. For the name of a nearby Council member and for further information contact:

The National Advisory Council on Vocational  
Education  
425 13th Street, Northwest  
Suite 852  
Washington, D. C. 20004  
(202) 962-0454

The executive offices of the American Vocational Association are also located in Washington, D. C. Instead of a government agency this is a professional organization of vocational educators. Most vocational and technical teachers, administrators, state department staff members teacher-educators at the universities, and vocational researchers are members of this Association. It can trace its roots back to 1906.

The Association, through its lobbyists, works to obtain passage of federal legislation that will benefit vocational education. It disseminates current information by the publishing of the monthly American Vocational Journal, newsletters, and through professional books and pamphlets concerning issues and techniques in vocational education.

Many conferences and meetings held each year discuss current problems. Association divisions include research and teacher-training. The operation is funded by membership dues, and each state normally has a state-level organization. For further information contact:

American Vocational Association, Inc.  
1510 H Street, Northwest  
Washington, D. C. 20005  
(202) 737-3722

On the national scope, but not in Washington, D. C., two other organizations provide services to the states and territories. One is the Center for Vocational and Technical Education located on the Ohio State University Campus at Columbus. The other is the Center for Occupational Education located on the North Carolina State Campus at Raleigh. Both are generally separated, by funding, from the universities and their activities "float with the tide of federal funding." The size of their staffs and the number and scope of projects vary depending on the amount of funds available.

While in the past both were funded through authorizations of the National Center for Educational Research and Development, United States Office of Education, and under the provisions of Section 4(c) of the Vocational Education Act of 1963, it appears, at this writing, that both will in the future be under the funding of the National Institute of Education.

In the future, both centers will perform special project work for the National Institute of Education. These projects will vary as problems in vocational education are identified. In the past, their projects have covered the waterfront, ranging from the development of long-range educational planning systems to the development of a course of study for the World of Construction.

The Ohio State Center does operate a clearinghouse for vocational information. Here research articles and conference reports are screened for placement into the nationwide educational information system called ERIC. The information is reproduced on microfiche and disseminated to various locations across the United States.

Both Centers also conduct conferences on topics varying from leadership and funding to the discussion of current problems. For further information contact:

The Center for Vocational and Technical  
Education  
The Ohio State University  
1960 Kenny Road  
Columbus, Ohio 43210  
(614) 486-3655

The Center for Occupational Education  
North Carolina State University  
P. O. Box 5096  
Raleigh, North Carolina 27607  
(919) 755-3127

#### State Level

The original Constitution of the United States of America, by not mentioning education, made the establishment of public education a state

activity. Since the states developed in different times and at different rates, their educational set-ups are somewhat different. The title of the person in charge of vocational and technical education may vary from state to state. Also, the number and types of services may vary. However, there are many common items. Knowing about some services make it easier to receive in the shortest possible time the information and services which are available.

In general, each state public education system is directed by the people. They either elect or through their elected officials appoint a State Board of Education. One person, most commonly called the State Superintendent of Education, is either elected or appointed as the chief state administrator for grades kindergarten through 12 (K-12). He works under the control of state and federal laws and receives direction from the State Board in performing his job. He has a staff of people to carry out this work and the organization they make up is usually called the State Department of Education.

Generally within that State Department, or a level about equal to it, is the State Department of Vocational and Technical Education. It might also be called the Division of Occupational Education, or some similar name. Addresses following this paragraph indicate it is operated by a chief state administrator of Vocational and Technical Education. He is generally called the State Director of Vocational and Technical Education. This person is usually appointed and works under the control of state and federal laws, the direction of the State Board, and with the State Superintendent to administer vocational education in a state.

### State Directors

Mr. T. L. Faulkner  
Director of Vocational Education  
Room 607, State Office Building  
Montgomery, Alabama 36104

Mr. Louis D. Ridle  
Director of Vocational Education  
Pouch F, Alaska Office Building  
Juneau, Alaska 99801

Mr. Eugene L. Dorr  
Assoc. Supt. of Public Instruction  
State Director of Vocational-Technical Education  
State Division of Vocational Education  
1535 West Jefferson  
Phoenix, Arizona 85007

Mr. J. Marion Adams  
Assoc. Comm. for Voc., Tech., and Adult Education  
Arch Ford Building, Capitol Grounds  
Little Rock, Arkansas 72201

Mr. Samuel L. Barrett  
Acting Director of Vocational Education  
721 Capitol Mall  
Sacramento, California

Dr. Marvin G. Linson  
Director of Occupational Education  
207 State Services Building  
1525 Sherman Street  
Denver, Colorado 80203

Mr. Joseph F. Murphy  
Director of Vocational Education  
Room 333, State Office Building  
Hartford, Connecticut 06115

Mr. Conrad C. Shuman  
Director of Vocational Education  
John Townsend Building  
Dover, Delaware 19901

Dr. Paul E. Cawein, Assistant Superintendent  
Career Development Programs  
415 12th Street, N.W.  
Suite 1001  
Washington, D. C. 20004

Mr. Joseph Mills  
Director of Vocational Education  
204 Knott Building  
Tallahassee, Florida 32304

Dr. Russell S. Clark  
Assistant Superintendent of Public Instruction  
312 State Office Building  
Atlanta, Georgia 30334

Mr. Duane Pierce, Associate Superintendent  
Vocational Education, Department of Education  
P. O. Box DE  
Agana, Guam 96910

Dr. Samson S. Shigetomi  
Director of Vocational Education  
2327 Dole Street  
Honolulu, Hawaii 96822

Mr. Roy D. Irons, Director  
Vocational Education Department  
518 Front Street  
Boise, Idaho 83702

Dr. Sherwood Dees  
Director of Vocational & Technical Education  
405 Centennial Building  
Springfield, Illinois 62706

Mr. Don K. Gentry  
Director of Vocational Education  
1012 State Office Building  
Indianapolis, Indiana 46204

Mr. W. L. Schuermann  
Director of Career Education  
Grimes State Office Building  
Des Moines, Iowa 50319

Mr. John E. Snyder  
Assistant Commissioner  
Division of Vocational Education  
120 East Tenth  
Topeka, Kansas 66612

Dr. Carl F. Lamar  
Assistant Superintendent for Vocational  
Education  
State Department of Education  
Frankfort, Kentucky 40601

Mr. Kirby K. Awagain, Director  
Bureau of Vocational Education  
State Department of Education  
P. O. Box 44064  
Baton Rouge, Louisiana 70804

Mr. Elwood A. Padham  
Director of Vocational Education  
Department of Education, Education Building  
Augusta, Maine 04330

Mr. James L. Reid  
Assistant Superintendent in Vocational Education  
P. O. Box 8717, Friendship International Airport  
Baltimore, Maryland 21210

Dr. Charles H. Buzzell  
Director of Vocational Education  
182 Tremont Street  
Boston, Massachusetts 02116

Dr. Jack Michie  
Director of Vocational Education and Career  
Development Services  
Box 928  
Lansing, Michigan 48904

Mr. Robert P. VanTries  
Assistant Commissioner of Vocational-Technical  
Education  
Centennial Office Building  
Saint Paul, Minnesota 55101

Mr. Troy V. Majure  
Director of Vocational & Technical Education  
Box 771  
Jackson, Mississippi 39205

Mr. Beauford W. Robinson  
Assistant Commissioner & Director of  
Vocational-Technical Education  
Box 480  
Jefferson Building  
Jefferson City, Missouri 65101

Mr. Benjamin A. Ulmer, Director  
Development of Vocational & Occupational Skills  
Capitol Building  
Helena, Montana 59601

Mr. Glen H. Strain  
Asst. Comm. for Vocational Education  
233 South 10th Street  
Lincoln, Nebraska 68509

Mr. R. Courtney Riley, Director  
Vocational, Technical, & Adult Education  
Heroes Memorial Building  
Carson City, Nevada 89701

Mr. Neal D. Andrew, Jr., Chief  
Division of Vocational-Technical Education  
Stickney Avenue  
Concord, New Hampshire 03301

Mr. Stephen Poliacik  
Acting Asst. Comm. of Vocational Education  
225 West State Street  
P. O. Box 2019  
Trenton, New Jersey 08625

Mr. James West  
Director of Vocational Education  
State Capitol Building  
Santa Fe, New Mexico 87501

Dr. Robert S. Seckendorf  
Asst. Comm. for Occupational Education  
New York State Education Department  
Albany, New York 12224

Dr. Charles J. Law, Jr.  
Director of Occupational Education  
418 Education Building  
Department of Public Instruction  
Raleigh, North Carolina 27602

Mr. Carrol E. Burchinal  
Director of Vocational Education  
State Office Building  
900 East Boulevard  
Bismarck, North Dakota 58501

Dr. Byrl R. Shoemaker  
Director of Vocational Education  
Room 612  
65 South Front Street  
Columbus, Ohio 43215

Dr. Francis T. Tuttle  
Director of Vocational-Technical Education  
1515 West Sixth Avenue  
Stillwater, Oklahoma 74074

Mr. Leonard E. Kunzman  
Director of Vocational Education  
942 Lancaster Drive, N. E.  
Salem, Oregon 97310

Dr. John W. Struck  
Director of Vocational Education  
P. O. Box 911  
Harrisburg, Pennsylvania 17126

Dr. Maria S. Lacot  
Asst. Secretary for Vocational-Technical  
Education  
Box 810  
Hato Rey, Puerto Rico 00900

Mr. Peter Bowen  
Acting Assoe. Comm. of Vocational-Technical  
Education  
Roger Williams Building  
Providence, Rhode Island 02908

Mr. L. L. Lewis  
Director of Vocational Education  
908 Rutledge Building  
Columbia, South Carolina 29201

Mr. Emmett B. Oleson  
Director of Vocational Education  
222 West Pleasant Drive  
Pierre, South Dakota 57501

Mr. William M. Harrison  
Asst. Comm. for Vocational Education  
205 Cordell Hull Building  
Nashville, Tennessee 37219

Mr. John R. Guemple  
Assoc. Comm. for Occupational Education  
& Technology  
Texas Education Agency  
201 East 11th Street  
Austin, Texas 78701

Mr. Walter E. Ulrich  
Director of Vocational Education  
1400 University Club Building  
136 East South Temple  
Salt Lake City, Utah 84111

Mr. Cola D. Watson  
Director of Vocational-Technical Education  
State Office Building  
Montpelier, Vermont 05602

Mr. George S. Orr  
Director of Vocational Education  
Eighth Street Office Building  
Richmond, Virginia 23219

Mr. Wilburn Smith, Jr.  
Director of Vocational Education  
P. O. Box 630  
Charlotte Amalie  
St. Thomas, Virgin Islands 00801

Mr. Arthur A. Binnie  
Director of Vocational Education  
216 Old Capitol Building  
Olympia, Washington 98504

Mr. Clarence Burdette  
Assistant Superintendent of Public Instruction  
Department of Education  
1900 Washington Street  
Charleston, West Virginia 25305

Mr. Eugene Lehrmann  
Director of Vocational Education  
4802 Sheboggan Avenue  
Madison, Wisconsin 53702

Dr. Fred T. Black  
Director of Occupational Education  
State Capitol Building  
Cheyenne, Wyoming 82001

Mr. Abel R. Olopai  
Assistant Director for Vocational Education  
Hdqs. Education Department  
Saipan, Mariana Islands 96950

Telephone numbers for the individuals listed may be obtained by calling Information in the appropriate city,  
i. e. 1 + Area Code + 555-1212.

The State Director and the State Board receive assistance from a State Advisory Council with members normally appointed by the Governor. While the councils' future existence is dependent on current pending federal legislation, their present duties are to yearly evaluate the programs, services, and activities of the vocational offerings of the state. Through these annual reports, which are also sent to the National Advisory Council in Washington, D. C., problem areas are identified and future activities are suggested.

However, in the State Department of Vocational and Technical Education, the many and varied federal guidelines are combined with interpretations of state law. Monies are disbursed to local schools and accounted for, supervision of local programs is conducted, planning for the future is done, present activities are evaluated, teachers are certified, data are collected and reports made, special projects are administered, and research activities are conducted.

Three distinct activities of a State Department of Vocational and Technical Education are: (1) service support, (2) service, and (3) operations.

Service Support. This includes the activities which are needed to maintain the State Department. Here would be the personnel director, auditors and finance specialists, typing center, a printing shop, library, et cetera. These people support the internal operations of the State Department; without them the organization could not work.

From an Assistant State Director in charge of personnel, one could find out the qualifications of the staff, its racial breakdown, special skills, and the salary outlay. From the financial section, the parity disbursement

of funds to the local schools could be studied and the percentage and source mix of federal, state, and local funds could be found. A trip to the library would reveal a wealth of information. Besides many informative documents on special programs, three very important publications could be found: the current State Plan, which describes current and planned future activities and the training needs of the state; the Annual Descriptive Report, which describes the activities for the last fiscal year; and the most recent report of that state's Advisory Council, which evaluates the activities. A survey of those three would allow one to determine the priority training areas and special target groups and how well these needs had been met. These publications would also probably list the names and home addresses of the members of the State Board and the State Advisory Council.

Service. In this area, activities are directed toward assisting the local schools and other training systems in operating their on-going and special vocational projects. The training programs come in many types. These "types" in educational language might be called divisions, disciplines, or departments.

As an example, a Division of Trade and Industrial Education exists inside the State Department of Vocational and Technical Education and under the authority of the State Director. The State Supervisor of Trade and Industrial Education has many jobs to perform. Periodically, all operating local programs at the schools are visited. Coordination of district supervisors, who were master teachers, visiting the programs and offering assistance to the teachers and the local school administration

is one task. Further, this Division has the responsibility of certifying new teachers and providing inservice training for already employed teachers. The supervisor must also insure that all teachers and schools correctly complete and return all "reporting forms" required for continued state and federal financial support. Since Trade and Industrial Education covers such a wide variety of occupations, from Cosmetology to Heavy Equipment Operation, this is not a simple task.

Other training divisions, briefly described, have students in grades 10 through 12 who invest at least three hours a day, five days a week in most of the disciplines.

Business and Office Education. The public school programs combine classroom instruction with on-the-job training. Some schools may simulate the office environment. Graduates enter employment in the many and various jobs related to the operation of a modern business office.

Distributive Education. This area also combines training in school with on-the-job experiences. Generally, this involves merchandising and middle-management positions in stores. Again, some schools may simulate the work experience with the operation of student stores. Graduates can enter the sales and management areas of modern business.

Health Occupations Division. These programs include the wide range of health occupations open to non-college trained persons such as medical and dental office assistants. This can also build a basis for Licensed Practical Nursing and Registered Nursing.

Vocational Agriculture. These courses include, in addition to on-farm production training, agriculture mechanics and horticulture. The breadth of these programs allows graduates to enter jobs in agriculture along with the many jobs associated with off-the-farm agricultural activities.

Consumer Homemaking. These include not only the on-going education of young women to become knowledgeable homemakers, but also training in the many occupational areas of food service, health, and child care.

Technical Education. This encompasses training for occupations which fall between the level of craftsman and the professionally-trained college person (engineer, lawyer). This varies from state to state, but is usually conducted at the post-secondary level.

Industrial Arts. This tends more toward general education, and is exploratory in nature. Through many junior high and high school programs, students can receive hands-on experience in several different occupational fields in one term. It allows students not only to learn many different skills but to "get a feel" for many occupations, thus being better able to make a career decision.

Generally, each of those regular areas are taught not only at the high school level as just described but also at the post-secondary level. The post-secondary programs may be more detailed in nature and prepare the individual for a higher-level job. A good example would be in Health Occupations where recent high school graduates, adults, and already employed persons such as Nurse's Aides are receiving training as Licensed Practical Nurses or working toward a two-year Registered Nursing certificate.

Sometimes the responsibility for the administration of post-secondary programs is shared by the State Department with the State Board of Regents for Higher Education. It may be through their cooperative efforts that a wide span of technical training programs are offered at the post-secondary level in the junior colleges, technical schools, community colleges, and even at four-year colleges and universities.

A wide range of information may be obtained from these regularly operating divisions. The span of training programs and the physical location of each program could be determined. Teacher qualifications, salaries, years of experience, amount of state and federal reimbursement could be determined. Also arrangements for the establishment of new programs

could be made. State Department personnel are also available to give speeches to concerned groups to explain their programs in detail.

In addition to these regular divisions, many special divisions may be present. Through these special divisions many varied projects which are separately funded or require additional emphasis are carried out. The following typical special divisions, briefly described, show the range of activities.

Area Vocational Schools. This section would assist local school districts in banding together to develop an area vocational school. Help in setting up the local elections to vote on the school, assistance in planning the school, curriculum suggestions, and staffing of the school would be a few of the services offered. Also supervision in administering the school after it is in operation might also be provided.

Adult Education. As noted earlier, many job-training programs are offered for adults. It is through this office that the local school might receive reimbursement for that training. Also this section might include the Adult Basic Education (ABE) program. This allows an adult to complete a high school diploma by attending night classes at the ABE center nearest his home. If ABE is not coordinated out of this section, one should be able to find out who is in charge.

Youth Organizations. Most of the regularly operating divisions have a youth organization. Examples are: Future Farmers of America (FFA) for Agricultural Education and Distributive Education Clubs of America (DECA) for Distributive Education. Generally these are operated from the regular division, but may have a special division.

Related Federal Projects for Adults and Industry. This varies greatly from state to state. Probably the most common would be training conducted under the Manpower Development and Training Act. This is a Department of Labor operation that is accomplished in cooperation with the State Department. It would involve training for unemployed and underemployed adults at skill centers located across the state. It might also include training for prison inmates and other special target groups. Further one might find training conducted under Title VIII of the Housing Act of 1964. This might involve special short training courses to prepare skilled employees to meet the

needs of new industries which are moving into an area, for government employees, or to upgrade the skills of people already working for a firm. Special liaison with industry is maintained through these offices.

Related Federal Projects for Inschool. Here in one or perhaps many special divisions could be found programs operating under "parts" of Public Law 90-576.

Part D, Exemplary Programs. These attempt through special funding to local schools to find new ways to bridge the gaps between school and work.

Part G, Cooperative Vocational Education (CVE). These are vocational training programs which are not tied to any one particular occupation. These classes allow the students to receive on-the-job training in the available local industries and businesses. Also under this section might be found Coordinated Vocational Education and Training (CVET) or a variation. This is intended for in-school youth who, because of problems, are potential drop-outs. It welds modified vocational and academic courses together into a program designed to fit the needs of the students.

Part H, Work Study. These pay economically-depressed students to work on jobs such as teachers aides and office aides. Through this, the student is able financially to remain in school and receive on-the-job experience.

These special divisions supply a wide variety of services. Contact with the personnel in charge will provide more detailed information.

Operations. This includes the units which produce items such as curriculum, research, and planning materials, along with services for the local schools. For example, purposes of two possible divisions will be discussed: research and curriculum. Forty-six of the states and territories have Research Coordinating Units and many have Curriculum Development Centers.

State Vocational Research Officers

Mr. David E. Sawyer, Coordinator  
Research and Development  
Vocational Division, State Office Building  
State Department of Education  
Auburn, Alabama 36104

Mr. Louis D. Ridle, Director  
Division of Vocational & Adult Education  
Department of Education  
Pouch F - Alaska Office Building  
Juneau, Alaska 99801

Dr. Sid Borchert, Director  
Research Coordinating Unit  
State Department of Education  
1535 West Jefferson Street  
Phoenix, Arizona 85007

Dr. Jack D. Nichols, Director  
Research Coordinating Unit  
State Department of Education  
Arch Ford Education Center  
Little Rock, Arkansas 72201

Dr. James H. Crandall, Coordinator  
Research Coordinating Unit  
State Department of Education  
721 Capitol Mall  
Sacramento, California 95814

Dr. Robert F. Barnes, Director  
Research Coordinating Unit  
State Board for Community Colleges &  
Occupational Edu.  
207 State Service Building  
Denver, Colorado 80203

Dr. Herbert Righthand & Mr. Richard C. Wilson  
Co-Directors, Research & Planning Unit,  
Div. of Voc. Ed.  
Connecticut State Department of Education  
P. O. Box 2219  
Hartford, Connecticut 06115

Dr. Conrad Shuman, Supervisor  
Curriculum and Research  
Department of Public Instruction  
John G. Townsend Building  
Dover, Delaware 19901

Dr. Paul E. Cawein  
Assistant Superintendent  
D. C. Public Schools  
415 - 12th Street, N. W.  
Washington, D. C. 20004

Dr. Kenneth M. Eaddy, Director  
Research Coordinating Unit  
Room 258, Knott Building  
Tallahassee, Florida 32304

Mr. Paul C. Scott, Director  
Occupational Research Coordinating Unit  
State Department of Education  
Atlanta, Georgia 30334

Mrs. Sybil Kyi, Coordinator  
Research and Development  
Community Colleges, University of Hawaii  
2327 Dole Street  
Honolulu, Hawaii 96822

Mr. William R. Swenson  
Assistant State Director of Vocational Education  
State Department of Education  
518 Front Street  
Boise, Idaho 83702

Dr. Ronald D. McCage, Coordinator  
Research and Development Unit  
Vocational & Technical Education Division  
1035 Outer Park Drive  
Springfield, Illinois 62706

Miss Carol Ann Hodgson, Coordinator  
Indiana Research Coordinating Unit  
1012 State Office Building  
Indianapolis, Indiana 46204

Dr. Kenneth M. Wold, Chief  
Support Services, Career Education Division  
Department of Public Instruction  
State Office Building  
Des Moines, Iowa 50319

Mr. John E. Snyder, Assistant Commissioner  
State Department of Education  
Division of Vocational Education  
120 East Tenth Street  
Topeka, Kansas 66612

Dr. Robert Schneider, Director  
Resources Development Unit  
Bureau of Vocational Education  
Capital Plaza Tower  
Frankfort, Kentucky 40601

Dr. Paul B. Brown, Director  
Research Coordinating Unit  
State Dept. of Education, Division of Voc. Ed.  
P. O. Box 44064  
Baton Rouge, Louisiana 70804

Dr. Charles Ryan  
University of Maine  
School of Education  
Orono, Maine 04473

Mr. Marinus A. Kip  
Director, Research Coordinating Unit for  
Vocational & Technical Education  
State Department of Education  
301 West Preston Street  
Baltimore, Maryland 21201

Mr. Ronald J. Saris  
Director, Research Coordinating Unit  
State Department of Education  
182 Tremont Street  
Boston, Massachusetts 02111

Mr. James Bebermeyer  
Research Consultant/RCU  
State Department of Education  
Box 420  
Lansing, Michigan 48904

Dr. David Donovan, Director  
Bureau of Research  
Box 420  
Lansing, Michigan 48904

Dr. Howard F. Nelson & Dr. Jerome Moss, Jr.  
Co-Directors, Research Coordinating Unit  
145 Peik Hall  
University of Minnesota  
Minneapolis, Minnesota 55455

Dr. James W. Wall, Director  
Research Coordinating Unit for Vocational-  
Technical Education  
Drawer DX  
State College, Mississippi 39762

Mr. Harold McMinn, Coordinator  
Research, Curricula & Teacher Training  
Division of Voc. Ed., State Dept. of Education  
P. O. Box 771  
Jackson, Mississippi 39205

Mr. Glenn W. White, Director  
Research Coordinating Unit  
State Department of Education  
P. O. Box 480  
Jefferson City, Missouri 65101

Mr. Phil Ward, Director  
Research, Planning, Development & Evaluation  
Office of the Superintendent of Public Instruction  
Helena, Montana 59601

Mr. Elton B. Mendenhall, Assistant Director  
Coordinating Unit for Vocational Education  
University High School, Box 33  
University of Nebraska  
Lincoln, Nebraska 68508

Mr. Len L. Trout, Acting Director  
Research Coordinating Unit  
College of Education  
University of Nevada  
Reno, Nevada 89507

Miss Gloria Cooper, Director  
Research Coordinating Unit  
State Department of Education  
Stickney Avenue  
Concord, New Hampshire 03301

Mr. Harold R. Seltzer, Director  
Bureau of Occupational Research Development  
Division of Vocational Education  
225 West State Street  
Trenton, New Jersey 08625

Mr. Dick Harmeson, Assistant Director  
Research Coordinating Unit  
State Educational Building  
Santa Fe, New Mexico 87501

Dr. Louis A. Cohen, Chief  
Bureau of Occupational Education Research  
State Education Department, Room 468  
Albany, New York 12224

Dr. Charles H. Rogers  
Director of Research Coordinating Unit  
State Department of Public Instruction  
Raleigh, North Carolina 27607

Dr. Don Eshelby  
Research Coordinator for Vocational Education  
900 East Boulevard  
Bismarck, North Dakota 58501

Dr. Cecil O. Tower, Assistant Director  
Research, Survey, Evaluation & Exemplary  
Programs  
Division of Vocational Education  
Department of Education  
65 South Front Street, Room 613  
Columbus, Ohio 43215

Dr. William D. Frazier, Director  
Research Coordinating Unit  
State Department of Vocational-Technical  
Education  
1515 West Sixth Avenue  
Stillwater, Oklahoma 74074

Dr. Dan Dunham  
Coordinator of Applied Research  
Career Education Division  
State Department of Education  
942 Lancaster Drive, N. E.  
Salem, Oregon 97310

Dr. Ferman B. Moody, Director  
Research Coordinating Unit  
P. O. Box 911  
Harrisburg, Pennsylvania 17111

Mr. Orrin La Ferte, State Project Director  
Career Education, State Department of Education  
Roger Williams Building  
20 Hayes Street  
Providence, Rhode Island 02908

Mr. Gary J. Lashway, Director  
Research Coordinating Unit, Office of Voc. Education  
101 Rutledge Building  
1429 Senate Street  
Columbia, South Carolina 29201

Mr. E. B. Oleson, Director  
Division of Vocational-Technical Education  
222 West Pleasant Drive  
Pierre, South Dakota 57501

Dr. Garry R. Bice, Director  
Research Coordinating Unit  
University of Tennessee  
909 Mountcastle Street  
Knoxville, Tennessee 37916

Mr. Ray Barber, Director  
Division of Occupational Research & Development  
Texas Education Agency  
201 East 11th Street  
Austin, Texas 78711

Mr. Oscar Millican, Assistant Director  
Division of Occupational Research & Development  
Texas Education Agency  
201 East 11th Street  
Austin, Texas 78711

Mr. N. Craig Kennington  
Research Coordinating Unit  
State Department of Education  
1670 University Club Building  
Salt Lake City, Utah 84111

Mr. Joseph P. Kisko  
Research Coordinating Unit  
Vocational-Technical Education Division  
State Department of Education  
Montpelier, Vermont 05602

Mr. George S. Orr, Jr., Associate Director  
Vocational Education  
Eighth Street Office Building  
Richmond, Virginia 23216

Mr. George P. Pilant, Director  
Research Coordinating Unit  
216 Old Capitol Building  
Olympia, Washington 98504

Mr. Glenn E. Smith, Director  
Research Coordinating Unit  
Marshall University  
Huntington, West Virginia 25701

Mr. Roland J. Krogstad, Director  
Research Coordinating Unit  
Board of Vocational-Technical & Adult Education  
137 East Wilson Street  
Madison, Wisconsin 53703

Dr. Fred Black, State Coordinator  
Occupational Education Program Services  
State Department of Education  
Cheyenne, Wyoming 82001

Mr. Neal W. Baker  
Coordinator of Vocational Education  
Headquarters Education  
Saipan, Mariana Islands 96950

Mr. Pat Benioni, Coordinator  
Vocational-Technical Education  
The Community College of American Samoa  
Pago Pago, American Samoa 96920

Mr. Wilburn Smith, Jr., Director  
Vocational and Technical Education  
Department of Education  
P. O. Box 630  
St. Thomas, Virgin Islands 00801

Dr. Amalie Ll. de Charneco  
Director, Research Coordinating Unit  
Department of Education  
Box 818  
Hato Rey, Puerto Rico 00919

Mr. Duane I. Pierce, Acting Director  
Vocational Education  
Guam Department of Education  
Agana, Guam 96910

Telephone numbers for the individuals listed may be obtained by calling information in the appropriate city,

i. e. 1 + Area Code + 555-1212.

The research section might be called the Research Division or the Research Coordinating Unit. Several specialists could be included in the division.

A Planning Director is concerned with identifying present and future needs and problem areas. Then priorities are set and plans are made to meet them. Future course of events of the state vocational system could be determined by talking with this specialist.

An Evaluation Director would be concerned with evaluating the efficiency and effectiveness of local training programs. How well a local program is doing in preparing students for work could be learned from him.

A Research Director, while perhaps conducting research and development projects, would also be greatly involved in disseminating the results of research and development projects to the local teachers and schools for use in meeting every day problems. He has a vast amount of information about the students and programs in the state.

A Manpower Director might be concerned with continually checking the job openings in the state and comparing these to the number of students being trained in each occupation. This helps to match the training programs to the needs of the labor market. He would know which jobs are in high demand and which are fading off the employment scene.

The Research Section is generally tasked with identifying problem areas where additional emphasis is needed. One of the best ways to describe this section is "future-oriented."

The Curriculum Section is concerned with the development of teaching materials and course content for the many vocational courses. This also includes courses of study for special target groups. This activity is normally done by having a specialist work with a group of teachers in an occupational area to write a course of study. The exact areas depend on the needs, but a call to the director of the unit will quickly identify the materials already available and ones that are currently under development.

### Local Level

There are several different types of schools which provide job training at the local level. The one that most people are familiar with, but tend at times to overlook, is the local high school. Its chief school administrator, the superintendent, operates under the direction of the locally elected Board of Education; and the control of state and federal laws. In the smaller school districts, the superintendent would be the person to contact about Vocational and Technical Education. In larger districts, there may be an assistant superintendent in charge of vocational education and he might be referred to as the "local director" of Vocational and Technical Education. Those individuals could answer most questions about the courses offered, students trained, cost, and availability to adults. Most of these schools also have the ability to offer adult courses at night not only in job training but in academic areas. The larger systems may even have a local director of adult education.

A recent addition on the local level has been the Area Vocational and Technical School. In most cases, those are made up by several schools or school districts joining together and voting special funding. It could have its own Board of Education and superintendent, or in the case of large school systems, will be under the control of the regular Board of Education and superintendent. In either case, there will be one person responsible for the operation of that school and he might be called the superintendent, principal, or director. That person is the one to see. The total purpose of the Area schools is job training. In some cases, the number of adults enrolled in night classes might be larger than the number

of high school students and adults who attend during the day. Their total curriculum is job training. The director can provide all the details.

In addition, there are several types of college-operated programs. Some require a high school diploma, others do not. Most train for technical-level jobs, and the best source of information on these would be the Board of Higher Regents in your state.

Also at the local level, depending on the state, are Skill Centers. These are funded through the Manpower Development and Training Act as administered by the United States Department of Labor. These do not have a local board of education but might be operated in conjunction with the State Department of Vocational and Technical Education. Those Centers provide job training, of varying lengths, for unemployed and underemployed adults. Individual State Departments, if not sharing in the operation of the Centers, can provide information about the controlling agency where additional information can be obtained.

### Summary

The preceding pages have given a map of Vocational and Technical Education in the United States. It is a large and complex system and in most areas works well. However, like everything else, there is only so much money with which to perform their purpose. That money is allocated based on priorities. Individual needs must be explained to the right people so the list of priorities will include specific, varied problems.

Additional Resources

ALASKA, STATE OF. STATE  
PLANNING COORDINATOR  
Office of the Governor, Pouch A D  
Juneau, Alaska 99801

ARIZONA COMMISSION OF INDIAN  
AFFAIRS  
1623 West Adams  
Phoenix, Arizona 85007

ARIZONA, STATE OF. ARIZONA  
COMMISSION ON INDIAN AFFAIRS  
1623 West Adams  
Phoenix, Arizona 85007

ARIZONA, STATE OF. INDIAN  
DEVELOPMENT DISTRICT  
State Capitol, Room 139  
Phoenix, Arizona 85007

BUREAU OF INDIAN AFFAIRS  
U. S. Department of the Interior  
1951 Constitution Avenue, N. W.  
Washington, D. C. 20242

BUREAU OF INDIAN AFFAIRS  
ABERDEEN AREA OFFICE  
820 South Main Street  
Aberdeen, South Dakota 57401

BUREAU OF INDIAN AFFAIRS  
ALBUQUERQUE AREA OFFICE  
P. O. Box 8327  
Albuquerque, New Mexico 87108

BUREAU OF INDIAN AFFAIRS  
ANADARKO AREA OFFICE  
P. O. Box 368  
Anadarko, Oklahoma 73005

BUREAU OF INDIAN AFFAIRS  
BILLINGS AREA OFFICE  
316 North 26th Street  
Billings, Montana 59101

BUREAU OF INDIAN AFFAIRS  
JUNEAU AREA OFFICE  
P. O. Box 3-8000  
Juneau, Alaska 99801

BUREAU OF INDIAN AFFAIRS  
MINNEAPOLIS AREA OFFICE  
831 Second Avenue, South  
Minneapolis, Minnesota 55402

BUREAU OF INDIAN AFFAIRS  
MUSKAGEE AREA OFFICE  
Federal Building  
Muskagee, Oklahoma 74401

BUREAU OF INDIAN AFFAIRS  
NAVAJO AREA OFFICE  
Window Rock, Arizona 86515

BUREAU OF INDIAN AFFAIRS  
NEW YORK TRIBES  
1951 Constitution Avenue, N. W.  
Washington, D. C. 20242

BUREAU OF INDIAN AFFAIRS  
PHOENIX AREA OFFICE  
P. O. Box 7007  
Phoenix, Arizona 85011

BUREAU OF INDIAN AFFAIRS  
PORTLAND AREA OFFICE  
P. O. Box 3785  
Portland, Oregon 97028

BUREAU OF INDIAN AFFAIRS  
SACRAMENTO AREA OFFICE  
Federal Office Building  
2800 Coitage Way  
Sacramento, California 95825

BUREAU OF INDIAN AFFAIRS  
SOUTHEASTERN AGENCIES  
1951 Constitution Avenue, N. W.  
Washington, D. C. 20242

CALIFORNIA, STATE OF. ASSISTANT  
TO THE GOVERNOR FOR COMMUNITY  
RELATIONS  
State Capitol  
Sacramento, California 95814

COLORADO, STATE OF. DIRECTOR,  
LEGISLATIVE COUNCIL  
Colorado General Assembly  
Room 46, State Capitol  
Denver, Colorado 80203

CONNECTICUT, STATE OF.  
COMMISSION, STATE WELFARE  
DEPARTMENT  
100 Asylum Avenue  
Hartford, Connecticut 06105

DIVISION OF INDIAN HEALTH,  
BUREAU OF HEALTH SERVICES  
U. S. Department of Health, Education  
and Welfare  
7915 Eastern Avenue  
Silver Spring, Maryland 20910

FLORIDA, STATE OF. CHAIRMAN,  
FLORIDA COMMISSION ON INDIAN  
AFFAIRS  
P. O. Box 3272  
Tampa, Florida 33601

GOVERNORS' INTERSTATE  
INDIAN COUNCIL  
Tulsa, Oklahoma

IDAHO, STATE OF. ADMINISTRATIVE  
ASSISTANT TO THE GOVERNOR  
Office of the Governor, State Capitol  
Boise, Idaho 83701

INDIAN ARTS AND CRAFTS BOARD  
U. S. Department of Interior Building  
Room 4004  
Washington, D. C. 20240

INDIAN CLAIMS COMMISSION  
441 G Street, N. W.  
Washington, D. C. 20001

INTERAGENCY COMMITTEE  
ON INDIAN AFFAIRS  
c/o Lewis E. Langston  
Illinois Department of Business  
& Economic Development  
Springfield, Illinois 62706

KANSAS, STATE OF.  
CHAIRMAN, GOVERNOR'S  
ADVISORY COMMITTEE ON  
INDIAN AFFAIRS  
2920 Stafford  
Wichita, Kansas 67211

MAINE, STATE OF.  
COMMISSIONER, DEPARTMENT  
OF INDIAN AFFAIRS  
August, Maine 04330

MICHIGAN, STATE OF.  
DIRECTOR, COMMISSION ON  
INDIAN AFFAIRS  
Department of Social Services  
Lewis Cass Building  
Lansing, Michigan 48913

MINNESOTA, STATE OF.  
EXECUTIVE DIRECTOR,  
MINNESOTA INDIAN AFFAIRS  
COMMISSION  
Room 110, State University Annex  
117 University Avenue  
St. Paul, Minnesota 55101

MONTANA, STATE OF.  
COORDINATOR OF INDIAN  
AFFAIRS  
State Capitol  
Helena, Montana 59601

NATIONAL COUNCIL ON INDIAN  
OPPORTUNITY  
726 Jackson Place, N. W.  
Washington, D. C.

NEBRASKA, STATE OF. NEBRASKA  
INDIAN COMMISSION  
Lincoln, Nebraska 68509

NEVADA, STATE OF. NEVADA  
INDIAN AFFAIRS COMMISSION  
Carson City, Nevada 89701

NEW MEXICO, STATE OF. NEW  
MEXICO COMMISSION ON INDIAN  
AFFAIRS  
Room 123, Villagra Building  
Santa Fe, New Mexico 87501

NEW YORK, STATE OF. DIRECTOR  
OF INDIAN SERVICES  
1450 Western Avenue  
Albany, New York 12203

NORTH DAKOTA, STATE OF.  
NORTH DAKOTA INDIAN AFFAIRS  
COMMISSION  
State Capitol Building  
Bismarck, North Dakota 58501

OKLAHOMA, STATE OF. OKLAHOMA  
INDIAN AFFAIRS COMMISSION  
2 A State Capitol Building  
Oklahoma City, Oklahoma 73069

SOUTH DAKOTA, STATE OF.  
COORDINATOR OF INDIAN AFFAIRS  
Capitol Building  
Pierre, South Dakota 57501

TEXAS, STATE OF. TEXAS  
COMMISSION FOR INDIAN AFFAIRS  
P. O. Box 348  
Liberty, Texas 77575

UTAH, STATE OF. UTAH  
DIVISION OF INDIAN AFFAIRS  
888 South 2nd East  
Salt Lake City, Utah 84111

VIRGINIA, STATE OF.  
ASSISTANT SUPERINTENDENT,  
ADMINISTRATION  
State Board of Education  
Richmond, Virginia 23126

WASHINGTON, STATE OF.  
GOVERNOR'S INDIAN ADVISORY  
COUNCIL  
Olympian Hotel  
Olympia, Washington 98501

WISCONSIN, STATE OF.  
DEPARTMENT OF INDUSTRY,  
LABOR AND HUMAN RELATIONS  
State Employment Service  
4802 Sheboygan Avenue  
Madison, Wisconsin 53705

WYOMING, STATE OF.  
GOVERNOR'S OFFICE  
State Capitol Building  
Cheyenne, Wyoming 82001

RESOURCES FOR  
THE BUREAU OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION

Policy-makers at all levels many times need to be involved with representatives of those people or groups of people on behalf of whom they make decisions. Cited below, in alphabetical order by name, are 262 existing organizations (composed of Indians) which could serve as initial contact points for policy-makers.

ABSENTEE-SHAWNEE BUSINESS  
COMMITTEE  
Shawnee Agency, Federal Building  
Shawnee, Oklahoma 74081

AFFILIATED UTE CITIZENS  
Fort Duchesne, Utah 84026

AGUA CALIENTE TRIBAL COUNCIL  
Palm Springs Office, Bureau of  
Indian Affairs, 509 Industrial Place  
Palm Springs, California 92262

AK CHIN INDIAN COMMUNITY  
COUNCIL  
P. O. Box 22  
Maricopa, Arizona 85239

ALABAMA-QUASSARTE CREEK  
TRIBAL COUNCIL  
P. O. Box 671, Okmulgee Agency  
Okmulgee, Oklahoma 74447

ALASKA FEDERATION OF NATIVES  
1689 C Street  
Anchorage, Alaska 99501

ALL AMERICAN INDIANS  
ACTIVITIES ASSOCIATION  
Eagle Butte, South Dakota 57570

ALL INDIAN PUEBLO COUNCIL, INC.  
907 Indian School Road, N. W.  
Albuquerque, New Mexico 97107

AMERICAN INDIAN ASSOCIATION  
OF TUCSON  
120 West 29th Street  
Tucson, Arizona 85713

AMERICAN INDIAN COUNCIL OF  
SANTA CLARA VALLEY, INC.  
4897 Bass Court  
San Jose, California 97130

AMERICAN INDIAN DEVELOPMENT  
AND EDUCATION FOUNDATION  
205 W. Wacker Drive  
Chicago, Illinois 60606

AMERICAN INDIAN DEVELOP-  
MENT, INC. (AID)  
4820 Guadalupe Traile, N. W.  
Albuquerque, New Mexico

AMERICAN INDIAN HISTORICAL  
SOCIETY  
1451 Masonic Avenue  
San Francisco, California 94117

AMERICAN INDIAN INFORMATION  
AND ACTION GROUP  
1414 N. 27th Street  
Milwaukee, Wisconsin

AMERICAN INDIAN INTER-  
TRIBAL ASSOCIATION  
175 Charles Avenue  
St. Paul, Minnesota 55114

AMERICAN INDIAN MOVEMENT  
1337 East Franklin Avenue  
Minneapolis, Minnesota 55404

AMERICAN INDIAN PRESS  
ASSOCIATION NEWS SERVICE  
Room 306, 1346 Connecticut  
Avenue, N. W.  
Washington, D. C.

AMERICAN INDIAN WOMEN'S  
LEAGUE  
495 West End Avenue  
New York, New York 10024

AMERICANS FOR INDIAN  
OPPORTUNITY  
1820 Jefferson Place, N. W.  
Washington, D. C. 20036

AMERIND (AMERICAN INDIAN  
MOVEMENT FOR EQUAL RIGHTS  
IN NATIVE INDIAN DEVELOPMENT)  
P. O. Box 482  
Albuquerque, New Mexico 87103

ARAPAHOE BUSINESS COUNCIL  
(WIND RIVER)  
Arapahoe Tribal Office  
Fort Washakie, Wyoming 82514

ARIZONA INDIAN ASSOCIATION  
4402 North First Street  
Phoenix, Arizona 85013

ARROW, INC. (AMERICAN  
RESTITUTION AND RIGHTING  
OLD WRONGS)  
1346 Connecticut Avenue, N. W.  
Washington, D. C. 20036

BAD RIVER TRIBAL COUNCIL  
Great Lakes Agency  
Ashland, Wisconsin 54806

BAY MILLS EXECUTIVE COUNCIL  
Great Lakes Agency  
Ashland, Wisconsin 54806

BLACKFEET TRIBAL BUSINESS  
COUNCIL  
Blackfeet Tribal Office  
Browning, Montana 59417

BLACK HILLS COUNCIL OF AMERICAN  
INDIANS  
25 St. Francis Street  
Rapid City, South Dakota

BURNS-PAIUTE BUSINESS  
COMMITTEE  
Warm Springs Agency  
Warm Springs, Oregon 97761

CABAZON BUSINESS COMMITTEE  
Riverside Area Field Office  
Bureau of Indian Affairs  
6848 Magnolia Avenue, Suite 8  
Riverside, California 92506

CADDO BUSINESS COMMITTEE  
Anadarko Agency  
Anadarko, Oklahoma 73005

CALIFORNIA INDIAN EDUCATION  
ASSOCIATION  
708 Mills Avenue  
Modesto, California 95350

CALIFORNIA LEAGUE FOR  
AMERICAN INDIANS  
P. O. Box 389  
Sacramento, California 95802

CARSON COLONY COUNCIL  
Nevada Agency  
Stewart, Nevada 89437

CATTARAUGUS TRIBE  
Cattaraugus Reservation  
Gowanda, New York 14070

CHEHALIS COMMUNITY COUNCIL  
Western Washington Agency  
1620 Hewitt Avenue  
Everett, Washington 98201

CHEROKEE NATION (OKLAHOMA)  
442 South Muskogee  
P. O. Box 533  
Tahlequah, Oklahoma 74464

CHEROKEE NATIONAL  
HISTORICAL SOCIETY  
P. O. Box 515  
Tahlequah, Oklahoma 74464

CHEROKEE TRIBAL COUNCIL  
Eastern Bank of Cherokee  
Cherokee Council House  
P. O. Box 455  
Cherokee, North Carolina 28719

CHEROKEE TRIBE  
B'awalla Ranch, Box 344 - Route #5  
Meade Road  
Lucasville, Ohio 45648

CHEYENNE-ARAPAHO BUSINESS  
COMMITTEE  
Cheyenne-Arapaho Tribes of  
Oklahoma  
Concho, Oklahoma 73022

CHEYENNE RIVER SIOUX  
TRIBAL COUNCIL  
Cheyenne River Tribal Office  
Eagel Butte, South Dakota 57625

CHICAGO INDIAN VILLAGE  
1354 W. Wilson Avenue  
Chicago, Illinois 60640

CHICKASAW NATION  
Ardmore Agency  
P. O. Box 997  
Ardmore, Oklahoma 73401

CHIPPEWA CREE BUSINESS  
COMMITTEE (ROCKY BOYS)  
Chippewa Cree Tribal Office  
Box Elder, Montana 59521

CHITIMACHA TRIBAL COUNCIL  
Choctaw Indian Agency  
Philadelphia, Mississippi 39350

CHITIMACHA TRIBE  
Route 2, Box 224  
Jeanerette, Louisiana 70544

CHOCTAW NATION (OKLAHOMA)  
Talihina Agency  
P. O. Box 187  
Talihina, Oklahoma 74571

CHOCTAW TRIBAL COUNCIL  
(MISSISSIPPI)  
Choctaw Agency  
Philadelphia, Mississippi 39351

CHOCTAW TRIBE  
2407 Bayou Road  
New Orleans, Louisiana

CITIZEN BAND OF POTAWATOMI  
COUNCIL  
Shawnee Agency  
Federal Building  
Shawnee, Oklahoma 74801

COALITION OF AMERICAN  
INDIAN CITIZENS  
Box 18421, Capitol Hill Station  
Denver, Colorado 80218

COCOPAH TRIBAL COUNCIL  
Colorado River Agency  
Parker, Arizona 85344

COEUR D'ALENE TRIBAL  
COUNCIL  
Coeur d'Alene Tribal Office  
Plummer, Idaho 83851

COLORADO RIVER TRIBAL  
COUNCIL  
Tribal Administration Center  
Colorado River Tribes  
Route 1, Box 23B  
Parker, Arizona 95344

COLUSA INDIAN COMMUNITY  
COUNCIL  
Sacramento Area Office  
Bureau of Indian Affairs  
P. O. Box 4775  
Sacramento, California 94825

COLVILLE BUSINESS COUNCIL  
Colville Tribal Office  
Nespelem, Washington 99114

COMANCHE BUSINESS COMMITTEE  
Anadarko Agency  
Anadarko, Oklahoma 73005

CONSOLIDATED TRIBES OF AMERICAN  
INDIANS OF MILWAUKEE, INC.  
1936 North 35th Street  
Milwaukee, Wisconsin 53208

COUNCIL OF SEVEN FIRES  
Box 127  
Sioux Falls, South Dakota 57101

COVELLO INDIAN COMMUNITY  
COUNCIL  
Sacramento Area Office, BIA  
P. O. Box 4775  
Sacramento, California 95825

CREEK NATION  
Okmulgee Agency  
P. O. Box 671  
Okmulgee, Oklahoma 74447

CREEK VILLAGES  
Route 3, Box 224  
Atmore, Alabama 36502

CROW CREEK TRIBAL COUNCIL  
Crow Creek Tribal Office  
Fort Thompson, South Dakota 57339

CROW TRIBAL COUNCIL  
Crow Tribal Office  
Crow Agency, Montana 59022

DELAWARE TRIBAL COUNCIL  
(ABSENTEE)  
Anadarko Agency  
Anadarko, Oklahoma 73005

DENVER NATIVE AMERICANS  
UNITED  
2201 East Sixteenth Avenue  
Denver, Colorado

DEVILS LAKE SIOUX TRIBAL  
COUNCIL  
John F. Kennedy Center  
Fort Totten, North Dakota 58335

DUCKWATER TRIBAL COUNCIL  
Nevada Tribal Agency  
Stewart, Nevada 89437

EASTERN SHAWNEE COUNCIL  
Miami Agency  
P. O. Box 391  
Miami, Oklahoma 74354

ELY COLONY COUNCIL  
Nevada Agency  
Stewart, Nevada 89437

FALLON BUSINESS COUNCIL  
Nevada Agency  
Stewart, Nevada 89437

FLANDREAU SANTEE-SIOUX  
GENERAL BUSINESS COUNCIL  
Flandreau Community Building  
Flandreau, South Dakota 57028

FLATHEAD TRIBAL COUNCIL  
Flathead Tribal Office  
Dixon, Montana 59831

FOREST COUNTY POTAWATOMI  
GENERAL TRIBAL COUNCIL  
Great Lakes Agency  
Ashland, Wisconsin 54806

FORT BELKNAP COMMUNITY  
COUNCIL  
Harlem, Montana 59526

FORT BERTHOLD TRIBAL BUSINESS  
COUNCIL  
Fort Berthold Agency  
New Town, North Dakota 58763

FORT HALL BUSINESS COUNCIL  
(SHOSHONE-BANNOCK)  
Fort Hall Tribal Office  
Fort Hall, Idaho 83202

FORT INDEPENDENCE GENERAL  
COUNCIL  
Sacramento Area Office, BIA  
P. O. Box 4775  
Sacramento, California 95825

FORT McDERMITT TRIBAL COUNCIL  
Nevada Agency  
Stewart, Nevada 89437

FORT MOJAVE TRIBAL COUNCIL  
Fort Mojave Tribal Council Office  
Needles, California 92363

FORT PECK TRIBAL EXECUTIVE  
BOARD (ASSINIBOINE AND SIOUX)  
Fort Peck Tribal Office  
Poplar, Montana 59255

FORT SILL APACHE TRIBAL COUNCIL  
Anadarko, Oklahoma

GOLDEN HILL TRIBE  
P. O. Box 1353  
Bridgeport, Connecticut 06602

GOSHUTE BUSINESS COUNCIL  
Nevada Agency  
Stewart, Nevada 89437

GREAT LAKES INTER-TRIBAL  
COUNCIL INC.  
Webster, Wisconsin 54983

HALIWA TRIBE  
Hollister, North Carolina 27844

HANNAHVILLE INDIAN COMMUNITY  
Great Lakes Agency  
Ashland, Wisconsin 54806

HAVASUPAI TRIBAL COUNCIL  
Supai, Arizona 86435

HOOPA VALLEY BUSINESS  
COUNCIL  
P. O. Box 817  
Hoopa, California 95546

HOPI TRIBAL COUNCIL  
P. O. Box 123  
Oraibi, Arizona 86039

HOUMA TRIBE  
Box 1297  
Dulac, Louisiana

HUALAPAI TRIBAL COUNCIL  
P. O. Box 168  
Peach Springs, Arizona 86434

INDIAN BROTHERHOOD COUNCIL  
8545 Delaware Street  
Highland, Indiana 46322

INDIAN COUNCIL FIRE  
1263 West Pratt Boulevard  
Chicago, Illinois 60626

INDIAN DEFENSE LEAGUE OF  
AMERICA  
Box 305  
Niagara Falls, New York

INDIAN FESTIVAL OF ARTS, INC.  
P. O. Box 193  
La Grande, Oregon 97850

INDIAN ISLAND PENOBSCOT  
Indian Island Reservation  
Old Towne, Maine 04468

INDIAN LEAGUE OF THE AMERICAS,  
INC.  
Brooklyn, New York

INDIAN PRESS ASSOCIATION  
c/o Charles Trimble  
Fort Lewis College, College Heights  
Durango, Colorado 81301

INDIAN RIGHTS COMMITTEE  
3822 Woodlawn Avenue, North  
Seattle, Washington

INDIAN TOWNSHIP PASSAMAQUODDY  
Indian Township Reservation  
Princeton, Maine 04768

INDIANS FOR INDIANS  
4550 North Clarendon Avenue  
Chicago, Illinois 60640

INDIANS FOR NATIONAL LIBERATION  
P. O. Box 18285, Capitol Hill Station  
Denver, Colorado 80218

INTER-TRIBAL AMERICAN INDIAN  
ASSOCIATION INC.  
25 St. Francis Street  
Rapid City, South Dakota 57701

INTER-TRIBAL COUNCIL OF  
NEVADA INC.  
1995 E. 2nd Street  
Reno, Nevada 89502

IOWA BUSINESS COMMITTEE  
(OKLAHOMA)  
Shawnee Agency  
Federal Building  
Shawnee, Oklahoma 74801

IOWA EXECUTIVE COMMITTEE  
(IOWA OF KANSAS AND NEBRASKA)  
Horton Agency  
Horton, Kansas 66439

JICARILLA APACHE REPRESENTATIVE  
TRIBAL COUNCIL  
Jicarilla Apache Tribal Office  
Dulce, New Mexico 87526

KAIBAB TRIBAL COUNCIL  
Kaibab Board of Paiute Indians  
P. O. Box 323  
Fredonia, Arizona 86022

KALISPEL COMMUNITY COUNCIL  
Kalispel Tribal Office  
Usk, Washington 99180

KAW TRIBAL COUNCIL  
Pawnee Agency  
Pawnee, Oklahoma 74058

KEWEENAW BAY TRIBAL  
COUNCIL  
Great Lakes Agency  
Ashland, Wisconsin 54806

KIALEGEE CREEK BUSINESS  
COMMITTEE  
Okmulgee Agency  
P. O. Box 671  
Okmulgee, Oklahoma 74447

KICKAPOO BUSINESS COMMITTEE  
(OKLAHOMA)  
Shawnee Agency  
Federal Building  
Shawnee, Oklahoma 74801

KICKAPOO TRIBAL COUNCIL  
(KANSAS)  
Horton Agency  
Horton, Kansas 66439

KOOTENAI TRIBAL COUNCIL  
Northern Idaho Agency  
Lapwai, Idaho 83540

LAC COURTE OREILLES  
GOVERNING BOARD  
Route 2  
Stone Lake, Wisconsin 54876

LAC DU FLAMBEAU TRIBAL COUNCIL  
Lac du Flambeau, Wisconsin 54538

LAJOLLA TRIBAL COUNCIL  
Riverside Area Field Office, BIA  
6848 Magnolia Avenue, #8  
Riverside, California 92506

LAS VEGAS COLONY COUNCIL  
Nevada Agency  
Stewart, Nevada 89437

LAYTONVILLE EXECUTIVE  
COMMITTEE  
Sacramento Area Office, BIA  
P. O. Box 4775  
Sacramento, California 95825

LEAGUE OF NATIONS, PAN  
AMERICAN INDIANS  
1139 Lehman Place  
Johnstown, Pennsylvania 15902

LOVELOCK TRIBAL COUNCIL  
Nevada Agency  
Stewart, Nevada 89437

LOWER BRULE SIOUX TRIBAL  
COUNCIL  
Lower Brule Tribal Office  
Lower Brule, South Dakota 57548

LOWER ELWHA TRIBAL COMMUNITY  
COUNCIL  
Western Washington Agency  
3006 Colby Avenue  
Everett, Washington 98201

LOWER SIOUX INDIAN RESERVA-  
TION COMMUNITY COUNCIL  
Minnesota Agency  
P. O. Box 489  
Bemidji, Minnesota 56001

LUMBEE TRIBE  
Pembroke, North Carolina 28372

LUMMI BUSINESS COUNCIL  
Lummi Tribal Office  
Marietta, Washington 98268

MAKAH INDIAN TRIBAL COUNCIL  
Makah Tribal Office  
Neah Bay, Washington 98357

MANCHESTER COMMUNITY  
COUNCIL  
Sacramento Area Office, BIA  
P. O. Box 4775  
Sacramento, California 95825

MASHPEE TRIBE  
Mashpee Tribal Council  
Mashpee, Massachusetts

MATTINECOCK TRIBE  
Cold Springs, New York 10516

MESCALERO APACHE TRIBAL  
COUNCIL  
Mescalero Apache Tribal Office  
Mescalero, New Mexico 88340

MIAMI BUSINESS COMMITTEE  
Miami Agency  
P. O. Box 391  
Miami, Oklahoma 74354

MICCOSUKEE BUSINESS COUNCIL  
Miccosukee Tribe of Indians of Florida  
6477 S. W. 8th Street  
Miami, Florida 33144

MINNESOTA CHIPPEWA TRIBAL  
EXECUTIVE COMMITTEE  
420 Federal Building  
Bemidji, Minnesota 56601

MISSION CREEK BAND COUNCIL  
Riverside Area Field Office, BIA  
6846 Magnolia Avenue, #8  
Riverside, California 95206

MOAPA BUSINESS COUNCIL  
Nevada Agency  
Stewart, Nevada 89437

MOHAVE APACHE COMMUNITY  
COUNCIL  
Sal River Agency  
Route 1, Box 510  
Scottsdale, Arizona 85257

MOHAWK TRIBE  
Route 37, St. Regis Reservation  
Hogansburg, New York 13655

MOHEGAN  
Uncasville, Connecticut 06382

MONTAUK TRIBE  
Montauk Indian Tribal Council  
Montauk Point  
Long Island, New York 11412

MUCKLESHOOT INDIAN TRIBAL  
COUNCIL  
Western Washington Agency  
1620 Hewitt Avenue  
Everett, Washington 98201

NANTICOKE  
Millsboro, Delaware

NATIONAL CONGRESS OF  
AMERICAN INDIANS  
1765 "P" Street, N. W.  
Washington, D. C. 20036

NATIONAL INDIAN YOUTH  
COUNCIL  
3102 Central Avenue, S. E.  
Albuquerque, New Mexico 87106

NATIONAL TRIBAL CHAIRMEN'S  
ASSOCIATION  
c/o MCIO, Room G-225  
725 Jackson Place, N. W.  
Washington, D. C. 20506

NAVAJO TRIBAL COUNCIL  
The Navajo Tribe  
Window Rock, Arizona 86515

NEZ PERCE TRIBAL EXECUTIVE  
COMMITTEE  
Nez Perce Tribal Office  
Lapwai, Idaho 83540

NIPMUC TRIBE  
Grafton, Massachusetts 01519

NISQUALLY COMMUNITY COUNCIL  
Western Washington Agency  
1620 Hewitt Avenue  
Everett, Washington 98201

NORTH AMERICAN INDIAN  
WOMEN'S COUNCIL  
3201 Shady Brook Drive  
Midwest City, Oklahoma 73110

NORTHERN CHEYENNE TRIBAL  
COUNCIL  
Northern Cheyenne Tribal Office  
Lame Deer, Montana 54043

OGLALA SIOUX TRIBAL COUNCIL  
Pine Ridge Agency  
Pine Ridge, South Dakota 57770

OKLAHOMANS FOR INDIAN  
OPPORTUNITY  
555 Constitution Avenue  
Oklahoma City, Oklahoma 73105

OKMULGEE CULTURAL FOUNDATION  
P. O. Box 704  
Okmulgee, Oklahoma 74447

OMAHA TRIBAL COUNCIL  
Omaha Tribal Office  
Macy, Nebraska 68039

ONEIDA EXECUTIVE COMMITTEE  
Great Lakes Agency  
Ashland, Wisconsin 54086

ONEIDA TRIBE  
RFD #1, Route 11A  
Nedrow, New York 13120

ONONDAGA TRIBE  
Onondaga Reservation  
Nedrow, New York 13120

ORIGINAL CHEROKEE COMMUNITY  
ORGANIZATION  
Tahlequah, Oklahoma

OSAGE TRIBAL COUNCIL  
Osage Agency  
Pawhuska, Oklahoma 74056

OTOE-MISSOURIA TRIBAL COUNCIL  
Pawnee Agency  
Pawnee, Oklahoma 74058

OWENS VALLEY BOARD OF  
TRUSTEES  
P. O. Box 791  
Bishop, California 93514

PALA GENERAL COUNCIL  
Riverside Area Field Office, BIA  
6848 Magnolia Avenue, Suite #8  
Riverside, California 92506

PAPAGO COUNCIL  
Papago Tribal Office  
Sells, Arizona 85634

PAUMA BAND BUSINESS  
COMMITTEE  
Riverside Area Field Office, BIA  
6848 Magnolia Avenue, Suite #8  
Riverside, California 92506

PAWNEE BUSINESS COUNCIL  
Pawnee Agency  
Pawnee, Oklahoma 74058

PENNACOOK TRIBE  
Descendants of American Indians  
of New Hampshire, Inc.  
Deering, New Hampshire

PEQUOT  
Pequot Tribal Council  
Ledyard Town, Connecticut 06339

PLEASANT POINT PASSAMAQUODDY  
Pleasant Point Reservation  
Perry, Maine 04667

PONCA BUSINESS COMMITTEE  
Pawnee Agency  
Pawnee, Oklahoma 74058

POOSEPATUCK TRIBE  
145 Overlook Drive  
Mastic, Long Island, New York 11950

PORT GAMBLE COMMUNITY  
COUNCIL  
Western Washington Agency  
1620 Hewitt Avenue  
Everett, Washington 98201

POTAWATOMI (CITIZENS BAND)  
BUSINESS COMMITTEE  
Shawnee Agency  
Federal Building  
Shawnee, Oklahoma 74801

POTAWATOMI (PRAIRIE BAND)  
BUSINESS COMMITTEE

Horton Agency  
Horton, Kansas 66439

PRAIRIE ISLAND COMMUNITY  
COUNCIL

Minnesota Agency  
P. O. Box 489  
Bemidji, Minnesota 56601

PUYALLUP TRIBAL COUNCIL

Western Washington Agency  
1620 Hewitt Avenue  
Everett, Washington 98201

PYRAMID LAKE PAIUTE  
TRIBAL COUNCIL

Nevada Agency  
Stewart, Nevada 89437

QUAPAW TRIBAL BUSINESS  
COMMITTEE

Miami Agency  
P. O. Box 391  
Miami, Oklahoma 74354

QUECHAN TRIBAL COUNCIL

Colorado Agency  
Parker, Arizona 85344

QUILEUTE TRIBAL COUNCIL

Western Washington Agency  
1620 Hewitt Avenue  
Everett, Washington 98201

RED CLIFF TRIBAL COUNCIL

Great Lakes Agency  
Ashland, Wisconsin 54806

RENO SPARKS TRIBAL COUNCIL

Nevada Agency  
Stewart, Nevada 89437

RINCON SAN LUISINO BUSINESS  
COMMITTEE

Riverside Area Field Office, BIA  
6848 Magnolia Avenue, #8  
Riverside, California 92506

ROSEBUD SIOUX TRIBAL  
COUNCIL

Rosebud Tribal Office  
Rosebud, South Dakota 57570

SAC AND FOX BUSINESS  
COMMITTEE (OKLAHOMA)

Shawnee Agency  
Federal Building  
Shawnee, Oklahoma 74801

SAC AND FOX TRIBAL COUNCIL  
(KANSAS AND NEBRASKA)

Horton Agency  
Horton, Kansas 66439

SAC AND FOX TRIBAL COUNCIL  
(OF THE MISSISSIPPI IN IOWA)

Sac and Fox Area Field Office, BIA  
Tama, Iowa 52339

SAGINAW-CHIPPEWA TRIBAL  
COUNCIL (ISABELLA)

Great Lakes Agency  
Ashland, Wisconsin 54806

SAINT CROIX COUNCIL

Great Lakes Agency  
Ashland, Wisconsin 54806

SALT RIVER PIMA-MARICOPA  
COMMUNITY COUNCIL

Route 1, Box 907  
Scottsdale, Arizona 85257

SAN CARLOS COUNCIL

San Carlos Apache Tribe  
San Carlos, Arizona 85550

SAN PASQUAL BAND OF MISSION  
INDIANS  
Riverside Area Field Office, BIA  
6848 Magnolia Avenue, #8  
Riverside, California 92506

SANTA ROSE BUSINESS COMMITTEE  
Riverside Area Office, BIA  
6848 Magnolia Avenue  
Riverside, California 92506

SANTA YNEZ BUSINESS COUNCIL  
Riverside Area Field Office, BIA  
6848 Magnolia Avenue, Suite 8  
Riverside, California 92506

SANTEE-SIOUX TRIBAL COUNCIL  
(NEBRASKA)  
Santee-Sioux Tribal Office  
Niobrara, Nebraska 68760

SCHAGITICOKE TRIBE  
92 Elms Street Extension  
New Milford, Connecticut 06776

SEMINOLE GENERAL COUNCIL  
(OKLAHOMA)  
Wewoka Agency  
P. O. Box 1060  
Wewoka, Oklahoma 74884

SEMINOLE TRIBAL COUNCIL  
(FLORIDA)  
Seminole Tribe of Florida  
6073 Stirling Road  
Hollywood, Florida 33024

SENECA-CAYUGA TRIBAL  
BUSINESS COMMITTEE  
Miami Agency  
P. O. Box 391  
Miami, Oklahoma 74354

SENECA TRIBE  
Cornplanter Reservation  
Warren County, Pennsylvania

SHINNECOCK TRIBE  
Shinnecock Reservation  
Box 1347  
Southampton, Long Island, New  
York 11968

SHOSHONE BUSINESS COUNCIL  
(WIND RIVER)  
Shoshone Tribal Office  
Fort Washakie, Wyoming 82514

SHOSHONE PAIUTE BUSINESS  
COUNCIL (DUCK VALLEY)  
Nevada Agency  
Stewart, Nevada 89437

SISSETON-WAHPETON SIOUX  
TRIBAL COUNCIL  
Sisseton Agency  
Sisseton, South Dakota 57262

SKOKOMISH TRIBAL COUNCIL  
Western Washington Agency  
1620 Hewitt Avenue  
Everett, Washington 98201

SOKAOGON CHIPPEWA TRIBAL  
COUNCIL (MOLE LAKE)  
Great Lakes Agency  
Ashland, Wisconsin 54806

SOUTE UTE TRIBAL COUNCIL  
Tribal Affairs Building  
Ignacio, Colorado 81137

SOUTHWEST INDIAN ORGANIZATION  
334 North Rider  
Pampa, Texas 79065

SPOKANE BUSINESS COUNCIL  
Spokane Tribal Office  
Wellpinit, Washington 99040

SQUAXIN ISLAND TRIBAL  
COUNCIL  
Western Washington Agency  
1620 Hewitt Avenue  
Everett, Washington 98201

STANDING ROCK SIOUX TRIBAL  
COUNCIL

Standing Rock Agency  
Fort Yates, North Dakota 58538

STEWART'S POINT RANCHERIA  
COMMUNITY COUNCIL

Sacramento Area Office, BIA  
P. O. Box 4775  
Sacramento, California 95825

STOCKBRIDGE-MUNSEE TRIBAL  
COUNCIL

Great Lakes Agency  
Ashland, Wisconsin 54806

SUMMIT LAKE PAIUTE COUNCIL

Nevada Agency  
Stewart, Nevada 89437

SUQUAMISH TRIBAL COUNCIL

Western Washington Agency  
1620 Hewitt Avenue  
Everett, Washington 98201

SURVIVAL OF AMERICAN INDIANS  
ASSOCIATION, INC.

P. O. Box 719  
Tacoma, Washington 98402

SURVIVORS OF AMERICAN  
INDIAN ASSOCIATION

Box 719  
Tacoma, Washington 98402

SWINOMISH INDIAN SENATE

Swinomish Tribal Office  
La Conner, Washington 98257

TE-MOAK WESTERN SHOSHONE  
COUNCIL

Nevada Agency  
Stewart, Nevada 89437

THLOPTHLOCCO CREEK  
BUSINESS COUNCIL

Okmulgee Agency  
P. O. Box 671  
Okmulgee, Oklahoma 74447

TONAWANDA SENECA  
Tonawanda Reservation  
Basom, New York 14013

TONKAWA TRIBAL COUNCIL

Pawnee Agency  
Pawnee, Oklahoma 74058

TOULUMNE RANCHERIA  
COMMUNITY COUNCIL

Sacramento Area Office, BIA  
P. O. Box 4775  
Sacramento, California 95825

TRIBAL INDIAN LAND RIGHTS  
ASSOCIATION

1816 Karen Drive  
Del City, Oklahoma

TRINIDAD RANCHERIA  
COMMUNITY COUNCIL

Sacramento Area Office, BIA  
P. O. Box 4775  
Sacramento, California 95825

TULALIP BOARD OF DIRECTORS

Tulalip Tribal Office  
Star Route, Box 870  
Marysville, Washington 98270

TULE RIVER TRIBAL COUNCIL

P. O. Box 589  
Porterville, California 93258

TUNICA TRIBE

Marksville, Louisiana

TURTLE MOUNTAIN TRIBAL  
COUNCIL  
Turtle Mountain Community Center  
Belcourt, North Dakota 58316

TUSCARORA TRIBE  
Tuscarora Reservation  
Lewiston, New York 14092

TWIN CITIES CHIPPEWA COUNCIL  
Waite Neighborhood House  
2215 Park Avenue  
Minneapolis, Minnesota 55440

TWIN CITIES SIOUX COUNCIL  
2215 Park Avenue  
Minneapolis, Minnesota 55440

UINTAH AND OURAY TRIBAL  
BUSINESS COMMITTEE  
Fort Duchesne, Utah 84926

UMATILLA BOARD OF TRUSTEES  
Umatilla Tribal Office  
Pendleton, Oregon 97801

UNITED INDIANS OF ALL TRIBES  
P. O. Box 508  
Seattle, Washington 98111

UNITED INDIANS OF MILWAUKEE  
1027 South 19th Street  
Milwaukee, Wisconsin 53204

UNITED KEETOWAH COUNCIL  
Tahlequah Agency  
P. O. Box 459  
Tahlequah, Oklahoma 74464

UNITED NATIVE AMERICANS, INC.  
P. O. Box 26149  
San Francisco, California 94126

UNITED PUEBLO  
All Indian Pueblo Council  
United Pueblo Agency  
P. O. Box 1667  
Albuquerque, New Mexico 87103

UPPER MIDWEST AMERICAN  
INDIAN CENTER  
1718 North Third Street  
Minneapolis, Minnesota

UPPER SIOUX BOARD OF  
TRUSTEES (GRANITE FALLS)  
Minnesota Agency  
P. O. Box 489  
Bemidji, Minnesota 56601

URBAN NATIVES UNITED  
2205 Boniface Parkway  
Anchorage, Alaska 99504

UTE MOUNTAIN TRIBAL COUNCIL  
Tribal Office Building  
Towaoc, Colorado 81334

WALKER RIVER PAIUTE TRIBAL  
COUNCIL  
Nevada Agency  
Stewart, Nevada 89437

WAMPANOAG TRIBE  
3 Cornell Way  
Waquoit, Massachusetts 02536

WARM SPRINGS TRIBAL COUNCIL  
Warm Springs Tribal Office  
Warm Springs, Oregon 97761

WASHOE TRIBAL COUNCIL  
Nevada Agency  
Stewart, Nevada 89437

WHITE MOUNTAIN APACHE TRIBAL  
COUNCIL (FORT APACHE)  
Whiteriver, Arizona 95841

WICHITA COUNCIL  
Anadarko Agency  
Anadarko, Oklahoma 73005

WINNEBAGO BUSINESS COMMITTEE  
Great Lakes Agency  
Ashland, Wisconsin 54806

WINNEBAGO TRIBAL COUNCIL  
Winnebago Agency  
Winnebago, Nebraska 68071

WORKING INDIANS CIVIL  
ASSOCIATION  
Box 537  
Pierre, South Dakota

WORKING INDIANS CIVIL  
ASSOCIATION, INC.  
Fort Yates, North Dakota 58538

X-L RANCH  
Board of Directors  
P. O. Box 763  
Alturas, California 96101

YAKIMA TRIBAL COUNCIL  
Yakima Tribal Office  
Toppenish, Washington 98948

YANKTON SIOUX TRIBAL BUSINESS  
& CLAIMS COMMITTEE  
Yankton Agency  
Wagner, South Dakota 57380

YAVAPAI APACHE COMMUNITY  
COUNCIL (CAMP VERDE)  
Truxton Canyon Agency  
Valentine, Arizona 86437

YAVAPAI BOARD OF DIRECTORS  
(PRESCOTT)  
Truxton Canyon Agency  
Valentine, Arizona 86437

YERINGTON PAIUTE TRIBAL  
COUNCIL  
Nevada Agency  
Stewart, Nevada 89437

YOMBA TRIBAL COUNCIL  
Nevada Agency  
Stewart, Nevada 89437

## OTHER RESOURCES

In addition to Indian groups there are numerous foundations, museums and other groups working with or for Indians. Cited below are 105 organizations involved with Indians in various ways, although they are not necessarily composed predominantly of Indians.

ADOPTION RESOURCE EXCHANGE  
OF NORTH AMERICA  
44 East 23rd Street  
New York, New York 10010

ALFRED P. SLOAN FOUNDATION  
630 Fifth Avenue  
Rockefeller Center  
New York, New York

AMERICAN INDIAN CENTER  
738 West Sheridan Road  
Chicago, Illinois 60613

AMERICAN INDIAN CENTER  
1630 W. Wilson Avenue  
Chicago, Illinois 60640

AMERICAN INDIAN EMPLOYMENT  
& GUIDANCE CENTER  
1718 Third Street, North  
Minneapolis, Minnesota 55404

AMERICAN INDIAN ENTERPRISES, INC.  
Box 19226 Eppley Airfield  
Omaha, Nebraska 68119

AMERICAN INDIAN INFORMATION  
& ACTION GROUP, INC.  
2014 West North Avenue  
Milwaukee, Wisconsin

AMERICAN INDIAN STUDY CENTER  
211 South Broadway  
Baltimore, Maryland 21231

ANCHORAGE NATIVE WELCOME  
CENTER, INC.  
236 E. Fifth Avenue  
Anchorage, Alaska 99501

ANDREW W. MELLON FOUNDATION  
140 East 62nd Street  
New York, New York

ARROW, INC.  
1346 Connecticut Avenue, N. W.  
Washington, D. C.

THE ARTHUR VINING DAVIS  
FOUNDATION  
Box 2238  
Miami, Florida

BOETTCHER FOUNDATION  
818 Seventeenth Street  
Denver, Colorado

CARNEGIE CORPORATION OF  
NEW YORK  
437 Madison Avenue  
New York, New York

CENTRAL PLAINS INDIAN CLUB  
5707 West Sells Circle  
Phoenix, Arizona 85013

THE CHARLES E. MERRILL  
TRUST  
P. O. Box 488  
Ithaca, New York

CHARLES STEWARD MOTT  
FOUNDATION  
500 Mott Foundation Building  
Flint, Michigan

CITY OF MILWAUKEE PUBLIC  
MUSEUM  
818 W. Wisconsin Avenue  
Milwaukee, Wisconsin

THE CLEVELAND FOUNDATION  
Greater Cleveland Associated  
Foundation  
National City Bank Building  
Cleveland, Ohio

CONSOLIDATED TRIBES OF  
AMERICAN INDIANS  
P. O. Box 3318  
Milwaukee, Wisconsin 53208

CONSOLIDATED TRIBES OF  
MILWAUKEE  
5403 N. 49th Street  
Milwaukee, Wisconsin

CONSULTING PANEL ON INDIAN  
MINISTRIES  
Board of National Missions  
United Presbyterian Church, Room 1244  
475 Riverside Drive  
New York, New York 10017

COUNCIL FOR AMERICAN INDIAN  
MINISTRY  
United Church of Christ  
Rosegien, North Dakota

THE DANFORTH FOUNDATION  
222 South Central Avenue  
St. Louis, Missouri

EDWARD JOHN NOBLE FOUNDATION  
32 East 57th Street  
New York, New York

EL POMAR FOUNDATION  
Broadmoor  
Colorado Springs, Colorado

THE FIELD FOUNDATION  
100 East 85th Street  
New York, New York

FIELD MUSEUM OF NATURAL  
HISTORY  
Roosevelt Road at Lake Shore Drive  
Chicago, Illinois 60605

FIRESTONE FOUNDATION  
1225 West Market Street  
Akron, Ohio

THE FORD FOUNDATION  
320 East 43rd Street  
New York, New York

FRIENDS COMMITTEE ON  
NATIONAL LEGISLATION  
245 Second Street, N. E.  
Washington, D. C. 20002

FUTURES FOR CHILDREN, INC.  
5612 Parkston Road  
Washington, D. C. 20016

THE GLENMEDE TRUST CO.  
1608 Walnut Street  
Philadelphia, Pennsylvania

GRANT FOUNDATION, INC.  
130 East 59th Street  
New York, New York

GREAT WESTERN UNITED  
FOUNDATION  
Equitable Building  
Denver, Colorado

HUMBLE OIL AND REFINING  
COMPANY  
Public Affairs Department  
Legislative & Political Affairs  
P. O. Box 2180  
Houston, Texas

IDAHO HISTORICAL SOCIETY  
610 N. Julia Davis Drive  
Boise, Idaho

ILLINOIS STATE MUSEUM  
Spring at Edwards  
Springfield, Illinois 62700

INDEPENDENCE FOUNDATION  
2500 Philadelphia  
National Bank Building  
Philadelphia, Pennsylvania

INDIAN ADVANCEMENT ASSOCIATION,  
INC.  
P. O. Box 416  
Minneapolis, Minnesota 55401

INDIAN CENTER INC. OF LOS  
ANGELES  
3446 West First Street  
Los Angeles, California 90004

INDIAN COMMITTEE, CHURCH OF  
JESUS CHRIST OF LATTER-DAY SAINTS  
47 East South Temple  
Salt Lake City, Utah 84111

INDIAN RIGHTS ASSOCIATION  
1505 Race Street  
Philadelphia, Pennsylvania 19102

INSTITUTE OF INDIAN STUDIES  
Box 5, The University of South Dakota  
Vermillion, South Dakota

JAMESTOWN FOUNDATION MUSEUM  
Box JF (Jamestown)  
Williamsburg, Virginia 23185

JOINT FOUNDATION SUPPORT, INC.  
575 Madison Avenue  
New York, New York

JOSIAH MACY, JR. FOUNDATION  
227 Park Avenue  
New York, New York

THE KRESGE FOUNDATION  
211 Fort Street, West  
Detroit, Michigan

LILLY ENDOWMENT, INC.  
914 Merchants Bank Building  
Indianapolis, Indiana

THE LOUIS CALDER FOUNDATION  
10 Rockefeller Plaza  
New York, New York

LOUIS W. AND MAUD HILL  
FAMILY FOUNDATION  
First National Bank Building, W975  
Saint Paul, Minnesota

THE LUKE B. HANCOCK  
FOUNDATION  
770 Welch Road  
Palo Alto, California

MAX C. FLEISCHMANN  
FOUNDATION  
405 Union Federal Savings & Loan  
Association Building  
195 South Sierra Street  
Reno, Nevada

MAYORS INDIAN AMERICAN  
TASK FORCE  
1927 Second Avenue South  
Minneapolis, Minnesota 55403

MINNEHAHA INDIAN CLUB  
420 West 8th Street  
Sioux Falls, South Dakota 57105

MINNESOTA INDIAN ANTI-  
POVERTY COMMITTEE  
2803 Bryant Avenue, North  
Minneapolis, Minnesota 55411

MUSEUM OF NAVAJO  
CEREMONIAL ART  
P. O. Box 445  
Santa Fe, New Mexico 87501

MUSEUM OF NORTHERN ARIZONA  
P. O. Box 1389  
Flagstaff, Arizona 86002

MUSEUM OF THE AMERICAN INDIAN  
Heye Foundation  
Broadway at 155th Street  
New York, New York 10032

NATIONAL AMERICAN INDIAN  
LORE ASSOCIATION  
12151 Firebrand Street  
Garden Grove, California 92640

NATIONAL COMMITTEE ON INDIAN  
WORK OF THE EPISCOPAL CHURCH  
815 Second Avenue  
New York, New York 10017

NATIONAL COUNCIL OF CHURCHES  
DIVISION OF CHRISTIAN LIFE AND  
MISSION  
815 Second Avenue  
New York, New York 10017

NATIONAL COUNCIL ON INDIAN  
OPPORTUNITY  
726 Jackson Place, N. W.  
Washington, D. C. 20506

NATIONAL INDIAN TRAINING AND  
RESEARCH CENTER  
3121 S. Mill Avenue  
Tempe, Arizona 85282

NATIONAL INDIAN TRAINING  
CENTER  
Box 66  
Brigham City, Utah 34302

NAVAJO TRIBAL MUSEUM  
P. O. Box 54  
Window Rock, Arizona 86515

THE NEW WORLD FOUNDATION  
100 East 85th Street  
New York, New York

THE NEW YORK COMMUNITY  
TRUST  
415 Madison Avenue  
New York, New York

NEW YORK FOUNDATION  
4 West 58th Street  
New York, New York

NEW YORK STATE MUSEUM  
31 Washington Avenue  
Albany, New York 12210

PHOEBE WATERMAN  
FOUNDATION, INC.  
330 Boulevard Building  
1819 John F. Kennedy Boulevard  
Philadelphia, Pennsylvania

PHOENIX INDIAN CENTER  
376 North First Avenue  
Phoenix, Arizona

POTAWATOMI MUSEUM  
Angola, Indiana 46703

PRESBYTERIAN MEDICAL  
SERVICES  
P. O. Box 2384  
Santa Fe, New Mexico

PROJECT UPWARD BOUND  
Room 13, Dakota Hall  
University of South Dakota  
Vermillion, South Dakota 57069

RAMA INC.  
Suite 905, The Watergate Office  
Building  
2600 Virginia Avenue, N. W.  
Washington, D. C.

RASKOB FOUNDATION FOR  
CATHOLIC ACTIVITIES  
1205 Hotel Du Pont Street  
Wilmington, Delaware

RICHARD KING MELLON  
FOUNDATION  
525 William Penn Place  
Pittsburgh, Pennsylvania

ROCHESTER MUSEUM OF  
ARTS AND SCIENCES  
657 East Avenue  
Rochester, New York 14607

ROCKEFELLER BROTHERS FUND  
30 Rockefeller Plaza  
New York, New York

ROSENBERG FOUNDATION  
210 Post Street  
San Francisco, California

SAINT AUGUSTINE'S CENTER  
4512 N. Sheridan Road  
Chicago, Illinois 60640

THE SAN FRANCISCO FOUNDATION  
425 California Street  
San Francisco, California

SCHOOL OF AMERICAN RESEARCH  
116 Lincoln Avenue  
Box 1554  
Santa Fe, New Mexico 87501

SEATTLE INDIAN CENTER  
3419 Densmore North  
Seattle, Washington 98103

SEQUOYAH INDIAN CLUB  
University of Oklahoma  
Norman, Oklahoma 73069

SIOUX CITY INDIAN CENTER  
1114 West 6th Street  
Sioux City, Iowa

SIX NATIONS INDIAN MUSEUM  
Rockdale Road  
Onchiota, New York 12968

SOUTHWEST MUSEUM  
Highland Park  
Los Angeles, California 90041

STERN FUND  
21 East 40th Street  
New York, New York

TRIBE OF MANY FEATHERS  
Indian Education Office  
Brigham Young University  
Provo, Utah

UNITED INDIAN MISSIONS  
2920 North 3rd Street  
Flagstaff, Arizona 86001

UNITED SCHOLARSHIP SERVICE  
P. O. Box 18285  
Capitol Hill Station  
Denver, Colorado 80218

UNITES STATES STEEL  
FOUNDATION, INC.  
71 Broadway  
New York, New York

UPPER MIDWEST INDIAN  
CENTER  
5633 Regent Avenue North  
Minneapolis, Minnesota 55440

URBAN AMERICAN INDIAN  
COMMITTEE  
2215 Park Avenue  
Minneapolis, Minnesota 55440

WAIHKONTA CLUB  
919 West 39th Street  
Denver, Colorado 80211

WHITE BUFFALO COUNCIL  
Box 4131  
Santa Fe Station  
Denver, Colorado

WIEBOLDT FOUNDATION  
29 South La Salle Street  
Chicago, Illinois

WILLIAM H. DONNER FOUNDATION,  
INC.  
711 Lincoln Building  
60 East 42nd Street  
New York, New York

WINONA CLUB  
629 North Maple Street  
Rapid City, South Dakota 57701

WINSLOW INDIAN CENTER  
529 West 2nd Street  
Winslow, Arizona 86047

W. K. KELLOGG FOUNDATION  
400 North Avenue  
Battle Creek, Michigan

WOODROW WILSON INTERNATIONAL  
CENTER FOR SCHOLARS  
Smithsonian Institution Building  
Washington, D. C.

ZALE FOUNDATION  
512 South Akard Street  
Dallas, Texas

## LITERATURE RESOURCES

As stated previously, many times new programs and activities are started without examination of existing resources. A review of current literature is a prerequisite and it is because of this need the following literature resources are cited. It should be noted that this listing should not be considered as comprehensive, but it does represent a sampling of current research and commercial literature.

These resources are divided into two sections; The Native American, and Education and Curriculum Development. The latter section is further divided into the following elements:

Objectives	Methods
Students	Evaluation
Instructional Personnel	Relationships with Others
Materials	

The Native American

- "After 80 Years: The Indians Rise Again." Virgil J. Vogel. New Politics, VIII, No. 2, (Spring 1970), pp. 62-72.
- ALMOST WHITE. Brewton Berry. New York: The Macmillan Co. 1967.
- AMERICAN HERITAGE BOOK OF THE INDIANS. William Brandon, ed. New York: Dell Publishing Co., Inc.
- AMERICAN INDIAN. Raymond F. Locke, ed. Los Angeles: Mankind Publishing Co. 1970.
- "The American Indian, A Portrait In Limbo." Peter Farb. The Saturday Review, (October 16, 1968), pp. 26-29.
- AMERICAN INDIAN AUTHORS. Hirschfelder. New York: Association on American Indian Affairs. 1970.
- AMERICAN INDIAN CRISIS. George Pierre. San Antonio, Texas: Naylor. 1971.
- THE AMERICAN INDIAN IN URBAN SOCIETY. Jack O. Waddell and O. Michael Watson. Boston: Little, Brown & Co. 1971.
- AMERICAN INDIAN PORTRAITS. Charles R. Reynolds, Jr., ed. Brattleboro, Vermont: Stephen Greene Press. 1971.
- "The American Indian Today." Scholastic Magazine, (February 19, 1967), pp. 3-6, 17.
- THE AMERICAN INDIAN TODAY. Nancy O. Lurie and Stuart Levine, eds. Baltimore: Penguin Books. 1970.
- AMERICAN INDIANS. Hagan, William T. Chicago: University of Chicago Press. 1961.
- "American Indians and Their Economic Development." Fred Voget, ed. Human Organization, XX, No. 4, (Winter 1961-62).
- "American Indians: People Without A Future." Ralph Nader. Harvard Law Record, XXII, No. 10, (May 10, 1956).

"American Indians: The Alien Americans." William Brandon. The Progressive, XXXIII, No. 12, (December 1969), pp. 13-17.

"American Indians: The Real American Revolution." William Brandon. The Progressive, XXXIV, No. 2, (February 1970), pp. 26-30.

"The American Indians: The Unamericans." William Brandon. The Progressive, XXXIV, No. 1, (January 1970), pp. 35-39.

AMERICAN INDIANS TODAY. Stuart Levine and Nancy Lurie. Baltimore: Penguin Books, Inc. 1970.

AMERICA'S CONCENTRATION CAMPS. Carlos B. Embry. New York: David McKay Co. 1956.

"America's Indians." William Hedgepeth. Look Magazine, XXXIV, No. 11, (June 2, 1970), pp. 23-24.

"The Angry American Indian: Starting Down the Protest Trail." Time Magazine, (February 7, 1970), pp. 14-20.

ARE YOU LISTENING NEIGHBOR? Indian Affairs Task Force. Olympia, Washington: Indian Advisory Commission. 1971.

AWAKENING MINORITIES: AMERICAN INDIANS, MEXICAN AMERICANS, PUERTO RICANS. John R. Howard, ed. Chicago: Aldine Publishing Co. 1972. 189 p.

BIBLIOGRAPHIES OF: THE ESKIMO, SIOUAN, IROQUOLAN, MUSHKHOGEAN, ALGONQUIAN, ATHAPASCAN, CHINOOKAN, SALISHAN, AND WAKASHAN LANGUAGES, BAE BULLETINS NO. 1, 5, 6, 9, 13, 14, 15, 16, 19. James Constantine Pilling. Washington: Bureau of American Ethnology.

"A Bibliography of Anthropological Bibliographies - The Americas." G. D. Gibson. Current Anthropology, I, (1960), pp. 61-75.

"Bibliography: A Selected Listing (The Indian Impact on Our Culture." Virgil J. Vogel. The Indian Historian, Vol. 1, No. 3, (June 1968), pp. 36-38.

BLACK, BROWN AND RED. Detroit: News & Letters Committees. 1972.

BLACK ELK SPEAKS: BEING THE LIFE STORY OF A HOLY MAN OF THE OGLALA SIOUX. John G. Neihardt. Lincoln, Nebraska: University of Nebraska Press. 1961. 280 p.

- BROTHERS THREE. John Milton Oskison (Cherokee). New York: The Macmillan Co. 1935.
- BURY MY HEART AT WOUNDED KNEE. Dee Brown. New York: Holt, Rhinehart, Winston. 1970.
- CHRONICLES OF AMERICAN INDIAN PROTEST. Council on Interracial Books for Children. New York: Fawcett World. 1971.
- "City and Reservation Indians." George Engstrom and Sister Providencia. Social Order, (February 1955).
- A CRITICAL BIBLIOGRAPHY FOR THE MARCH OF AMERICAN SERIES. Albert T. Klyberg. Ann Arbor: University Microfilms. 1966.
- "Cultures in Crosscurrents." J. M. First. Michigan Education Journal, XXXVIII, (November 1960), pp. 241-44 +.
- CUSTER DIED FOR YOUR SINS. Vine Deloria. New York: The Macmillan Co. 1969.
- "A Day On Alcatraz With the Indians." Kay Boyle. The New Republic, (January 17, 1970), pp. 10-11.
- DEATH OF THE GREAT SPIRIT. E. Shorris. New York: Simon and Schuster. 1971. 253 p.
- DECLARATION OF INDIAN PURPOSE. American Indian Chicago Conference. Chicago: University of Chicago. June 13-20, 1961.
- DISINHHERITED: THE LOST BIRTHRIGHT OF THE AMERICAN INDIAN. Dale Van Every. San Diego: Morrow Publications. 1971.
- DISPOSSESSING THE AMERICAN INDIAN. W. R. Jacobs. New York: Scribner Publishing Co. 1972. 140 p.
- ECONOMIC DEVELOPMENT OF AMERICAN INDIANS AND ESKIMOS, 1930 THROUGH 1967, A BIBLIOGRAPHY. Marjorie P. Snodgrass. Washington, D. C.: Bureau of Indian Affairs, Department of the Interior. 1968.
- THE EMERGENT NATIVE AMERICANS. Deward E. Walker, Jr. Boston: Little, Brown & Co. 1972.
- ETHNOGRAPHIC BIBLIOGRAPHY OF NORTH AMERICA. George P. Murdock. New Haven: Human Relations Area Files. 1960.

- FEDERAL CONTROL OF THE WESTERN APACHES 1848-1886. Ralph Ogle. Albuquerque: University of New Mexico Press. 1970. 259 p.
- "Florida's Emerging Seminoles." Louis Capton and Otis Imboden. National Geographic Magazine, CXXXVI, No. 5, (November 1969), pp. 716-34.
- "The Forgotten American." Lyndon B. Johnson. Indian Record, (March 1968). (Also available from Government Printing Office, Washington, D. C.)
- FRAUD, POLITICS AND THE DISPOSSESSION OF THE INDIANS: THE IROQUOIS LAND FRONTIER OF THE COLONIAL PERIOD. Georgiana C. Nammack. Norman: University of Oklahoma Press. 1971. 128 p.
- GENERAL POPE AND U. S. INDIAN POLICY. Richard Ellis. Albuquerque: University of New Mexico Press. 1971. 287 p.
- "Give the Indians an Even Chance." O. K. Armstrong. Readers Digest, (November 1966), pp. 101-105.
- GUIDE TO THE STUDY OF THE UNITED STATES OF AMERICA. Library of Congress. Washington, D. C.: Library of Congress. 1960.
- HANDBOOK OF AMERICAN INDIANS NORTH OF MEXICO. F. W. Hodge, ed. Washington, D. C.: Superintendent of Documents, Government Printing Office. 1959.
- HEROES OF THE AMERICAN INDIAN. Sol Stember. New York: Fleet Press. 1971.
- THE HOE AND THE HORSE ON THE PLAINS: A STUDY OF CULTURAL DEVELOPMENT AMONG NORTH AMERICAN INDIANS. Preston Holder. Lincoln: University of Nebraska Press. 1970. 176 p.
- HOUSE MADE OF DAWN. N. Scott Momaday (Kiowa). New York: Harper & Row. 1969.
- I HAVE SPOKEN: AMERICAN HISTORY THROUGH THE VOICES OF THE INDIANS. Virginia Armstrong. Chicago: Swallow Press. 1971. 206 p.
- IMAGE OF AMERICA: EARLY PHOTOGRAPHY 1839-1900 - A CATALOG. Library of Congress. Washington, D. C.: Library of Congress. 1957.

- INDIAN AMERICAN ISSUES: A HANDBOOK FOR DISCUSSION. Washington: New Community Press. 1970. 12 p.
- INDIAN AMERICANS--UNITY AND DIVERSITY. Murray Wax. Englewood Cliffs, New Jersey: Prentice-Hall. 1971.
- THE INDIAN: AMERICA'S UNFINISHED BUSINESS. W. A. Brophy and S. D. Aberle. Norman: University of Oklahoma Press. 1967.
- INDIAN--AND PROUD OF IT! League of Women Voters. Washington, D. C.: League of Women Voters. 1971.
- THE INDIAN AND THE WHITEMAN. Wilcomb E. Washburn. Garden City, New York: Doubleday. 1964.
- INDIAN CRISIS: A CHALLENGE TO SOCIAL SCIENCE. D'Arcy McNicle. University of Chicago Round Table, No. 828, February 21, 1954.
- THE INDIAN HERITAGE OF AMERICA. Alvin M. Josephy, Jr. New York: Bantam. 1969.
- THE INDIAN IN AMERICAN HISTORY. William T. Hagan. New York: Macmillan Co. 1971.
- THE INDIAN IN AMERICA'S PAST. Jack D. Forbes, ed. New York: Spectrum. 1964.
- THE INDIAN IN MODERN AMERICA. David A. Baerreis, ed. Madison: State Historical Society of Wisconsin. 1965.
- INDIAN ORATORY: FAMOUS SPEECHES BY NOTED INDIAN CHIEFTAINS. N. C. Vanderwerth, ed. Norman: University of Oklahoma Press. 1971.
- INDIAN VOICES: THE FIRST CONVOCA TION OF AMERICAN INDIAN SCHOLARS. San Francisco: The Indian Historian Press. 1970.
- INDIANS AND OTHER AMERICANS: TWO WAYS OF LIFE MEET. Harold E. Fey and D'Arcy McNickle. New York: Perennial Library, Harper & Row. 1970. 274 p.
- INDIANS ARE PEOPLE TOO. Ruth Muskrat Bronson. New York: Friendship Press. 1944.
- INDIANS, ESKIMOS AND ALEUTS OF ALASKA. Bureau of Indian Affairs, U. S. Department of the Interior. Washington, D. C.: Superintendent of Documents, Government Printing Office. 16 p.

- INDIANS IN TRANSITION. Walsh. McClelland and Stewart. 1972.
- INDIANS OF CALIFORNIA. Bureau of Indian Affairs, U. S. Department of the Interior. Washington, D. C.: Superintendent of Documents, Government Printing Office. 21 p.
- INDIANS OF MONTANA AND WYOMING. Bureau of Indian Affairs, U. S. Department of the Interior. Washington, D. C.: Superintendent of Documents, Government Printing Office. 20 p.
- INDIANS OF OKLAHOMA. Bureau of Indian Affairs, U. S. Department of the Interior. Washington, D. C.: Superintendent of Documents, Government Printing Office. 16 p.
- INDIANS OF THE DAKOTAS. Bureau of Indian Affairs, U. S. Department of the Interior. Washington, D. C.: Superintendent of Documents, Government Printing Office. 20 p.
- INDIANS OF THE EASTERN SEABOARD. Bureau of Indian Affairs, U. S. Department of the Interior. Washington, D. C.: Superintendent of Documents, Government Printing Office. 28 p.
- INDIANS OF THE GREAT BASIN AND PLATEAU. Francis Haines. New York: Putnam. 223 p.
- INDIANS OF THE GREAT LAKES AREA. Bureau of Indian Affairs, U. S. Department of the Interior. Washington, D. C.: Superintendent of Documents, Government Printing Office. 24 p.
- INDIANS OF THE GULF COAST STATES. Bureau of Indian Affairs, U. S. Department of the Interior. Washington, D. C.: Superintendent of Documents, Government Printing Office. 20 p.
- INDIANS OF THE LOWER PLATEAU. Bureau of Indian Affairs, U. S. Department of the Interior. Washington, D. C.: Superintendent of Documents, Government Printing Office. 24 p.
- INDIANS OF THE NORTHWEST. Bureau of Indian Affairs, U. S. Department of the Interior. Washington, D. C.: Superintendent of Documents, Government Printing Office. 16 p.
- "Indians vs. the City." Susan Nelson. Chicago Magazine, VII, No. 2, (April 1970), pp. 26-30.
- "Last Rites for an Indian Nation." Clarus J. Backes. Chicago Tribune Magazine, (October 19, 1969), pp. 29-33.

THE LAW OF THE GREAT PEACE. White Roots of Peace. Rooseveltown,  
New York: White Roots of Peace, Mohawk Nation.

LIST OF PAPERS AND BOOKS IN THE SOCIETY'S PUBLICATIONS CLAS-  
SIFIED ACCORDING TO SUBJECT. American Philosophical Society.  
Philadelphia: The American Philosophical Society. 1940.

"Lo, The Poor Indian." Ralph Nader. The New Republic, (March 30, 1968),  
pp. 14-15.

LOOK TO THE MOUNTAIN TOP. Robert L. Iacopi, executive ed. San Jose,  
California: Gousha Publications. 1972. 121 p.

MAN'S RISE TO CIVILIZATION AS SHOWN BY THE INDIANS OF NORTH  
AMERICA FROM PRIMAL TIMES TO THE COMING OF THE INDUST-  
RIAL STATE. Peter Farb. New York: Dutton. 1968. 332 p.

MAPS SHOWING EXPLORERS' ROUTES, TRAILS AND EARLY ROADS IN THE  
UNITED STATES. AN ANNOTATED LIST. Richard S. Ladd, comp.  
Washington: Library of Congress. 1962.

"Most Oppressed Race In the United States: The Indian." J. S. Roucek.  
Educational Forum, XXIX, (May 1965), pp. 477-85.

NATIONAL MUSEUM AND INDIANS. Smithsonian Institution. Washington,  
D. C.: Smithsonian Institution. 1967.

NATIVE AMERICANS: THE NEW INDIAN RESISTANCE. William Meyer.  
New York: International Publishers. 1971.

NATIVE AMERICANS TODAY. Howard Bahr, Bruce Chadwick, and Robert Day.  
New York: Harper & Row. 1971.

THE NEW INDIANS. Stan Steiner. New York: Harper & Row. 1968.

"North American Indians." Andrew Hunter Whiteford. Choice, VI, No. 12,  
(February 1970), pp. 1,709-19.

THE NORTH AMERICAN INDIANS - A SOURCEBOOK. Roger Owen. New York:  
Macmillan and Company. 1968. 757 p.

OF UTMOST GOOD FAITH. Vine Deloria, Jr. New York: Bantam. 1972.

THE ONLY GOOD INDIAN. Waubageshig. Dexter, Mississippi: New Press.  
1970.

- OUR BROTHER'S KEEPER: THE INDIAN IN WHITE AMERICA. Edgar S. Cahn, ed. New York: World Publishing Company. 1969.
- A PROGRAM FOR INDIAN CITIZENS - A SUMMARY REPORT. Albuquerque: Commission on the Rights, Liberties and Responsibilities of the American Indian, Fund for the Republic. 1961.
- PUBLICATIONS PRICELIST. Bureau of Indian Affairs. Lawrence, Kansas: Publications Service, Haskell Institute.
- "Red Man, Black Man, and White America: The Constitutional Approach to Denocide." Sidney M. Willhelm. Catalyst Magazine, No. 4, (Spring 1969), pp. 1-62.
- THE RED MAN IN THE NEW WORLD DRAMA: A POLITICO-LEGAL STUDY WITH A PAGEANTRY OF AMERICAN INDIAN HISTORY. Jennings C. Wise and Vine Deloria, Jr. New York: Macmillan. 1971.
- "The Red Man's Burden." Peter Collier. Ramparts, VII, No. 8, (February 1970), pp. 26-38.
- RED MAN'S LAND - WHITE MAN'S LAW. Wilcomb E. Washburn. New York: Scribners. 1971.
- "Red Man's Plight." Barbara Isenberg. Wall Street Journal, (March 9, 1970), pp. 1, 18.
- "Red Power." David Brand. Wall Street Journal, (April 30, 1969), pp. 26-30.
- RED POWER: THE AMERICAN INDIANS' FLIGHT FOR FREEDOM. Alvin M. Josephy, Jr. New York: American Heritage Press. 1971.
- RED, WHITE AND BLACK: SYMPOSIUM ON INDIANS IN THE OLD SOUTH. Charles M. Hudson, ed. Athens: University of Georgia Press. 1971.
- REFERENCE ENCYCLOPEDIA OF THE AMERICAN INDIAN. Bernard Klein and Daniel Icolari, eds. New York: B. Klein. 1967.
- REFORMERS AND THE AMERICAN INDIAN. R. W. Mardack. Columbia: University of Missouri Press. 1971 245 p.
- REHABILITATION PROGRAM ON THE CHEYENNE RIVER SIOUX RESERVATION. E. M. Clark and W. David. Philadelphia: Indian Rights Association. 1961.
- THE RIGHT TO BE AN INDIAN. Ernest Schusky. San Francisco: The Indian Historian Press. 1970.

- "The Royal Screwing of the Passamaquodias." David Welsh. Ramparts Magazine, (1968).
- RUNNER IN THE SUN. D'Arcy McNickle (Flathead). New York: Winston. 1954.
- RURAL INDIAN AMERICANS IN POVERTY, AGRICULTURAL ECONOMIC REPORT NO. 167. Economic Research Service, U. S. Department of Agriculture. Washington, D. C.: Government Printing Office. 1969.
- THE SACRED PIPE: BLACK ELK'S ACCOUNT OF THE SEVEN RITES OF THE OGLALA SIOUX. Joseph E. Brown, ed. Baltimore: Penguin Books, Inc. 1971.
- THE SEARCH FOR AN AMERICAN INDIAN IDENTITY: MODERN PAN-INDIAN MOVEMENTS. Hazel W. Hertzberg. Syracuse: Syracuse University Press. 1971. 362 p.
- "Seattle Squabble: Indians Battle City for Park Area." Sylvia P. Soholt. Christian Science Monitor, (May 19, 1970).
- SPIRITUAL LEGACY OF THE AMERICAN INDIAN. Joseph E. Brown, Wallingford, Pennsylvania: Pendle Hill. 1964.
- SUNDOWN. John Joseph Mathews (Osage). New York: Longmans Green & Co. 1934.
- THE SURROUNDED. D'Arcy McNickle (Flathead). New York: Dodd, Mead & Co. 1936.
- THIS COUNTRY WAS OURS: A DOCUMENTARY HISTORY OF THE AMERICAN INDIAN. Virgil J. Vogel. New York: Harper & Row. 1972. 473 p.
- TO BE AN INDIAN. Joseph H. Cash and Herbert T. Hoover. New York: Holt, Rinehart and Winston. 1971.
- TO SERVE THE DEVIL: NATIVES AND SLAVES. Paul Jacobs, et. al. New York: Random. 1971.
- TO THE FIRST AMERICANS. THIRD ANNUAL REPORT ON THE INDIAN HEALTH PROGRAM OF THE U. S. PUBLIC HEALTH SERVICE. U. S. Public Health Service. Washington, D. C.: U. S. Public Health Service. 1969.
- THE TORTURED AMERICANS. Robert Burnette. New York: Prentice Hall. 1971. 176 p.

TOUCH THE EARTH: A SELF-PORTRAIT OF INDIAN EXISTENCE. T. C. McLuhan. New York: Outerbridge & Dienstfrey. 1971. 185 p.

UNCOMMON CONTROVERSY: FISHING RIGHTS OF THE MUCKLESLOOT, PUYALLUP, & NISQUALLY INDIANS. American Friends Service Committee. Seattle: University of Washington Press. 1970.

THE URBAN INDIAN. Ivy Coffey. Oklahoma City: Sunday Oklahoman, Oklahoma Publishing Co. 1967.

URBAN INDIAN BIBLIOGRAPHY: CANADA AND THE UNITED STATES. William H. Hodge. Milwaukee: Department of Anthropology, University of Wisconsin. 17 p.

WE TALK, YOU LISTEN. Vine Deloria, Jr. New York: The Macmillan Co. 1970.

WHEN THE LEGENDS DIE. Hal G. Borland. Philadelphia: Lippincott. 1963.

"Who Am I? The Indian Sickness." Roy Bongartz. The Nation, (April 27, 1970), pp. 496-98.

## Education and Curriculum Development

### Objectives

- "American Indian Culture: Promises, Problems and Possibilities." Anna Lee Stensland. English Journal, Vol. 60, No. 9, (1971), pp. 1195-1200. (EJ 046 972).
- AMERICAN INDIANS AND FEDERAL AID. Alan L. Sorkin. Washington, D. C.: The Brookings Institution. 1971. 231 p.
- AN ANALYSIS OF THE MAJOR DEFICIENCIES IN THE NEW MEXICO SCHOOLS AND RECOMMENDATIONS FOR CURRICULUM IMPROVEMENT. Atilano A. Valencia. ED 050 881. 1968. 65 p.
- AN ASSESSMENT OF THE EDUCATIONAL NEEDS OF INDIAN STUDENTS IN THE STATE OF ARIZONA. Consulting Services Corp., Seattle, Washington. ED 066 275. 1969. 83 p.
- ATTITUDES TOWARD INDIAN CULTURE AND ITS INCORPORATION IN THE SCHOOL CURRICULUM: STUDENTS, PARENTS, TEACHERS, AND COMMUNITY LEADERS; PERCEPTIONS OF INDIAN EDUCATION. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES IV, NO. 10, FINAL REPORT. Bruce A. Birchard. ED 047 879. 1970. 14 p.
- BIG BROTHER'S INDIAN PROGRAM, WITH RESERVATIONS. Sar A. Levitan and Barbara Hetrick. New York: McGraw-Hill. 1971.
- BILINGUAL EDUCATION FOR AMERICAN INDIANS. Robert J. Rebert, ed., and others. ED 061 789. 1971. 102 p.
- "Concerning Indian Education." Harry A. Kersey, Jr. Educational Forum, Vol. 36, No. 4, (1972), pp. 473-7.
- A CRITICAL STUDY OF THE CONTEMPORARY THEORY AND POLICY OF THE INDIAN BUREAU WITH REGARD TO AMERICAN INDIAN EDUCATION. Sister Mary Lane of the Divine Heart. 1961. 165 p. (UM 63-3885).
- CURRICULUM FOR AMERICAN INDIAN YOUTH. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES IV, NO. 4, FINAL REPORT. Estelle Fuchs. ED 046 602. 1970. 12 p.

CURRICULUM NEEDS OF NAVAJO PUPILS. Bureau of Indian Affairs.  
ED 033 733. 1969. 51 p.

THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE RESEARCH  
AND DEVELOPMENT NEEDS AND PRIORITIES FOR THE EDUCATION  
OF AMERICAN INDIANS. A POSITION PAPER. Vera John.  
ED 057 956. 1970. 13 p.

THE EDUCATION OF INDIAN CHILDREN AND YOUTH: SUMMARY RE-  
PORT AND RECOMMENDATIONS, NATIONAL STUDY OF AMERICAN  
INDIAN EDUCATION. Robert J. Havighurst. ED 045 275. 1970.  
66 p.

EDUCATIONAL POLICY AND POLITICAL ACCEPTANCE: THE IMPOSITION  
OF ENGLISH AS THE LANGUAGE OF INSTRUCTION IN AMERICAN  
SCHOOLS. Arnold H. Leibowitz. ED 047 321. 1971. 132 p.

"Formal Education for American Indians." Williard P. Bass. Journal of  
Research & Development in Education, Vol. 4, No. 4, (1971),  
(EJ 043 901).

HEARINGS BEFORE THE SELECT COMMITTEE ON EQUAL EDUCATIONAL  
OPPORTUNITY OF THE U. S. SENATE, 92ND CONGRESS, 1ST  
SESSION ON EQUAL EDUCATIONAL OPPORTUNITY. PART 15:  
EDUCATION IN RURAL AMERICA. U. S. Senate. ED 056 825. 1971.  
184 p.

IMPLEMENTING AN INSTRUCTIONAL MEDIA CENTER AT STEWART INDIAN  
SCHOOL. Nevada University. ED 050 870. 1970. 146 p.

INDIANS AND THEIR EDUCATION IN MINNEAPOLIS AND ST. PAUL, THE  
NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES II,  
NO. 5, FINAL REPORT. Arthur M. Harkins, and others. ED 062 057.  
1972. 24 p.

"Issues in Indian Education." Robert A. Roessel. Contemporary Indian Affairs,  
Vol. 1, No. 1, (1970), pp. 15-21. (EJ 022 702).

"Issues in Teaching About American Indians." Hazel W. Hertzberg. Social  
Education, Vol. 36, No. 5, (1971), pp. 481-85. (EJ 056 815).

LOCAL CONTROL OVER THE SCHOOLS IN TWO AMERICAN INDIAN COM-  
MUNITIES: A PRELIMINARY EXAMINATION OF STRUCTURAL  
CONSTRAINTS AND "INTERNAL CONTROL" ATTITUDES. Janice  
Jeannie Weinman. ED 060 988. 1970. 238 p.

"The Need for Cultural Empathy." Joseph Muskrat. School Review, Vol. 79, No. 1, (1970), pp. 72-5.

NEEDED RESEARCH IN PRINCIPALS OF LEARNING (AS APPLIED TO INDIAN EDUCATION). A POSITION PAPER. James G. Cooper and Robert Norris. ED 057 951. 1970. 7 p.

OPPORTUNITY TO IMPROVE INDIAN EDUCATION IN SCHOOLS OPERATED BY THE BIA. REPORT TO THE CONGRESS. Comptroller General of the U. S. ED 064 006. 1972. 40 p.

"The Plains Indians and Educational Theory." John W. Friesen and Linda Moseson. Journal of American Indian Education, Vol. 11, No. 1, (1971), pp. 19-16. (EJ 046 639).

"Plight of the American Indian." NJEA Review, Vol. 43, No. 4, pp. 44-5. (EJ 031 905).

PROPOSED BASIC POLICIES - BORREGO PASS SCHOOL. A STATEMENT FOR THE PURPOSE OF CONTRACTING WITH THE BIA FOR THE OPERATION OF OUR SCHOOL. Irving W. Stout and Wayne T. Pratt. ED 056 783. 1971. 99 p.

REPORT OF THE ANNUAL CONFERENCE ON INDIAN AFFAIRS (PIERRE BOARDING SCHOOL, PIERRE, SOUTH DAKOTA, OCTOBER 20-30, 1969). Institute of Indian Studies, South Dakota University. ED 066 281. 1969. 92 p.

THE RIGHT TO BE AN INDIAN. Ernest Schusky. San Francisco, California: The Indian Historian Press. 1968. 67 p.

THE ROLE OF SECONDARY EDUCATION IN THE DEVELOPMENT OF INDIGENOUS LEADERSHIP IN AMERICAN INDIAN COMMUNITIES. FINAL REPORT. Elisabeth Gemberling, and others. ED 042 527. 1970. 335 p.

SATURDAY SCHOOL. PRELIMINARY PROGRESS REPORT. Florence McCormick and Valinda Parrish. ED 029 739. 1969. 43 p.

"Should Values Be Taught in the Classroom?" Marjorie T. Doge. Journal of American Indian Education, Vol. 11, No. 2, (1972), pp. 15-17. (EJ 050 940).

THE STATUS OF AMERICAN INDIAN EDUCATION, INTERIM REPORT. Herbert A. Aurbach and others. ED 035 055. 1970. 173 p.

SUMMARY REPORT OF THE INDIAN NEEDS ASSESSMENT CONFERENCE  
(PHOENIX, MARCH 19, 1970). Edward A. Parmee, comp.  
ED 066 276. 1970. 52 p.

TIME FOR CHANGE IN THE EDUCATION OF ALASKA'S NATIVES: A STATE-  
MENT OF PRELIMINARY FINDINGS AND RECOMMENDATIONS  
RELATING TO THE EDUCATION OF ALASKA NATIVES. Commission  
on Cross-Cultural Education of Alaska. ED 041 678. 1970. 90 p.

TO LIVE ON THIS EARTH: AMERICAN INDIAN EDUCATION. Estelle Fuchs  
and Robert J. Havighurst. Garden City, New York: Doubleday &  
Company, Inc. 1972. 390 p.

VOCATIONAL EDUCATION NEEDS AND OPPORTUNITIES FOR INDIANS; A  
REVIEW OF THE NAVAJO SITUATION AND A SUMMARY OF ITS  
IMPLICATIONS FOR FOUR CORNERS REGIONAL PLANNING.  
Philip Reno. ED 052 874. 1969. 34 p.

#### Students

AN ACCULTURATION PROBLEM CHECK LIST STUDY OF THE BANK OF  
CHIPPEWA INDIANS OF THE TURTLE MOUNTAIN RESERVATION,  
BELCOURT, NORTH DAKOTA. Bridget Brochin. ED 061 005.  
1969. 161 p.

THE AMERICAN INDIAN HIGH SCHOOL GRADUATE IN THE SOUTHWEST.  
Willard P. Bass. ED 031 362. 1969. 106 p.

BEHAVIORAL OBJECTIVES REPORT: PROJECT COPE (COORDINATED  
OPTIMAL PROGRAM EFFORT), PHOENIX INDIAN HIGH SCHOOL,  
PHOENIX, ARIZONA. Earl R. Weinhold and William E. Smith.  
ED 048 990. 1969. 38 p.

"Bilingual and Bicultural Indian Education in Montana." Rose Chesarek and  
others. Northian, Vol. 7, No. 4, (1971), pp. 1-3. (EJ 039 588).

BILINGUAL/BICULTURAL EDUCATION: AN EFFECTIVE LEARNING SCHEME  
FOR 1ST GRADE SPANISH SPEAKING, ENGLISH SPEAKING AND  
AMERICAN INDIAN CHILDREN IN NEW MEXICO. A REPORT OF  
STATISTICAL FINDINGS. Atilano A. Valencia. ED 043 418. 1970.  
46 p.

BILINGUALISM IN THE SIX-YEAR-OLD NAVAJO CHILD. Bernard Spolsky  
and Wayne Holm. ED 060 747. 1971. 15 p.

"Civilizing an Indian." Melvin Begaye. Journal of American Indian Education, Vol. 10, No. 3, (1971), pp. 10-13. (EJ 038 993).

"A Comparison of Student Activity Involvement." Robert L. Armstrong. Journal of American Indian Education, Vol. 9, No. 2, (Jan. 1970), pp. 10-15. (EJ 016 301).

THE COMPARISON-REFERENCE PROCESS AS IT RELATES TO NINTH GRADE INDIAN AND NON-INDIAN BOYS OF LOW SOCIO-ECONOMIC STATUS. Lewis Jackson Downing. 1965. 83 p. (UM 65-4711).

"Cross Cultural Contact." Bill Haley. Contemporary Education, Vol. 43, No. 1, (Oct. 1971), pp. 26-27. (EJ 045 535).

"Cultural Conflict in the Classroom." Helen Marie Redbird-Salem and Leroy B. Selam. Social Education, Vol. 36, No. 5, (May 1972), pp. 513-519. (EJ 056 821).

CULTURAL DIVERGENCE RELATED TO URBAN PROXIMITY ON AMERICAN INDIAN RESERVATIONS. John A. Price. ED 054 891. 1971. 31 p.

"Cultural Involution." Robert E. Ritzenthaler. Journal of American Indian Education, Vol. 44, No. 3, (May 1972), pp. 20-2. (EJ 058 512).

"Differential Adaptation to Northern Town Life by the Eskimos and Indians of Great Whale River." Kenneth Barger and Daphne Earl. Human Organization, Vol. 30, No. 1, (Spring 1971), pp. 25-30. (EJ 036 156).

"Dropouts and the Semester System." Norman S. Sulis. Northian, Vol. 7, No. 4, (Winter 1971), pp. 15-17. (EJ 039 801)

EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS: A COMPARATIVE STUDY OF INDIAN AND NON-INDIAN YOUTH. John G. Elliott. ED 045 257. 1970. 163 p.

EQUALITY OF EDUCATIONAL OPPORTUNITY FOR SPANISH-AMERICAN AND INDIAN STUDENTS IN TWO MULTI-CULTURAL COMMUNITIES: AN EXPLORATORY ASSESSMENT. James G. Anderson and Dwight Safar. ED 029 746. 1969. 35 p.

ESKIMO ACCULTURATION: A SELECTED ANNOTATED BIBLIOGRAPHY OF ALASKAN AND OTHER ESKIMO ACCULTURATION STUDIES. Arthur E. Hippler. ED 048 983. 1970. 214 p.

THE FEDERAL DAY SCHOOL AS AN ACCULTURATION AGENT FOR SEMINOLE INDIAN CHILDREN. Harry A. Kersey, Jr. ED 039 988. 1970. 10 p.

"Fight Problems In Indian Education." Alonzo Spang. Journal of American Indian Education, Vol. 10, No. 1, (October 1970), pp. 1-4. (EJ 028 103).

"Focusing on Students of Different Cultural Backgrounds: The Eskimo and Indian Pupil--Special Problems in Reading Comprehension." Arnold A. Griese. Elementary English, Vol. 48, No. 4, (April 1971), pp. 229-34. (EJ 037 130).

FROM VILLAGE TO TOWN: AN INTERMEDIATE STEP IN THE ACCULTURATION OF ALASKA ESKIMOS. Arthur E. Hippler. ED 045 247. 1970. 68 p.

"History Without Writing." Weewish Tree: A Magazine of Indian America for Young People, Vol. 1, No. 2, (January 1972), pp. 15-16. (EJ 055 588).

INDEPENDENCE TRAINING, HOSTILITY, AND VALUES AS CORRELATES OF THE ACHIEVEMENT OF WHITE AND INDIAN STUDENTS. Bernard Dean Matthies. 1965. 132 p. (UM 65-10,788).

"The Indian Drop-Out' (Speech Delivered to the Northern Teachers Convention, January 6, 1969)." Will Sinclair. Northian, Vol. 6, No. 2, (September 1969), pp. 28-30. (EJ 006 897).

INDIAN RESIDENTS IN MINNEAPOLIS: A FURTHER EXAMINATION OF THEIR CHARACTERISTICS. Richard G. Woods and Arthur M. Harkins. ED 049 869. 1971. 60 p.

"An Indian Student Speaks." Darene McCarty. Indian Historian, Vol. 4, No. 3, (Summer 1971), pp. 10, 20. (EJ 043 095).

"An Indian View of Education: 'You Didn't Have to Know English to Understand Funny Books.'" Jack Gregory and Rennard Strickland. Journal of American Indian Education, Vol. 11, No. 2, (January 1972), pp. 1-4. (EJ 050 367).

"Indian Youth's Attitudes Toward Non-Indian Patterns of Life." Efraim Sheps. Journal of American Indian Education, Vol. 9, No. 2, (January 1970), pp. 19-27. (EJ 016 303).

AN INVESTIGATION INTO LANGUAGE-CONCEPT DEVELOPMENT OR PRIMARY SCHOOL PUEBLO INDIAN CHILDREN. Joyce Morris. 1966. 354 p. (UM 66-11,723).

AN INVESTIGATION OF EDUCATIONAL OPPORTUNITY FOR THE INDIAN IN NORTHEASTERN OKLAHOMA. Jerald Ross Underwood. 1966. 110 p. (UM 66-14,258).

LANGUAGE AND RELATED CHARACTERISTICS OF 1968 HASKELL INSTITUTE STUDENTS. James Goodner. ED 045 226. 1970. 102 p.

LITERACY IN THE VERNACULAR: THE NAVAJO READING STUDY. Bernard Spolsky. ED 047 297. 1970. 14 p.

THE MAINSTREAM-WHERE INDIANS DROWN. Charles W. Archibald, Jr. ED 041 058. 1970. 15 p.

THE MEMRAMCOOK CONFERENCE OF NORTH AMERICAN INDIAN YOUNG PEOPLE (MEMRAMCOOK, NEW BRUNSWICK, JULY 1969). Teaching & Research in Bicultural Education, Inc. ED 063 054. 1969. 163 p.

A MOSAIC OF AMERICA'S ETHNIC MINORITIES. Donald Keith Fellows. ED 061 357. 1972. 227 p.

"Native Americans and the American Education System." Joe Sando. American Indian Culture Center Journal, Vol. 2, No. 2, (Spring 1971), pp. 9-11. (EJ 040 386).

NEW MEXICO STATE INDIAN STUDENT DROPOUT STUDY. FIRST YEAR REPORT: 1966-67. Willard A. Scott. ED 060 968. 1967. 9 p.

"Patterns of Cultural Change in a Salish Flathead Community." Robert James Bigart. Human Organization, Vol. 30, No. 3, (Fall 1971), pp. 229-37. (EJ 045 164).

PEER SOCIETIES OF INDIAN CHILDREN AND THEIR RELATIONSHIP WITH EDUCATION PROBLEMS. A POSITION PAPER. Murray L. Wax. ED 057 952. 1970. 11 p.

"Retention of Cultural Values and Differential Urban Adaptation: Samoans and American Indians in a West Coast City." Joan Ablon. Social Forces, Vol. 49, No. 3, (March 1971), pp. 385-393. (EJ 040 387).

SOCIAL, CULTURAL AND EDUCATIONAL FACTORS ASSOCIATED WITH RELATIVE VOCATIONAL SUCCESS OF NAVAJO HIGH SCHOOL GRADUATES. H. Bruce Bylund. ED 058 989. 1970. 56 p.

"Student Reactions to Indian Teachers of Non-Indian Children." John Fadden and Louis Mofsie. Social Education, Vol. 36, No. 5, (May 1972), pp. 507-511. (EJ 056 820).

A STUDY OF SOME OF THE IMPORTANT FACTORS WHICH ENCOURAGE INDIAN STUDENTS IN APACHE AND NAVAJO COUNTIES IN ARIZONA TO SEEK A HIGHER EDUCATION AFTER HIGH SCHOOL GRADUATION. John Ray Hamblin. ED 055 718. 1963. 93 p.

A STUDY OF THE COMPOSITE SELF-CONCEPT OF THE SOUTH-WESTERN INDIAN ADOLESCENT: AN INSERVICE ACTION RESEARCH PROJECT OF SHERMAN INSTITUTE, SUPPLEMENT ISSUES 429-S. S. Gabe Paxton, Jr. ED 052 878. 1966. 32 p.

STUDY OF VOLUNTARY SCHOOL DROPOUTS IN THE LAKELAND UNION HIGH SCHOOL DISTRICT. Wisconsin State Department of Public Welfare. ED 051 938. 1965. 98-p.

"Understanding the Indian." Alonzo T. Spang. Personnel and Guidance Journal, Vol. 50, No. 2, (October 1971), pp. 97-102. (EJ 043 774).

VOCATIONAL PREPARATION AND RACE IN MICHIGAN HIGHER EDUCATION. Michigan State Civil Rights Commission. ED 029 744. 1967. 50 p.

"What Can I Do ?" Bev McCoshen. Northian, Vol. 8, No. 2, (Summer 1971), pp. 18-20. (EJ 043 607).

"White Created Myths About the Native Americans." Joe S. Sando. Indian Historian, Vol. 4, No. 4, (Winter 1971), pp. 10-11. (EJ 049 898).

"The Yaqui." Marguerite Jensen. Indian Historian, Vol. 4, No. 3, (Fall 1971), pp. 41-3.

#### Instructional Personnel

ADMINISTRATIVE PROBLEMS RELATED TO INTEGRATION OF NAVAJO INDIANS IN PUBLIC EDUCATION. Norman Charles Greenberg. 1963. 158 p. (UM 63-4883).

THE ATTITUDES AND BELIEFS OF TEACHERS CONCERNING THE EDUCATION OF AMERICAN INDIAN CHILDREN IN THE SOUTHWEST. AMERICAN INDIAN EDUCATION PAPERS, NO. 1. Waldreon R. Smith. ED 051 957. 1970. 20 p.

"A Career Development Program for Indian Teachers." Larry A. Faas. Journal of American Indian Education, Vol. 11, No. 2, (January 1972), pp. 23-24. (EJ 050 201).

"Cherokee Children and the Teacher." Robert V. Dumont, Jr. Social Education, Vol. 33, No. 1, (January 1969), pp. 70-2. (EJ 000 982).

DESIRABLE (INNOVATIVE) TRAINING PROGRAMS FOR THE TEACHERS OF INDIANS. A POSITION PAPER. Eugene Sekaquaptewa. ED 057 958. 1970. 10 p.

- EPDA NATIONAL CONFERENCE FOR PLANNING OF IN-SERVICE PROGRAMS FOR TEACHERS OF AMERICAN INDIAN STUDENTS. Arch B. Alexander, Project Director. Stillwater: Oklahoma State Department of Vocational and Technical Education. 1972. 52 p.
- AN EXAMINATION OF THE 1968-69 URBAN INDIAN HEARINGS HELD BY THE NATIONAL COUNCIL ON INDIAN OPPORTUNITY. PART I: EDUCATION. Richard G. Woods and Arthur M. Harkins. ED 051 949. 1971. 78 p.
- HANDBOOK FOR PIMA AND MARICOPA INDIAN TEACHER AIDES. John H. Chilcott, comp., and others. ED 044 221. 1970. 20 p.
- THE IMPLICATIONS OF BILINGUAL EDUCATION FOR DEVELOPING MULTICULTURAL SENSITIVITY THROUGH TEACHER EDUCATION. Miles V. Zintz, and others. ED 054 071. 1971. 76 p.
- IN-SERVICE EDUCATION SERIES AND CONSULTANT SERVICES. FINAL REPORT. Howard J. Demeke, comp. ED 046 591. 1967. 47 p.
- AN INSTITUTE FOR VOCATIONAL TEACHERS OF INDIAN STUDENTS. Arch Alexander, Project Director. Stillwater: Oklahoma State Department of Vocational and Technical Education. 1971. 26 p.
- IS THERE AN INDIAN IN YOUR CLASSROOM THIS YEAR? Minneapolis Public Schools. ED 060 996. 1970. 43 p.
- A NAVAJO TEACHER TEACHER - AIDE GUIDE. Madeline Ammons, comp. ED 040 965. 1969. 28 p.
- PRACTICALITIES IN TEACHING ENGLISH-AS-A-SECOND LANGUAGE TO NAVAJO CHILDREN. Faralie S. Spell. ED 053 610. 1971. 10 p.
- PREDATOR OR PEDAGOGUE?: THE TEACHER OF THE BILINGUAL CHILD. James W. Ney. ED 053 602 1971 7 p.
- PREPARING SCHOOL PERSONNEL FOR AMERICAN INDIANS. SOME EXPLORATORY QUESTIONS & RESPONSES WITH AN ANNOTATED BIBLIOGRAPHY. Joel L. Burdin, ed. and others. ED 045 530. 1970. 46 p.
- PROCEEDINGS OF THE CONFERENCE ON THE USE AND ROLE OF TEACHER AIDES (FEBRUARY 10-11, 1969). Southwestern Cooperative Educational Laboratory. ED 031 436. 1969. 135 p.
- SCHOOL PERSONNEL PREPARATION FOR AMERICAN INDIANS: PRESENT STATE AND NEEDED STEPS. Joel L. Burdin, ed. ED 051 074. 1971. 76 p.

"So Your School Will Soon Be Integrated." R. Cable. Northian, Vol. 7, No. 2, (Summer 1970), pp. 301. (EJ 023 519).

SOCIOLOGY AND THE TRAINING OF TEACHERS OF THE DISADVANTAGED: A FINAL REPORT - PART II. Raymond S. Adams, and others. ED 050 301. 1970. 381 p.

SOME SUGGESTIONS FOR LIBRARIANS IN HIGH SCHOOLS WITH NATIVE AMERICAN STUDENTS. NATAM XIV. Janet E. Vaughan. ED 051 917. 1971. 21 p.

SUGGESTED EDUCATIONAL PROGRAMS FOR TEACHERS AND PARENTS OF URBAN INDIAN YOUTH. Chris C. Cavender. ED 057 969. 1971. 17 p.

"Teacher Aide Training Program." V. J. Kirkness. Northian, Vol. 7, No. 4, (Winter 1971), pp. 6-7. (EJ 039 801).

"The Teacher and the Indian Student." Edward P. Dozier. Freedomways, Vol. 9, No. 4, (Fall 1969), pp. 328-33. (EJ 013 243).

TEACHER SEPARATION AND RETENTION IN BUREAU OF INDIAN AFFAIRS SCHOOLS. FINAL REPORT. George Letchworth. ED 059 832. 1972. 114 p.

THE TEACHERS OF AMERICAN INDIAN CHILDREN: ATTITUDES TOWARD THEIR OWN AND OTHER CULTURES. A POSITION PAPER. Murray L. Wax and Deward E. Walker, Jr. ED 057 949. 1970. 19 p.

TEACHERS OF AMERICAN INDIAN YOUTH. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. FINAL REPORT. George W. Krause, and others. ED 045 274. 1970. 24 p.

TRI-CULTURAL SENSITIVITY IN-SERVICE TRAINING PROGRAM, SAMPLE TEACHING UNITS THROUGH CULTURAL AWARENESS. Bernalillo Public Schools, New Mexico. ED 051 327. 1970. 81 p.

### Materials

AMERICAN INDIAN AUTHORS. Natachee Scott Momaday. ED 062 063. 1972. 151 p.

AMERICAN INDIAN AUTHORS: A REPRESENTATIVE BIBLIOGRAPHY. Arlene B. Hirschfelder, comp. ED 048 965. 1970. 45 p.

AMERICAN INDIAN EDUCATION. A SELECTED BIBLIOGRAPHY. SUPPLEMENT NO. 1. Alyce J. Nafziger, comp. Las Cruces, New Mexico: New Mexico State University. 1970. 125 p.

AMERICAN INDIAN EDUCATION - A SELECTED BIBLIOGRAPHY, SUPPLEMENT NO. 2. David M. Altus and Albert D. Link, comp. Washington, D. C. : Superintendent of Documents, Government Printing Office. 1971. 286 p.

THE AMERICAN INDIAN READER: ANTHROPOLOGY (BOOK ONE OF THE SERIES). San Francisco, California: The Indian Historian Press.

THE AMERICAN INDIAN READER: CURRENT AFFAIRS (BOOK FIVE OF THE SERIES). San Francisco, California: The Indian Historian Press.

THE AMERICAN INDIAN READER: EDUCATION (BOOK TWO OF THE SERIES). San Francisco, California: The Indian Historian Press.

THE AMERICAN INDIAN READER: HISTORY (BOOK FOUR OF THE SERIES). San Francisco, California: The Indian Historian Press.

THE AMERICAN INDIAN READER: LITERATURE (BOOK THREE OF THE SERIES). San Francisco, California: The Indian Historian Press.

AMERICA'S INDIAN STATUES. Marion E. Gridley, comp. ED 065 250. 1966. 104 p.

ANNOTATED BIBLIOGRAPHY: AFRO-AMERICAN, HISPANO AND AMERIND: WITH AUDIO-VISUAL MATERIALS LISTS. John F. Haberbosch and others. ED 033 635. 1969. 48 p.

AN ANNOTATED BIBLIOGRAPHY OF SELECTED MATERIALS COLLECTED AND REVIEWED COOPERATIVELY BY THE UNIVERSITY OF MINNESOTA, THE STATE DEPARTMENT OF EDUCATION, THE MINNESOTA INDIAN EDUCATION COMMITTEE, IN CONJUNCTION WITH OTHER MEMBERS OF THE INDIAN COMMUNITY TO BE MADE AVAILABLE UNDER P. L. 89-10 TITAL II. Minnesota University, Minneapolis. ED 032 970. 1969. 28 p.

AN ANNOTATED BIBLIOGRAPHY OF YOUNG PEOPLE'S BOOKS ON AMERICAN INDIANS. Language Arts Branch, Division of Educational Planning and Development, Bureau of Indian Affairs. Albuquerque, New Mexico: Language Arts Branch, Division of Educational Planning and Development, Bureau of Indian Affairs. 1973. 57 p.

ANNOTATED BIBLIOGRAPHY ON INDIAN EDUCATION. Vicki Green. ED 059 819. 1969. 35 p.

- ARCHAEOLOGY IN DELAWARE. PUPILS GUIDE. ED 046 820. 1969. 45 p.
- BIBLIOGRAPHY OF INDIAN EDUCATION AND CURRICULUM INNOVATION.  
Annabelle R. Scoon. ED 053 614. 1971. 62 p.
- BILINGUAL EDUCATION: A SELECTED BIBLIOGRAPHY. David M. Altus,  
comp. ED 047 853. 1970. 228 p.
- BILINGUAL EDUCATION FOR AMERICAN INDIANS. Language Arts Branch,  
Division of Educational Planning & Development, BIA. Albuquerque,  
New Mexico: Language Arts Branch, Division of Educational Planning  
& Development, BIA. 1971. 102 p.
- "Bilingual Education for Navajo Students. (Paper Presented at 3rd Annual  
TESOL Convention, Chicago, Illinois, March 5-8, 1969)." Robert D.  
Wilson. TESOL Quarterly, Vol. 3, No. 1, (March 1969), pp. 65-69.  
(EJ 009 543).
- BOOKS ABOUT INDIANS AND REFERENCE MATERIAL. Idaho State Depart-  
ment of Education, Boise. ED 052 887. 1971. 177 p.
- CHIPPEWA INDIANS: A NATIVE AMERICAN CURRICULUM UNIT FOR THE  
FIFTH GRADE. NATAM XV. Dolores Holtz. ED 051 918. 1971.  
20 p.
- CHIPPEWA INDIANS: A NATIVE AMERICAN CURRICULUM UNIT FOR THE  
THIRD GRADE. NATAM XIII. Darlene Kocur. ED 051 916. 1971.  
18 p.
- CONTRASTING CHIPPEWA, SIOUX, AND ANGLO VALUES: A NATIVE AMERI-  
CAN CURRICULUM UNIT FOR THE SIXTH GRADE. NATAM XVII.  
Nancy Spaunus. ED 051 920. 1971. 23 p.
- CONTRIBUTIONS AND ACHIEVEMENTS OF THE AMERICAN INDIAN. Rupert  
Costo. San Francisco, California: The Indian Historian Press.
- COYOTE AND THE COLVILLE. John E. Andrist, ed. ED 059 798. 1971.  
75 p.
- CRITERIA FOR TEACHING MATERIALS IN READING AND LITERATURE.  
National Council of Teachers of English, Task Force on Racism and  
Bias in the Teaching of English. ED 061 222. 1970. 4 p.
- CULTURALLY ORIENTED INSTRUCTIONAL MATERIALS FOR PIMA CHILDREN.  
FINAL REPORT, ACADEMIC YEAR 1969-70, FOR AN ELEMENTARY  
AND SECONDARY EDUCATION ACT TITLE III PROJECT. Weston L.  
Brook, comp. ED 061 003. 1970. 20 p.

- CULTURALLY ORIENTED READING MATERIALS FOR AN ELEMENTARY AND SECONDARY EDUCATION ACT TITLE III PROJECT. Weston L. Brook, comp. and others. ED 061 001. 1969. 180 p.
- CURRENT NORTH AMERICAN INDIAN PERIODICALS. REVISED EDITION. Smithsonian Institution, Washington, D. C. ED 065 253. 1972. 23 p.
- A CURRICULUM GUIDE FOR BEGINNING NON-ENGLISH SPEAKING CHILDREN. Ruth Davis and others. ED 035 467. 1969. 66 p.
- CURRICULUM GUIDELINES FOR THE SKILLS OF ENGLISH. Rough Rock Demonstration School, Chinle, Arizona. ED 036 389. 1969. 133 p.
- DAN AND HIS PETS. TEACHER'S MANUAL. Shiprock Independent School District Number 22, New Mexico. ED 034 636. 1968. 174 p.
- DENTAL ASSISTANT TRAINING: STANDARD COURSE OUTLINE. Division of Indian Health, Public Health Service (DHEW). ED 030 744. 1968. 51 p.
- THE EDUCATION OF AMERICAN INDIANS: A SURVEY OF THE LITERATURE. Brewton Berry. Washington, D. C. : Government Printing Office. 1969. 121 p.
- THE EFFECT OF A SERIES OF SPECIAL LESSONS ON INDIAN HISTORY AND CULTURE UPON THE ATTITUDES OF INDIAN AND NON-INDIAN STUDENTS. FINAL REPORT. Joseph Pecoraro. ED 043 556. 1970. 170 p.
- ENVIRONMENTAL AWARENESS: AN ACTION APPROACH. Edgar L. Wight and others. ED 047 834. 1971. 53 p.
- ENVIRONMENTAL AWARENESS FOR INDIAN EDUCATION. ED 046 615. 1970. 28 p.
- ETHNIC MODIFICATION OF THE CURRICULUM. Maxine Dunfee. ED 061 469. 1970. 52 p.
- ETHNIC STUDIES. Jean Laubenfels, comp. ED 056 964. 1971. 38 p.
- ETHNIC STUDIES AND AUDIOVISUAL MEDIA: A LISTING AND DISCUSSION. AN OCCASIONAL PAPER FROM ERIC AT STANFORD. Harold A. Layer. ED 031 091. 1969. 12 p.
- ETHNOLOGY OF THE BLACKFEET. G. R. McLaughlin, comp. ED 060 971. 1970. 341 p.

- FAMILIES AROUND THE WORLD. THE HOPI FAMILY. TEACHER'S RESOURCE UNIT. Minnesota University, Minneapolis, Minnesota (Project Social Studies Curriculum Center). ED 052 080. 1968. 108 p.
- FAMILIES AROUND THE WORLD. THE QUECHUA FAMILY OF PERU. TEACHER'S RESOURCE UNIT. Project Social Studies Curriculum Center, University of Minnesota, Minneapolis, Minnesota. ED 052 081. 1968. 141 p.
- FAMILIES IN THE COMMUNITY. SOCIAL STUDIES GUIDE, UNIT II, YEAR 1. South Dakota State Department of Public Instruction, Pierre, South Dakota. ED 054 098. 1969. 49 p.
- FIRST GRADE SOCIAL STUDIES UNIT. Park Forest Public Schools District 163, Illinois. ED 048 035. 1970. 47 p.
- A HANDBOOK FOR TEACHERS AND AIDES OF THE CHOCTAW BILINGUAL EDUCATION PROGRAM. Joseph E. Littlejohn. ED 054 902. 1971. 95 p.
- HANDBOOK OF NATIVE AMERICAN STUDIES AND CHRONOLOGY OF NATIVE AMERICAN HISTORY. Jack D. Forbes and others. ED 055 716. 1970. 236 p.
- HEALTH CAREERS FOR AMERICAN INDIANS AND ALASKA NATIVES. Indian Health Service. Washington, D. C.: Indian Health Service, Health Services and Mental Health Administration, U. S. Department of Health, Education & Welfare. 1970. 77 p.
- HELPFUL HINTS FOR NEW BIA TEACHERS. Bureau of Indian Affairs, Department of the Interior. ED 034 601. 1969. 54 p.
- HISTORY OF THE INDIANS OF THE UNITED STATES. Angie Debo. Stillwater: University of Oklahoma Press. 1970.
- A HUMAN RELATIONS GUIDE FOR TEACHERS: LINGUISTIC MINORITIES IN THE CLASSROOM. Erwin H. Epstein and Joseph Pizzillo, eds. ED 066 417. 1972. 101 p.
- I HAVE SPOKEN: HISTORY THROUGH VOICES OF INDIANS. Virginia I. Armstrong, ed. Chicago: Swallow Press. 1971. 80 p.
- INDEX TO LITERATURE ON THE AMERICAN INDIAN: 970. San Francisco: The Indian Historian Press. 1971.

INDEX TO LITERATURE ON THE AMERICAN INDIAN: 1971.  
San Francisco: The Indian Historian Press. 1971.

AN INDEX TO MULTI-ETHNIC TEACHING MATERIALS AND TEACHING  
RESOURCES. PR & R Committee on Civil & Human Rights of  
Educators, National Education Association. Washington, D. C. :  
NEA. 1968. 18 p.

INDIAN AND ESKIMO CHILDREN. Bureau of Indian Affairs. Washington,  
D. C. : Superintendent of Documents, U. S. Government Printing  
Office. 48 p.

THE INDIAN IN AMERICAN HISTORY - THE SACRED TREE STILL LIVES.  
A TEACHER'S GUIDE. Sandra Lakota Spaulding and John Caske  
Rouillard. ED 066 278. 1972. 148 p.

THE INDIANS BOOK. Natalie Curtis. New York: Dover Press. 1968.

THE INDIAN'S IDENTIFICATION WITH THE EARTH: A NATIVE AMERICAN  
CURRICULUM UNIT FOR THE HIGH SCHOOL. NATAM XVI. Nancy  
Breening and others. ED 051 919. 1971. 37 p.

INDIANS OF OREGON: A BIBLIOGRAPHY OF MATERIALS IN THE  
OREGON STATE LIBRARY. Leroy Hewlett, ed. ED 058 999.  
1969. 13 p.

ITANCAN. CURRICULUM MATERIALS RESOURCE UNIT 5. Black Hills State  
College, Red Cloud Indian School, and Oglala Sioux Culture Center.  
ED 066 239. 1972. 48 p.

JICARILLA APACHES. Gertrude B. Van Roekel. ED 062 048. 1971. 86 p.

A KINDERGARTEN CURRICULUM GUIDE FOR INDIAN CHILDREN: A  
BILINGUAL-BICULTURAL APPROACH. National Association for the  
Education of Young Children. ED 031 318. 1968. 145 p.

A KINDERGARTEN CURRICULUM GUIDE FOR INDIAN CHILDREN: A  
BILINGUAL-BICULTURAL APPROACH. Office of Programs for the  
Disadvantaged, U. S. Office of Education. ED 065 236. 1970. 393 p.

LAKOTA WOHLIKEEGNAPI. CURRICULUM MATERIALS RESOURCE UNIT  
4. Black Hills State College, Red Cloud Indian School, Inc. and Oglala  
Sioux Culture Center. ED 066 239. 1972. 38 p.

- LAKOTA WOSKATE. CURRICULUM MATERIALS RESOURCE UNIT 6.  
Black Hills State College, Red Cloud Indian School, Inc. and Oglala  
Sioux Culture Center. ED 066 240. 1972. 24 p.
- MAKOCE. CURRICULUM MATERIALS RESOURCE UNIT 3. Oglala Sioux  
Sioux Culture Center. ED 066 237. 1972. 60 p.
- MATERIALS ON INDIANS OF NORTH AMERICA. AN ANNOTATED LIST  
FOR CHILDREN. ED 039 992. 1970. 15 p.
- MINNESOTA INDIANS: SIOUX AND CHIPPEWA: A NATIVE AMERICAN  
CURRICULUM UNIT FOR THE THIRD GRADE. NATAM II.  
Julie Newham. ED 057 928. 1971. 58 p.
- MULTICULTURAL EDUCATION GUIDE FOR GRADES 4, 5, and 8. Millbrae  
School District, California. ED 051 054. 1970. 82 p.
- A NATIVE AMERICAN CURRICULUM UNIT FOR FOURTH GRADE. NATAM IV.  
Carolyn Custer. ED 051 913. 1971. 19 p.
- A NATIVE AMERICAN CURRICULUM UNIT FOR THE SECOND GRADE.  
NATAM II. Suzanne R. Bloberger and Sharon K. Peter. ED 057 927.  
1971. 42 p.
- NATIVE AMERICANS: A BIBLIOGRAPHY FOR YOUNG PEOPLE. BIBLIO-  
GRAPHIC SERIES #7. Elgie M. Fuson, comp. ED 059 000. 1970.  
27 p.
- NAVAJO AREA CURRICULUM DEVELOPMENT PROJECT (LANGUAGE ARTS--  
SOCIAL STUDIES): LANGUAGE ARTS. Marsha Cogdill and others.  
ED 047 843. 1970. 144 p.
- NAVAJO AREA CURRICULUM DEVELOPMENT PROJECT (LANGUAGE ARTS--  
SOCIAL STUDIES): SOCIAL STUDIES, GRADES: BEGINNERS-4.  
Marsha Cogdill and others. ED 047 842. 1970. 128 p.
- NAVAJO AREA CURRICULUM DEVELOPMENT PROJECT (LANGUAGE ARTS--  
SOCIAL STUDIES): SOCIAL STUDIES, GRADES: 5-8. Marsha Cogdill  
and others. ED 047 844. 1970. 127 p.
- NAVAJO BASIC COURSE. FINAL REPORT. Robert W. Blair, and others.  
ED 051 699. 1969. 521 p.
- NAVAJO BIBLIOGRAPHY. David M. Brugge, et. al. Window Rock, Arizona:  
Navajo Tribal Museum. 1967.

- NAVAJO BIOGRAPHIES. Virginia Hoffman and Broderick H. Johnson.  
ED 040 784. 1970. 342 p.
- AN OVERVIEW OF THE NATIVE AMERICAN CURRICULUM SERIES.  
Arthur M. Harkins, and others. ED 060 993. 1972. 47 p.
- PAST AND CONTEMPORARY NAVAJO CULTURE GO HAND IN HAND.  
CURRICULUM GUIDE. Wallace Cathey and others. ED 034 638.  
1969. 34 p.
- PHILLIP AND HIS FAMILY. Shiprock Independent School District Number  
22, New Mexico. ED 034 488. 1968. 243 p.
- A PHOTOGRAPHIC ESSAY OF PIMA-MARICOPA INDIANS: VOLUME 1 -  
PART A. Robert L. Nuss, comp. ED 055 687. 1970. 39 p.
- A PHOTOGRAPHIC ESSAY OF PIMA-MARICOPA INDIANS: VOLUME 1 -  
PART B. Robert L. Nuss, comp. ED 055 688. 1970. 36 p.
- PIMA CULTURAL BACKGROUND MATERIALS FOR AN ELEMENTARY AND  
SECONDARY EDUCATION ACT TITLE III PROJECT. Weston L.  
Brook, comp. and others. ED 061 002. 1970. 108 p.
- PIMA INDIAN LEGENDS. Anna Moore Shaw. ED 059 816. 1968. 111 p.
- PROJECT NECESSITIES: PHASE I REPORT. ED 049 846. 1969. 295 p.
- PROJECT NECESSITIES, PHASE III. VOLUME II: CURRICULUM DEVELOP-  
MENT PROCESS MANUAL. ABT Associates, Inc. ED 049 852. 1970.  
121 p.
- PROJECT NECESSITIES, PHASE III. VOLUME III: CASE STUDIES IN TEACHER  
TRAINING. ABT Associates, Inc. ED 049 853. 1970. 341 p.
- PROJECT NECESSITIES, PHASE III. VOLUME IV: TEACHING MATERIALS  
FOR KINDERGARTEN AND FIRST GRADE. ABT Associates, Inc.  
ED 049 854. 1970. 303 p.
- PROJECT NECESSITIES, PHASE III. VOLUME V: TEACHING MATERIALS  
FOR SECOND AND THIRD GRADES. ABT Associates, Inc. ED 049 855.  
1969. 194 p.
- PROJECT NECESSITIES, PHASE III. VOLUME VI: SECONDARY PROGRAM  
FOR HIGH POTENTIAL INDIAN STUDENTS. ABT Associates, Inc.  
ED 049 856. 1970. 456 p.

- THE PROS AND CONS OF INDIVIDUALIZED PROGRAMMED INSTRUCTION FOR INDIAN STUDENTS. A POSITION PAPER. Bert W. Corcoran. ED 057 959. 1970. 11 p.
- READ ALOUD STORIES SERIES: A PRODUCT OF A PROJECT TO CREATE STORIES AND BEGINNING READING MATERIALS FOR PRE-SCHOOL INDIAN CHILDREN IN SOUTH DAKOTA. Loraine Webster and Mabel Schleif. ED 062 081. 1972. 178 p.
- REBUS READING BOOK SERIES: A PRODUCT OF A PROJECT TO CREATE STORIES AND BEGINNING READING MATERIAL FOR PRE-SCHOOL INDIAN CHILDREN IN SOUTH DAKOTA. Loraine Webster and Mabel Schleif. ED 062 082. 1972. 178 p.
- "A Relevant Curriculum for Navajos." Garry Klein. Southern Education Report, Vol. 4, No. 8, (April 1969), pp. 2-5. (EJ 002 180).
- SOCIAL STUDIES: AMERICAN INDIAN. Laurie K. Foremen. ED 062 254. 1971. 27 p.
- SOCIAL STUDIES IN BIA SCHOOLS, A POSITION PAPER. Max F. Harriger. ED 047 837. 1968. 16 p.
- "Teaching About the American Indian in the Secondary School: A Content and Inquiry Model." Daniel Jacobson. Social Education, Vol. 36, No. 5, (May 1972), pp. 501-506, 511. (EJ 056 819).
- TEACHING CULTURALLY DISADVANTAGED PUPILS (GRADES K-12). UNIT IV: THE CULTURALLY DISADVANTAGED MEXICAN-AMERICAN, PUERTO RICAN, CAUCASIAN, AND AMERICAN INDIAN PUPIL. Kenneth R. Johanson. ED 029 932. 1967. 34 p.
- TEACHING THE ROLE OF THE INDIAN IN AMERICAN HISTORY AND UP-GRADING CURRICULA. A POSITION PAPER. Rupert Costo. ED 057 948. 1970. 9 p.
- TEX: BOOKS AND THE AMERICAN INDIAN. Rupert Costo, ed. San Francisco: American Indian Historical Society. 1970. 270 p.
- "THERE'S AN INDIAN IN YOUR CLASSROOM." A GUIDE FOR TEACHERS. Idaho State Department of Education, Boise. ED 031 331. 1968. 129 p.
- TIOSPAYE. CURRICULUM MATERIALS RESOURCE UNIT 2 (OGLALA SIOUX). Oglala Sioux Culture Center. ED 066 236. 1972. 44 p.

TIPS FOR TEACHERS OF THE DISADVANTAGED. Northeastern State College, Tahlequah, Oklahoma. ED 036 391. 1969. 159 p.

"To Keep the Things We Love." Story Moorefield. American Education, Vol. 6, No. 7, (August-September 1970), pp. 6-8. (EJ 024 802).

"Unearthing an Indian Culture." Duane Gettings. Science Teacher, Vol. 37, No. 8, (November 1970), pp. 59-61. (EJ 028 112).

UTE UNIT WITH HISTORY, SUGGESTED ACTIVITIES, AND TEACHER'S GUIDE. Montelores Studies Center, Cortez, Colorado. ED 032 969. 1968. 75 p.

UTILIZATION OF TEACHER AIDS . . . A PUBLICATION FOR THOSE CONCERNED WITH THE RECRUITMENT, SELECTION, PREPARATION AND UTILIZATION OF TEACHER AIDES. Center for the Study of Migrant and Indian Education, Toppenish, Washington. ED 038 217. 1970. 35 p.

THE WAY: AN ANTHOLOGY OF AMERICAN INDIAN LITERATURE. Stan Steiner and Shirley H. Witt. New York: Randon House. 1972.

### Methods

"An Adult Education Program for Seminole Indians in Florida." Harry A. Kersey. Adult Leadership, Vol. 19, No. 9, (March 1971), pp. 281-282, 310. (EJ 034 746).

"All Indian Upward Bound Program Has Served 160 Students." June Payne. Contemporary Indian Affairs, (Fall 1970), pp. 25-9. (EJ 033 955).

"The American Indian Center." Robert Rietz. Illinois Journal of Education, Vol. LXI, No. 4, (April 1970), pp. 63-68.

AMERICAN INDIAN STUDENTS IN ARIZONA COLLEGES - A DISCRIMINANT ANALYSIS OF SELECT VARIABLES THAT CONTRIBUTE TO SUCCESS AND FAILURE. Robert Joseph Quimby. 1963. 175 p. (UM 64-2193).

"Amerindians---Studying an Important Minority Group." J. Robert Hendricks and Thomas H. Metos. Instructor, Vol. 79, No. 6, (February 1970), pp. 98-101. (EJ 014 981).

ASSUMPTIONS FOR BILINGUAL INSTRUCTION IN THE PRIMARY GRADES  
OF NAVAJO SCHOOLS. Robert D. Wilson. ED 059 766. 1971. 38 p.

"Big Cypress Seminoles Receive Three-Phase Program, Florida, Atlantic  
University Project." Harry A. Kersey. Journal of American Indian  
Education, Vol. 10, No. 2, (October 1970), pp. 20-2. (EJ 018 104).

"Bilingual Education - A Second Look." Paul W. Bell. TESOL Newsletter,  
Vol. 1, No. 5, (September-December 1971), pp. 29-30. (EJ 052 164).

"Bilingual Education in BIA Schools." Evelyn Bauer. TESOL Quarterly,  
Vol. 4, No. 3, (September 1970), pp. 233-29. (EJ 032 241).

BILINGUAL EDUCATION IN SAN JUAN COUNTY, UTAH: A CROSS CULTURAL  
EMPHASIS. Milfrod C. Cottrell. ED 047 855. 1971. 25 p.

BILINGUAL FAMILY SCHOOL PROJECT (ADAIR COUNTY, OKLAHOMA).  
South Central Regional Education Laboratory Corporation, Little Rock,  
Arkansas. ED 034 622. 1969. 8 p.

"Career Center Rises From the Desert." John Sowers. Contemporary Indian  
Affairs, Vol. 1, No. 3, (Fall 1970), pp. 11-14. (EJ 033 352).

CAREER OPPORTUNITIES PROGRAMS. IMPROVING OPPORTUNITIES FOR  
SUCCESS IN EDUCATION. William C. Theimer, Jr., ed. ED 055 040.  
1971. 28 p.

A CASE STUDY OF AN INDIAN RESIDENTIAL SCHOOL. Alfred Richard King.  
1964. 300 p. (UM 64-9832).

CHARACTERISTICS OF PROGRAMS IN PUBLIC SCHOOLS SERVING INDIAN  
STUDENTS FROM RESERVATIONS IN FIVE WESTERN STATES.  
William Josephus Benham, Jr. 1965. 245 p. (UM 65-9562).

"A Commitment to Leadership." Journal of American Indian Education, Vol. 10,  
No. 1, (October 1970), pp. 5-7. (EJ 028 504).

A CONTRACT TO ENCOURAGE FULL UTILIZATION OF EDUCATIONAL  
TALENT. FINAL REPORT 1968-69. New Mexico Council for the  
Development of Educational Talent, Las Vegas. ED 048 951. 1969.  
41 p.

"Culture Materials in Schools' Programs for Indian Students." Stephen L. Bayne. Liberal Education, Vol. 55, No. 3, (October 1969), pp. 433-40. (EJ 101 361).

DEVELOPMENT OF VOCATIONAL EDUCATION PROGRAMS FOR AMERICAN INDIANS, CONFERENCE PROCEEDINGS (UNIVERSITY OF NEW MEXICO, ALBUQUERQUE, AUGUST 18-22, 1969). Everett D. Edington and Phillip Hocker, eds. ED 031 614. 1969. 55 p.

DEVELOPMENT OF VOCATIONAL EDUCATION PROGRAMS FOR AMERICAN INDIANS. FINAL REPORT. Everett Edington. ED 039 960. 1970. 59 p.

DOOR TO OPPORTUNITY: TITLE V ECONOMIC OPPORTUNITY ACT. Jeanette Stats. ED 047 275. 1970. 69 p.

EDUCATION FOR CROSS-CULTURAL ENRICHMENT. Hildegard Thompson. Lawrence, Kansas: Publications Service, Haskell Institute. 1964. 309 p.

"The Education of the American Indian." Harold J. Miller. College Education Record, Vol. 55, No. 4, (January 1970), pp. 103-08. (EJ 024 036).

"An Educational Program for Adult American Indians." Allen Pope. Adult Leadership, Vol. 18, No. 5, (November 1969), pp. 143-44, 156. (EJ 011 959).

THE EFFECT OF A FIVE WEEK PRE COLLEGE ORIENTATION PROGRAM FOR INDIAN STUDENTS. William Dale Goodson. ED 063 991. 1972. 19 p.

THE EFFECTS OF BILINGUAL/BICULTURAL INSTRUCTION AMONG SPANISH SPEAKING, ENGLISH SPEAKING AND SIOUX SPEAKING KINDERGARTEN CHILDREN. A REPORT. Atilano A. Valencia. ED 043 415. 1970. 31 p.

ENGLISH FOR AMERICAN INDIANS. William R. Slager, ed. ED 043 980. 1970. 96 p.

AN EPDA PROJECT TO PREPARE GRADUATE TEACHERS AND UNDER-GRADUATE INDIAN TEACHER AIDES TO EDUCATE AMERICAN INDIAN CHILDREN. A PROPOSAL. Northern Montana College, Havre. ED 032 279. 1969. 18 p.

AN EXPERIMENT IN SECOND-LANGUAGE OF BEGINNING INDIAN CHILDREN IN NEW MEXICO PUBLIC SCHOOLS. Leroy Condie. 1961. 148 p. (UM 61-5268).

FORMAL EDUCATION ON THE WHITE MOUNTAIN APACHE RESERVATION:  
REPORT OF A SELF STUDY CONFERENCE. Ned Anderson and John  
H. Chilcott. ED 046 603. 1970. 48 p.

"Head Start in the Grand Canyon." Saturday Review, Vol. 55, No. 30,  
(1972), pp. 34-7. (EJ 060 042).

HEALTH CAREERS FOR AMERICAN INDIANS AND ALASKA NATIVES:  
SOURCE BOOK, EDUCATIONAL OPPORTUNITIES AND FINANCIAL  
ASSISTANCE. Robert J. Kirk. ED 063 066. 1970. 81 p.

HOUSE BILL NO. 1: SPECIAL ENGLISH CLASSES, EVALUATION. J. O.  
Maynes, Jr. ED 055 703. 1971. 31 p.

IDENTIFICATION OF UNIQUE FEATURES IN EDUCATION AT AMERICAN  
INDIAN SCHOOLS. Curtis Emanuel Jackson. 1965. 163 p.  
(UM 65-13058).

"If You Give Him Seeds, He'll Eat Forever." Betty Murphy. Opportunity,  
Vol. 2, No. 5, (June 1972), pp. 24. (EJ 060 148).

THE INDIAN CHILD'S STATUS IN NEW MEXICO'S PUBLIC ELEMENTARY  
SCHOOL SCIENCE PROGRAMS. Carol Morgan Charles. 1961. 224 p.  
(UM 61-5266).

INDIAN STUDIES AND PROGRAMS: RECRUITMENT, TEACHING AND  
COUNSELING OF AMERICAN INDIAN COLLEGE STUDENTS. DIRECTOR'S  
EVALUATION REPORT. Huron College, South Dakota. ED 065 226.  
1971. 8 p.

THE INFLUENCE OF READING AND DISCUSSION ON THE ATTITUDES OF  
FIFTH GRADERS TOWARD AMERICAN INDIANS. Frank L. Fisher.  
1965. 226 p. (UM 65-13, 422).

INSTRUCTIONAL CENTERS FOR PIMA CULTURE. FINAL REPORT: ACADEMIC  
YEAR 1968-69. Bill J. Fullerton and John E. Bell, comps. ED 046 608.  
1969. 66 p.

INTERPRETIVE STUDIES ON BILINGUAL EDUCATION. FINAL REPORT.  
Horacio Ulibarri. ED 028 428. 1969. 151 p.

LANGUAGE IN AMERICAN INDIAN EDUCATION: A NEWSLETTER OF THE  
OFFICE OF EDUCATION PROGRAMS, BUREAU OF INDIAN AFFAIRS,  
UNITED STATES DEPARTMENT OF THE INTERIOR. Bureau of  
Indian Affairs. ED 061 788. 1971. 92 p.

LEARNING ENGLISH AS A SECOND LANGUAGE THROUGH RECREATION.

Dana Mullen. ED 064 993. 1972. 263 p.

"Let's Do It Ourselves." Dillon Platero. School Review, Vol. 79, No. 1, (November 1970), pp. 57-61. (EJ 029 546).

"Lummi Seek Spirit of the Salmon." Ernie Hood. Manpower, Vol. 3, No. 9, (September 1971), pp. 2-7. (EJ 042 291).

"Lummi Shape Own Economy Destiny." Don D. Wright. Opportunity, Vol. 1, No. 7, (October 1971), pp. 19-22. (EJ 046 358).

MANPOWER SERVICES TO ARIZONA INDIANS 1967, FIFTEENTH ANNUAL REPORT. James R. Carter. ED 043 403 1968. 33 p.

MANPOWER SERVICES TO ARIZONA INDIANS. SEVENTEENTH ANNUAL REPORT, 1969. Margie Hackett, comp. ED 043 419. 1970. 39 p.

"Modification of Behavior Patterns of Indian Children." Charles G. Galioway and Norma I. Mickelson. Elementary School Journal, Vol. 72, No. 3, (December 1971), pp. 150-55. (EJ 051 472).

NATIONAL CONFERENCE ON MANPOWER PROGRAMS FOR INDIANS (KANSAS CITY, MISSOURI, FEBRUARY 15-16, 1967). Bureau of Employment Security (Department of Labor). ED 031 340. 1967. 402 p.

NAVAJO AREA EDUCATION. PROGRESS REPORT 1969-70 SCHOOL YEAR. Bureau of Indian Affairs. ED 047 841. 1970. 13 p.

"Navajo Schools: Indians Teaching Indians." Richard F. Long. Opportunity, Vol. 1, No. 3, (May 1971), pp. 3-7. (EJ 040 807).

NEEDED RESEARCH AS A CONTRIBUTION TO THE PROBLEM OF TEACHING ENGLISH TO AMERICAN INDIANS. A POSITION PAPER. E. W. Willink. ED 057 955. 1970. 21 p.

NEIGHBOURHOODS OF THE AIR. Patricia M. Hindley. ED 061 737. 1972. 11 p.

"The New School and Indian Communities." John Anderson. Northian, Vol. 8, No. 1, (Spring 1971), pp. 28-31. (EJ 040 522).

"A Non-Answer to a Request for a Teacher's Guide to Indian Children." Stephen Bayne. Journal of American Indian Education, Vol. 10, No. 2, (January 1971), pp. 29-33. (EJ 032 415).

- OEO PROGRAMS FOR MIGRANT AND SEASONAL FARM WORKERS. Educational Systems Corporation, Washington, D. C. ED 028 877. 1969. 153 p.
- "Older Programs in Navajo Area Progressing, New Ones Promising." Journal of American Indian Education, Vol. 11, No. 1, (October 1971), pp. 11-15. (EJ 045 731).
- "Oral Communication for the Indian Student." Barbara L. Brillhart. English Journal, Vol. 60, No. 5, (May 1971), pp. 629-32. (EJ 037 303).
- THE PREPARATION OF . . . . BIA TEACHER AND DORMITORY AIDES. VOLUME II, RELATED READINGS. Avco Economic Systems Corporation, Washington, D. C. ED 031 329. 1968. 160 p.
- THE READING ACHIEVEMENT OF ELEVENTH AND TWELFTH GRADE INDIAN STUDENTS AND A SURVEY OF CURRICULAR CHANGES INDICATED FOR THE IMPROVED TEACHING OF READING IN THE PUBLIC HIGH SCHOOLS OF NEW MEXICO. Irving Dinsmore Townsend. 1962. 246 p. (UM 62-2490).
- "A Reading and Language Development Program for Alaska's Children." Virginia W. Jones and Joel Bartholet. Northian, Vol. 7, No. 2, (Summer 1970), pp. 607. (EJ 023 539).
- READING COMPREHENSION IN THE NATIONAL LANGUAGE - A COMPARATIVE STUDY OF BILINGUAL AND ALL-SPANISH APPROACHES TO READING INSTRUCTION IN SELECTED INDIAN SCHOOLS IN THE HIGHLANDS OF CHIAPAS, MEXICO. Nancy Docia Modiana. 1966. 180 p. (UM 67-118).
- REMARKS CONCERNING ROUGH ROCK DEMONSTRATION SCHOOL. Dillon Platero. ED 045 269. 1970. 24 p.
- "Renaissance of the Indian Spirit." Lynne and John Waugh. American Education, Vol. 6, No. 6, (1970), pp. 15-20. (EJ 032 288).
- RURAL POVERTY AND REGIONAL PROGRESS IN AN URBAN SOCIETY. TASK FORCE ON ECONOMIC GROWTH AND OPPORTUNITY. FOURTH REPORT. Chamber of Commerce of the United States. ED 028 016. 1969. 275 p.
- "Smooth Path at Rough Rock." Roul Tunley. American Education, Vol. 7, No. 2, (March 1971), pp. 15-18. (EJ 035 505).
- SOME INSTRUCTIONAL STRATEGIES FOR THE CROSS-CULTURAL CLASSROOM. J. S. Kleinfeld. ED 059 001. 1971. 24 p.

"Some New Approaches in Meeting the Occupational Education Needs of the American Indian." Leon P. Minear. Journal of American Indian Education, Vol. 9, No. 1, (October 1969), pp. 18-22. (EJ 010 584).

"Some Steps for a Beginning Teacher of Navajo Students." Kirk D. Peterson. Journal of American Indian Education, Vol. 10, No. 2, (January 1971), pp. 21-8. (EJ 031 946).

A STUDY OF SELECTED FACTORS ASSOCIATED WITH PARTICIPATION IN THE BUREAU OF INDIAN AFFAIRS EMPLOYMENT ASSISTANCE PROGRAM ON A DAKOTA INDIAN RESERVATION IN THE NORTHERN GREAT PLAINS. Daniel Gregory Faas. ED 046 568. 1970. 152 p.

A STUDY OF THE CHARACTERISTICS OF SUCCESSFUL AND UNSUCCESSFUL STUDENTS ENROLLED IN THE ADULT INDIAN TRAINING PROGRAM CONDUCTED BY THE ADULT EDUCATION CENTER OF THE UNIVERSITY OF MONTANA. Ronald L. Allen. 1968. (UM 69-2265).

"The Taholah Approach to Indian Education: A Case Study." Harold Patterson. College of Education Record, University of Washington, Vol. 37, No. 4, (May 1971), pp. 71-77. (EJ 039 805).

THE TAHOLAH COMMUNITY SCHOOL. REPORT AND RECOMMENDATIONS. Harold L. Patterson. ED 036 352. 1967. 30 p.

TEACHER-AIDE GUIDE FOR NAVAJO AREA. Ozilth-Na-O-Dith-Hle Boarding School. ED 049 844. 1970. 219 p.

TEACHING ENGLISH TO AMERICAN INDIANS. Thomas R. Hopkins. ED 053 603. 1971. 8 p.

TEACHING READING TO THE BILINGUAL CHILD: MOTIVATIONAL TECHNIQUES. SHARING IDEAS, VOLUME 7, NUMBER 6. Bertha M. Davis and others. ED 055 698. 1970. 69 p.

"Upward Bound's All-Indian Students Fulfill Promise (In Its Third Year)." George A. Gill. Journal of American Indian Education, Vol. 8, No. 3, (May 1969), pp. 6-9. (EJ 005 711).

"Whither Indian Education? A Conversation with Philleo Nash." Ray Allen. School Review, Vol. 79, No. 1, (November 1970), pp. 99-108. (EJ 029 547).

WORKPAPERS IN ENGLISH AS A SECOND LANGUAGE, VOLUME II. Earl Rand, ed. ED 054 665. 1968. 92 p.

### Evaluation

- "An Adult Education Program for Seminole Indians in Florida." Harry A. Kersey, Jr. Adult Leadership, Vol. 19, No. 9, (March 1971); pp. 282-2, 310. (EJ 034 746).
- CLARK COUNTY SCHOOL DISTRICT ESEA TITLE FINAL EVALUATION, 1969-70. Clark County School District, Las Vegas. ED 053 629. 1971. 412 p.
- "Commentary." Rupert Costo. Indian Historian, Vol. 4, No. 1, (Spring 1971), pp. 64-5. (EJ 036 973).
- DIFFERENTIAL EDUCATIONAL ACHIEVEMENT AMONG CONTEMPORARY AMERICAN INDIAN CULTURES. A POSITION PAPER. Deward E. Walker, Jr. ED 057 954. 1970. 7 p.
- ENGLISH LANGUAGE TESTING PROJECT FOR THE BUREAU OF INDIAN AFFAIRS. Eugene J. Briere. ED 034 971. 1969. 15 p.
- ETHNIC MINORITY PERSPECTIVES ON THE EVALUATION OF EARLY CHILDHOOD EDUCATION PROGRAMS. W. Ray Rhine. ED 062 010. 1970. 3 p.
- EVALUATION OF RESEARCH ON BILINGUAL EDUCATION FOR AMERICAN INDIANS. A POSITION PAPER. Bernard Spolsky. ED 057 953. 1970. 13 p.
- AN EVALUATION OF THE BORDERTOWN DORMITORY PROGRAM. Willard P. Bass and others. ED 064 001. 1971. 68 p.
- EVALUATION OF VOCATIONAL PROGRAMS FOR AMERICAN INDIANS. A POSITION PAPER. Anthony F. Purley. ED 057 950. 1970. 13 p.
- "Failure in Navaho Schooling." Donald E. Erickson. Northian, Vol. 8, No. 1, (Spring 1971), pp. 3-9. (EJ 041 345).
- HOUSE BILL NO. 1. SPECIAL ENGLISH CLASSES: EVALUATION. J. O. "Rocky" Maynes, Jr. ED 044 192. 1970. 44 p.
- "The Minneapolis Controversy: Response to a Negative Review." Arthur M. Harkins and Richard W. Woods. Indian Historian, Vol. 4, No. 1, (Spring 1971), pp. 60-3. (EJ 036 972).
- NATIONAL COUNCIL ON INDIAN OPPORTUNITY, REPORT. ED 042 525. 1970. 28 p.

NAVAJO EVALUATORS LOOK AT ROUGH ROCK DEMONSTRATION SCHOOL.  
John Y. Begaye and others. ED 034 612. 1969. 48 p.

PARTICIPATION IN USDA PROGRAMS BY ETHNIC GROUPS. Department of  
Agriculture, Washington, D. C. ED 052 881. 1971. 96 p.

PROCEEDINGS: INDIAN EDUCATION TRAINING INSTITUTE PACIFIC  
NORTHWEST INDIAN CENTER/GONZAGA UNIVERSITY (SPOKANE,  
WASHINGTON, AUGUST 5, 6, 7, 8, 1971). Gonzaga University,  
Spokane. ED 057 983. 1971. 436 p.

PROJECT IN/SLIP (INTERMOUNTAIN SCHOOL LEARNER IDENTIFICATION  
PROGRAM). FINAL REPORT. ED 046 141. 1970. 40 p.

PROJECT P.I.S.C.E.S.: PHOENIX INDIAN SCHOOL COMPREHENSIVE  
EVALUATION FOR EDUCATION OF STUDENTS. FINAL REPORT.  
Arizona State University, Tempe. ED 048 991. 1969. 51 p.

REPORT OF FINAL EVALUATION, ESEA TITLE I PROJECTS, FISCAL YEAR  
1971. Bureau of Indian Affairs, Washington, D. C. ED 056 795. 1971.  
229 p.

RESEARCH AND DEVELOPMENT NEEDS AND PRIORITIES FOR THE EDUCA-  
TION OF AMERICAN INDIANS. FINAL REPORT. Willard P. Bass.  
ED 052 853. 1971. 45 p.

REVIEW OF EDUCATIONAL ACTIVITIES, BUREAU OF INDIAN AFFAIRS,  
PART I. ED 051 937. 1968. 87 p.

SYSTEM ANALYSIS, PROGRAM DEVELOPMENT, AND COST-EFFECTIVENESS  
MODELING OF INDIAN EDUCATION FOR THE BUREAU OF INDIAN  
AFFAIRS. VOLUME I, SUMMARY AND RECOMMENDATIONS. Bureau  
of Indian Affairs, Washington, D. C. ED 060 970. 1969. 77 p.

TRAINING ADMINISTRATORS FOR SCHOOLS SERVING INDIAN CHILDREN.  
Division of Educational Administration, Minnesota University, St. Paul.  
ED 058 981. 1971. 15 p.

THE VALIDITY OF RATING SCALES AND INTERVIEW FOR EVALUATING  
INDIAN EDUCATION: PERCEPTIONS OF INDIAN EDUCATION. THE  
NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES IV, NO. 8,  
FINAL REPORT. Bruce A. Birchard. ED 047 873. 1970. 10 p.

Relationships with Others

THE AMERICAN INDIAN AND THE BUREAU OF INDIAN AFFAIRS. 1969. A STUDY WITH RECOMMENDATIONS. Alvin M. Josephy, Jr. ED 041 657. 1969. 74 p.

AMERICAN INDIAN EDUCATION. EDUCATION BRIEFING PAPER. Office of Education, Washington, D. C. ED 060 995. 1972. 5 p.

ANGOON ALASKA. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. John Connelly and Ray Barnhardt. ED 045 271. 1970. 13 p.

ANNUAL REPORT OF THE OFFICE OF INDIAN AFFAIRS FROM THE DIRECTOR AND THE SUPERVISORS OF INDIAN EDUCATION FROM THE STATE OF MINNESOTA, 1969-70. Minnesota State Department of Education, St. Paul. ED 055 705. 1970. 75 p.

ATTITUDES, UNDERSTAND, AND INTERACTION: STUDENTS, PARENTS, TEACHERS, AND COMMUNITY LEADERS: PERCEPTIONS OF INDIAN EDUCATION. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES IV, NO. 12, FINAL REPORT. Bruce A. Birchard. ED 048 962. 1970. 25 p.

CHICAGO INDIANS: THE EFFECTS OF URBAN MIGRATION. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. Prafulla Neog and others. ED 041 341. 1970. 148 p.

CODE OF FEDERAL REGULATIONS - INDIANS. Office of the Federal Register, National Archives & Records Service, General Services Administration. Washington, D. C.: Superintendent of Documents, Government Printing Office. 1972. 478 p.

COMMUNITY BACKGROUND REPORTS: BETHEL, ALASKA. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES 1, NO. 11, FINAL REPORT. John Connelly and Ray Barnhardt. ED 041 686. 1970. 19 p.

COMMUNITY BACKGROUND REPORTS: CUT BANK, MONTANA. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. SERIES 1, NO. 8. FINAL REPORT. Theodore Humphrey. ED 040 795. 1969. 25 p.

COMMUNITY BACKGROUND REPORTS: NEAH BAY; THE MAKAH. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. SERIES 1, NO. 13. FINAL REPORT. John Connelly. ED 041 688. 1970. 13 p.

- COMMUNITY BACKGROUND REPORTS: PAPAGO RESERVATION, SELLS ARIZONA. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES 1, NO. 17. FINAL REPORT. Robert Mackett and John Chilcott. ED 042 552. 1970. 11 p.
- COMMUNITY BACKGROUND REPORTS: PAWNEE, OKLAHOMA. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. SERIES 1, NO. 13. FINAL REPORT. Larry M. Perkins. ED 039 976. 1970. 18 p.
- COMMUNITY BACKGROUND REPORTS: SECOND MESA DAY SCHOOL: HOPI-MISHONGNONI, SHIPAULOVI, SHUNGOPAVY VILLAGES AND SUNLIGHT BAPTIST MISSION. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES 1, NO. 12. FINAL REPORT. Michael Kabotie and others. ED 041 687. 1970. 22 p.
- COMMUNITY BACKGROUND REPORTS: TAHOLAH, QUINAULT RESERVATIONS, WASHINGTON. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES 1, NO. 14. FINAL REPORT. John Connelly and Ray Barnhardt. ED 041 689. 1970. 18 p.
- COMMUNITY BACKGROUND REPORTS: THE CHEYENNE RIVER SIOUX RESERVATION SOUTH DAKOTA. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES 1, NO. 6. FINAL REPORT. Wolfgang Mueller. ED 040 793. 1969. 26 p.
- COMMUNITY BACKGROUND REPORTS: THE FORMAL EDUCATION OF MENOMINEE INDIAN CHILDREN: SOCIOCULTURAL AND SOCIO-ECONOMIC BACKGROUND FACTORS. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. SERIES 9, NO. 23. ED 043 424. 1970. 62 p.
- COMMUNITY BACKGROUND REPORTS: THE MISSISSIPPI CHOCTAWS AND THEIR EDUCATIONAL PROGRAM. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. SERIES 1, NO. 21. FINAL REPORT. John H. Peterson, Jr. ED 042 553. 1970. 46 p.
- COMMUNITY BACKGROUND REPORTS: THE ROSEBUD SIOUX RESERVATIONS. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES 1, NO. 5. FINAL REPORT. Georg Kraus. ED 040 792. 1970. 33 p.
- COMMUNITY DEVELOPMENT SERVICES FOR CANADIAN INDIAN AND METIS COMMUNITIES. E. R. McEwen. ED 050 864. 1968. 53 p.
- COUNSELING RACIAL AND ETHNIC MINORITIES IN THE UNITED STATES. Clemmont Vontress. ED 064 429. 1972. 16 p.

- DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT:  
ANNUAL REPORT, FISCAL YEAR 1968-69. ED 044 210. 1970.  
159 p.
- EDUCATION AMENDMENTS OF 1972. CONFERENCE REPORT TO ACCOMPANY S. 659. U. S. Congress. ED 061 465. 1972. 228 p.
- "Educational Theory -- Navajo Style." Jerry Hammersmith. Northian, Vol. 6, No. 3, (Summer 1969), pp. 8-9. (EJ 007 206).
- EIGHTEENTH ANNUAL REPORT OF INDIAN EDUCATION IN OKLAHOMA.  
L. J. Laney. ED 065 232. 1965. 32 p.
- AN EQUAL CHANCE: HANDBOOK FOR COUNSELLING INDIAN STUDENTS.  
Barbara A. Farlow. ED 050 364. 1971. 52 p.
- "The Evaluation of Parental Control of Schools on an Indian Reservation."  
Irving W. Stout. Contemporary Indian Affairs, Vol. 1, No. 1, (Spring 1970), pp. 51-8. (EJ 022 311).
- AN EVEN CHANCE: A REPORT ON FEDERAL FUNDS FOR INDIAN CHILDREN IN PUBLIC SCHOOL DISTRICTS. NAACP Legal Defense and Educational Fund, Inc./New York. ED 047 867. 1971. 80 p.
- AN EXPLORATORY STUDY OF BELIEFS AND PRACTICES OF JEMEZ PUEBLO INDIANS OF NEW MEXICO PERTAINING TO CHILD REARING IN THE PRE-SCHOOL YEARS IN RELATION TO THE EDUCATIONAL STATUS OF THE MOTHER. Florence Margaret Schroeder. 1960. (UM 60-1928).
- FACTORS RELATING TO PROGRAM DEVELOPMENT WITH INDIAN PEOPLE.  
Cathaleen Finley. ED 056 807. 1969. 12 p.
- FEDERAL GOVERNMENT HEALTH, EDUCATION, AND WELFARE PROGRAMS OF ASSISTANCE TO AMERICAN INDIANS RESIDING ON FEDERAL RESERVATIONS ( INCLUDING TABLE OF CONTENTS AND INDEX).  
Stephen A. Langone. ED 064 016. 1970. 264 p.
- "A FEDERAL-STATE PARTNERSHIP FOR ECONOMIC GROWTH" FOURTH ANNUAL REPORT. Four Corners Regional Commission, Farmington, New Mexico. ED 058 994. 1971. 24 p.
- FIFTEENTH ANNUAL REPORT OF INDIAN EDUCATION IN OKLAHOMA.  
L. J. Laney. ED 065 229. 1962. 60 p.
- FILM EVALUATION OF ESKIMO EDUCATION. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES III, NO. 4. FINAL REPORT.  
John Collier, Jr. ED 041 690. 1970. 1,601 p.

FINAL REPORT TO THE GOVERNOR AND THE LEGISLATURE BY THE  
STATE ADVISORY COMMISSION ON INDIAN AFFAIRS. California  
State Advisory Commission on Indian Affairs. ED 053 844. 1969.  
49 p.

FORMAL EDUCATION AND CULTURE CHANGE: A MODERN APACHE  
INDIAN COMMUNITY AND GOVERNMENT EDUCATION PROGRAM.  
Edward Parmee. Tucson: University of Arizona Press. 1968.  
132 p.

FOUR CORNERS REGIONAL COMMISSION SECOND ANNUAL REPORT, 1969.  
Four Corners Regional Commission, Farmington, New Mexico.  
ED 048 985. 1969. 22 p.

FOUR CORNERS REGIONAL COMMISSION THIRD ANNUAL REPORT 1970.  
Four Corners Regional Commission, Farmington, New Mexico.  
ED 048 986. 1970. 24 p.

"Give it Back to the Indians: Education on Reservation and Off." Northian,  
Vol. 6, No. 4, (Winter 1970), pp. 6-7. (EJ 017 208).

"Guidance and Counseling of the American Indian College Student." Eddie  
F. Brown. American Indian Culture Center Journal, Vol. 3, No. 1,  
(Winter 1972), pp. 28-9. (EJ 059 924).

IMPACT OF TRANSFER OF SCHOOLS AND PUPILS FROM BIA TO PUBLIC  
SCHOOLS. A POSITION PAPER. Edgar L. Wight. ED 057 943.  
1970. 19 p.

INDIAN AMERICANS IN DULUTH. A SUMMARY AND ANALYSIS OF RECENT  
RESEARCH. Arthur M. Harkins, comp. ED 044 195. 1970. 63 p.

INDIAN EDUCATION: A NATIONAL TRAGEDY--A NATIONAL CHALLENGE.  
United States Senate Committee on Labor & Public Welfare.  
Washington, D. C.: Superintendent of Documents, Government  
Printing Office. 1969. 220 p.

INDIAN EDUCATION AND THE FEDERAL GOVERNMENT (a paper presented  
before the Fourth Annual Indian Education Conference, Seattle,  
Washington, November 3, 1972). S. P. Marland, Jr. 1972. 18 p.

INDIAN EDUCATION: HEARINGS BEFORE THE SPECIAL SUB-COMMITTEE  
ON INDIAN EDUCATION OF THE COMMITTEE ON LABOR AND  
PUBLIC WELFARE - U. S. SENATE. PART I, PART II, PART III,  
PART IV. Special Subcommittee on Indian Education. Washington,  
D. C.: Government Printing Office. 1967-68. 1,906 p.

INDIAN EDUCATION IN IDAHO. ANNUAL REPORT 1969-70. Idaho State Department of Education, Boise. ED 051 929. 1970. 67 p.

INDIAN EDUCATION: JOHNSON-O'MALLEY ACTIVITIES: ANNUAL REPORT, 1969-70. Earl J. Barlow and Dwight A. Billedeaux. ED 051 922. 1970. 84 p.

"Indian Education: Tool of Cultural Politics." Bruce Bodner. National Elementary Principal, Vol. 50, No. 6, (May 1971), pp. 22-30. (EJ 039 794).

"Indian Participation in Public Schools." Social Education, Vol. 35, No. 5, (May 1971), pp. 452-465. (EJ 038 664).

THE INFLUENCE OF THE CONTINUING CULTURAL PATTERNS REFLECTED BY PERTINENT FOLKLORE OF SELECTED INDIAN TRIBES ON THE EDUCATION IN MEXICO. Josephine Sobrino. 1960. 273 p. (UM 60-5381).

AN INTRODUCTION TO THE ALASKA DEPARTMENT OF EDUCATION AND THE INFORMATION ON PEOPLE, GOVERNMENT, HISTORY AND GEOGRAPHY. Bonnie Kaden, ed. ED 034 624. 1969. 34p.

LAGUNA INDIAN RESERVATION AND ACOMA INDIAN RESERVATION, LAGUNA-ACOMA JUNIOR AND SENIOR HIGH SCHOOL: COMMUNITY BACKGROUND REPORTS. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES 1, NO. 16, FINAL REPORT. John H. Chilcott and Jerry P. Garcia. ED 047 874. 1970. 11 p.

LEADERSHIP AND DEVELOPMENT IN A BI-CULTURAL SETTING. William R. Lassey and Anne S. Williams. ED 058 991. 1971. 21 p.

LOCAL CONTROL OVER FORMAL EDUCATION IN TWO AMERICAN-INDIAN COMMUNITIES: A PRELIMINARY STEP TOWARD CULTURAL SURVIVAL. Janice J. Weinman. ED 059 005. 1972. 14 p.

MANPOWER SERVICES TO ARIZONA INDIANS, 1970 EIGHTEENTH ANNUAL REPORT. RESEARCH AND INFORMATION SERIES NO. OPR 2-71. Arizona State Employment Service, Phoenix. ED 059 003. 1971. 37 p.

A MANUAL FOR NAVAJO COMMUNITY SCHOOL BOARD MEMBERS. Irving W. Stout, ed. ED 040 816. 1969. 116 p.

MODERN INDIAN PSYCHOLOGY. REVISED EDITION. John F. Bryde. ED 063 981. 1971. 414 p.

MUSIC OF THE LUISENO INDIANS OF SOUTHERN CALIFORNIA - A STUDY OF MUSIC IN INDIAN CULTURE WITH RELATION TO A PROGRAM IN MUSIC EDUCATION. Ralph George Heidsiek. 1966. 469 p. (UM 66-4745).

NAVAJO AREA EDUCATION. PROGRESS REPORT 1969-70 SCHOOL YEAR. ED 047 841. 1970. 13 p.

"Navahos Dare Greatly." Jerry Hammersmith. Northian, Vol. 6, No. 2, (Spring 1969), pp. 6-9. (EJ 006 795).

"The New Exodus." Vine Deloria, Jr. Civil Rights Digest, Vol. 4, No. 2, (Spring 1971), pp. 38-44. (EJ 045 205).

NINETEENTH ANNUAL REPORT OF INDIAN EDUCATION IN OKLAHOMA. L. J. Laney. ED 065 233. 1966. 41 p.

"Parental Attitudes Towards Indian Education." James E. Biglin and Jack Wilson. Journal of American Indian Education, Vol. 11, No. 3, (May, 1972), pp. 1-6. (EJ 058 511).

"The Pictures on the Wall Are of White Men." Lehman Brightman. Integrated Education, Vol. 9, No. 3, (May-June 1971), pp. 37-42. (EJ 038 402).

PIMA CENTRAL SCHOOL AND BLACKWATER SCHOOL, SACATON, ARIZONA. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES 1, NO. 22. FINAL REPORT. Christine Brown and Robert J. Havighurst. ED 044 211. 1970. 6 p.

THE PLANNING PROCESS ON THE PINE RIDGE AND ROSEBUD SIOUX INDIAN RESERVATIONS IN SOUTH DAKOTA: A COMPARATIVE ANALYSIS. Richard Ellsworth Brown. ED 047 876. 1967. 133 p.

PONCA CITY AND WHITE EAGLE, OKLAHOMA. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES 1, NO. 4. FINAL REPORT. Larry M. Perkins. ED 039 975. 1970. 14 p.

PROMOSION OF HIGHER EDUCATION WITHIN ARIZONA INDIAN GROUPS. Lonnie Elmer Nix. 1963. (UM 64-2190).

"The Ramah Experience: Community Control in Indian Education." Alan Parker. American Indian Culture Center Journal, Vol. 2, No. 1, (Winter 1971), pp. 7-9. (EJ 036 340).

THE RAMAH NAVAJOS: A GROWING SENSE OF COMMUNITY IN HISTORICAL PERSPECTIVE. NAVAJO HISTORICAL PUBLICATIONS HISTORICAL SERIES NO. 1. Kendall Blanchard. ED 064 017. 1971. 55 p.

"Regionalism in Indian Community Control." J. S. Kleinfeld. Journal of American Indian Education, Vol. 11, No. 3, (May 1972), pp. 7-15. (EJ 058 464).

A REPORT - "THE RESPONSE TO AN EVEN CHANCE": THE GALLUP-MCKINLEY COUNTY SCHOOL DISTRICT AS SEEN BY THE NEW MEXICO STATE DEPARTMENT OF EDUCATION. New Mexico State Department of Education, Santa Fe. ED 050 868. 1971. 51 p.

"Research Firm Organized to Help Tribes with Contracts." Journal of American Indian Education, Vol. 10, No. 3, (May 1971), pp. 28-9. (EJ 039 314).

RESEARCH NEEDED ON BOARDS OF EDUCATION REPRESENTING AMERICAN INDIAN STUDENTS. A POSITION PAPER. William E. Vineyard. ED 057 945. 1970. 14 p.

"The Role of the Consultant in Indian-Controlled Enterprises." Paul R. Streiff. American Indian Center Journal, Vol. 2, No. 1, (Winter 1971), pp. 16-18. (EJ 036 971).

THE ROLE OF THE SCHOOL IN OTAVALO INDIAN SOCIETY. Jed Arthur Cooper. 1964. 124 p. (UM 65-340).

SAN CARLOS APACHE INDIAN RESERVATIONS AND BYLOS ARIZONA: FORT THOMAS PUBLIC SCHOOLS. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. FINAL REPORT. John H. Chilcott. ED 045 270. 1970. 17 p.

"School for Community Pride." Instructor, (October 1970), pp. 40-2. (EJ 025 479).

SEVENTEENTH ANNUAL REPORT OF INDIAN EDUCATION IN OKLAHOMA. L. J. Laney. ED 066 272. 1964. 39 p.

SIXTEENTH ANNUAL REPORT OF INDIAN EDUCATION IN OKLAHOMA. L. J. Laney. ED 065 230. 1963. 48 p.

THE STATES AND THEIR INDIAN CITIZENS. Theodore W. Taylor. Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office. 1972. 307 p.

- A STUDY OF PARENTAL ATTITUDES AND VALUES TOWARDS EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS. PART II, PARENTAL ATTITUDES, CHINLE. J. E. Biglin and others. ED 062 071. 1971. 188 p.
- A STUDY OF PARENTAL ATTITUDES AND VALUES TOWARDS EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS. PART II, PARENTAL ATTITUDES, GANADO. J. E. Biglin and others. ED 061 074. 1971. 200 p.
- A STUDY OF PARENTAL ATTITUDES AND VALUES TOWARDS EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS. PART II, PARENTAL ATTITUDES, KAYENTA. J. E. Biglin and others. ED 061 076. 1971. 209 p.
- A STUDY OF PARENTAL ATTITUDES AND VALUES TOWARDS EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS. PART II PARENTAL ATTITUDES, KEAMS CANYON. J. E. Biglin and others. ED 062 072. 1971. 187 p.
- A STUDY OF PARENTAL ATTITUDES AND VALUES TOWARDS EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS. PART II, PARENTAL ATTITUDES, TUBA CITY. J. E. Biglin and others. ED 061 075. 1971. 200 p.
- A STUDY OF PARENTAL ATTITUDES AND VALUES TOWARDS EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS. PART II, PARENTAL ATTITUDES, WINDOW ROCK. J. E. Biglin and others. ED 061 073. 1971. 199 p.
- A STUDY OF PARENTAL ATTITUDES AND VALUES TOWARDS EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS. PART III, PARENTAL VALUES. J. E. Biglin and others. ED 062 077. 1972. 138 p.
- A STUDY OF THE ROLE OF THE FEDERAL GOVERNMENT IN THE EDUCATION OF THE AMERICAN INDIAN. Theodore Fischbacher. 1967. (UM 67-12,643).
- TALENT SEARCH PROJECT, EASTERN ARIZONA COLLEGE, PROGRESS REPORT (JANUARY 1, 1969 - MARCH 31, 1969). Eastern Arizona College Talent Search Project, Thatcher. ED 033 818. 1969. 17 p.
- "TO CIVILIZE THE INDIAN . . .": A SURVEY OF THE EDUCATIONAL PHILOSOPHY AND PROGRAMS OF THE BUREAU OF INDIAN AFFAIRS SINCE 1928. Priscilla Wopat. ED 039 998. 1970. 325 p.

- TOWARD ECONOMIC DEVELOPMENT FOR NATIVE AMERICAN COMMUNITIES.  
A COMPENDIUM OF PAPERS SUBMITTED TO THE SUB-COMMITTEE  
ON ECONOMY IN GOVERNMENT OF THE JOINT ECONOMIC COMMITTEE,  
CONGRESS OF THE UNITED STATES (91ST CONGRESS, 1ST SESSION).  
VOLUME 1, PART I: DEVELOPMENT PROSPECTS AND PROBLEMS.  
Joint Economic Committee, Washington, D. C. ED 055 684. 1969. 341 p.
- TOWARD ECONOMIC DEVELOPMENT FOR NATIVE AMERICAN COMMUNITIES.  
A COMPENDIUM OF PAPERS SUBMITTED TO THE SUB-COMMITTEE  
ON ECONOMY IN GOVERNMENT OF THE JOINT ECONOMIC COMMITTEE,  
CONGRESS OF THE UNITED STATES (91ST CONGRESS, 1ST SESSION).  
VOLUME 2, PART II: DEVELOPMENT PROGRAMS AND PLANS: PART  
III: THE RESOURCE BASE. Joint Economic Committee, Washington,  
D. C. ED 055 685. 1969. 239 p.
- TUBA CITY, ARIZONA. NATIONAL STUDY OF AMERICAN INDIAN EDUCATION.  
FINAL REPORT. John H. Chilcott and Marjorie Thomas. ED 045 272.  
1971. 17 p.
- TWENTIETH ANNUAL REPORT OF INDIAN EDUCATION IN OKLAHOMA.  
L. J. Laney. ED 065 234. 1967. 44 p.
- TWENTY-FIRST ANNUAL REPORT OF INDIAN EDUCATION IN OKLAHOMA.  
L. J. Laney. ED 065 235. 1968. 58 p.
- TWENTY-FOURTH ANNUAL REPORT OF INDIAN EDUCATION IN OKLAHOMA.  
L. J. Laney. ED 066 274. 1971. 60 p.
- TWENTY-SECOND ANNUAL REPORT OF INDIAN EDUCATION IN OKLAHOMA.  
L. J. Laney. ED 066 273. 1969. 50 p.
- TWENTY-THIRD ANNUAL REPORT OF INDIAN EDUCATION IN OKLAHOMA.  
L. J. Laney, ED 065 237. 1970. 41 p.
- URBAN AND REGIONAL DIMENSIONS OF MANPOWER POLICY. Niles M.  
Hansen. ED 054 304. 1969. 454 p.
- VOCATIONAL AND SCHOOL COUNSELING OF INDIAN STUDENTS. A POSITION  
PAPER. Alonzo T. Spang. ED 057 944. 1970. 10 p.
- "We'll Do it Our Own Way Awhile." Frye Gaillard. Race Relations Reporter,  
Vol. 3, No. 1, (January 1972), pp. 21-27. (EJ 054 981).
- "What Rough Rock Demonstrates." Donald A. Erickson and Henrietta Schwartz.  
Integrated Education, Vol. 8, No. 2, (March-April 1970), pp. 21-34.  
(EJ 015 297).

"What the Navajo Nation Needs." Taylor McKenzie. Integrated Education,  
Vol. 8, No. 4, (July - August 1970), pp. 26-31. (EJ 022 584).

WHO AM I? Robert F. Ferree and others. ED 051 936. 1971. 60 p.

WORKSHOP REPORT ON PARENT-COMMUNITY INVOLVEMENT.  
ED 032 165. 1969. 114 p.

## PERIODICALS

The dynamic, everchanging Indian scene is reflected in a variety of periodicals. To maintain an up-to-date awareness of current happenings and changing thoughts it is necessary that periodicals be reviewed and read. Listed on the subsequent three pages are some of the major periodicals which reflect a diversity in views and approaches as well as differences in the intended audiences.

AKWESASNE NOTES  
Mohawk Nation, via  
Roosevelt, New York 13683

AMERICAN INDIAN CULTURE CENTER  
JOURNAL (AICC JOURNAL)  
American Indian Culture Center  
3221 Campbell Hall, UCLA  
Los Angeles, California 90024

AMERICAN INDIGENA  
Inter-American Indian Institute  
General Secretariat, Pan-Am. Union  
17th & Constitution Avenue, N. W.  
Washington, D. C.

AMERICANS BEFORE COLUMBUS  
National Indian Youth Council  
3102 Central Avenue, S. E.  
Albuquerque, New Mexico

THE AMERINDIAN  
1263 W. Pratt Boulevard, #909  
Chicago, Illinois 60626

ARROW  
ARROW, Inc.  
1346 Connecticut Avenue, N. W.  
Washington, D. C. 20036

BACONE INDIAN  
Bacone College  
Bacone, Oklahoma

CHAHTA ANUMPA  
Southeastern Indian Antiquities Survey,  
Inc.  
Box 12392  
Nashville, Tennessee 37212

CHEROKEE ADVOCATE  
Cherokee National Historical Society  
P. O. Box 515  
Tahlequah, Oklahoma 74464

CITY SMOKE SIGNALS  
American Indian Center  
114 West 6th Street  
Sioux City, Iowa 61103

THE CROSS AND THE CALUMET  
St. Augustine's American Indian  
Center  
4512 N. Sheridan Road  
Chicago, Illinois 60640

EARLY AMERICAN  
Newsletter of the California  
Indian Education Association  
P. O. Box 4095  
Modesto, California 95352

GUTS AND TRIPE  
Coalition of American Indian  
Citizens  
Box 18421, Capitol Hill Station  
Denver, Colorado 80218

THE INDIAN  
American Indian Leadership  
Council  
Pine Ridge, South Dakota 57770

INDIAN AFFAIRS IN CALIFORNIA  
California League for American  
Indians  
P. O. Box 389  
Sacramento, California 95802

INDIAN CENTER NEWS  
American Indian Center  
1900 Boren Street  
Seattle, Washington

INDIAN EDUCATION NEWSLETTER  
U. S. Office of Education  
400 Maryland Avenue, S. W.  
Washington, D. C. 20202

INDIAN HIGHWAYS  
Cook Christian Training School  
Tempe, Arizona

THE INDIAN LEADER  
Haskell Institute  
Lawrence, Kansas

INDIAN PROGRESS  
Associate Executive Committee  
on Friends on Indian Affairs  
R. R. #2  
McCloud, Oklahoma 74851

INDIAN RECORD  
Bureau of Indian Affairs  
U. S. Department of Interior  
1951 Constitution Avenue  
Washington, D. C. 20242

INDIAN TRUTH  
Indian Rights Association  
1505 Race Street  
Philadelphia, Pennsylvania 19102

JOURNAL OF AMERICAN INDIAN  
EDUCATION  
Bureau of Educational Research &  
Services  
College of Education  
Arizona State University  
Tempe, Arizona 85281

LANGUAGE IN AMERICAN  
INDIAN EDUCATION  
Language Arts Branch  
Division of Educational Planning &  
Development  
P. O. Box 1788  
Albuquerque, New Mexico 87103

LEAGUE OF NATIONS  
1139 Lehman Place  
Johnstown, Pennsylvania 15902

MANY SMOKES  
P. O. Box 5895  
Reno, Nevada 89503

NATIVE AMERICAN ARTS  
Indian Arts & Crafts Board  
Room 4004, U. S. Department  
of Interior  
Washington, D. C. 20240

THE NATIVE VOICE  
Native Brotherhood of British  
Columbia  
325 Standard Building  
510 Hastings Street  
Vancouver, British Columbia  
Canada

NCAI SENTINEL  
National Congress of American  
Indians  
1346 Connecticut Avenue, N. W.  
Washington, D. C. 20036

THE NEW BREED  
Metis Society  
525-24th Street, E.  
Saskatoon, Saskatchewan, Canada

THE RAVEN SPEAKS  
Box 35733  
Dallas, Texas

TRIBAL INDIAN LAND  
Tribal Indian Land Rights  
Association  
1816 Karen Drive  
Del City Oklahoma

TUNDRA TIMES  
P. O. Box 1287  
Fairbanks, Alaska 99701

THE WARPATH  
United Native Americans, Inc.  
P. O. Box 26149  
San Francisco, California 94126

THE WARRIOR  
American Indian Center  
1630 W. Wilson Avenue  
Chicago, Illinois 60640

WASSAJA  
Indian Historical Society  
1451 Masonic Avenue  
San Francisco, California 94117

THE WEEWISH TREE - A MAGAZINE  
OF INDIAN AMERICA FOR YOUNG  
PEOPLE  
American Indian Historical Society  
1451 Masonic Avenue  
San Francisco, California 94117

## AUDIO-VISUAL RESOURCES

A variety of records, films, and other mediated materials are available which relate in various ways to the American Indian. Though few are directly relevant to curriculum development in occupational education, the following are listed as a sample of those available. Perhaps the creative developer will find ways to use such resources in assuring greater cultural awareness, appreciation and pride.

THE AMERICAN INDIAN: A DISPOSSESSED PEOPLE; Guidance Associates, Pleasantville, New York 10570; 1970; (filmstrip or tape cassette).

AMERICAN INDIANS OF THE SOUTHWEST: 1. WHO THEY ARE; 2. THEIR HISTORY; 3. THEIR HOMES; 4. THEIR HANDICRAFTS; 5. THEIR RELIGIONS; 6. THEIR LIFE TODAY; Coronet Films, 65 E. South Water Street, Chicago, Illinois 60601; 1970; (sound filmstrips).

AS LONG AS THE RIVER RUNS; White Roots of Peace, Mohawk Nation, via Roosevelttown, New York 13683; (color film).

BALLAD OF CROWFOOT; White Roots of Peace, Mohawk Nation, via Roosevelttown, New York 13683; (b/w film).

BETWEEN TWO RIVERS; NBC Enterprises, 30 Rockefeller Plaza, New York, New York; (film).

BLOOD OF THE CONDOR; Tricontinental Film Center, 224 West 27th Street, New York, New York 10001 (also available from Box 4430, Berkeley, California); (b/w film).

CIRCLE OF THE SUN; National Film Board of Canada, 680 5th Avenue, New York, New York 10019; (film).

COMANCHE PEYOTE SONGS, VOL. ONE AND VOL. TWO; White Roots of Peace, Mohawk Nation, via Roosevelttown, New York 13683; (record).

CONCERNS OF THE JAMES BAY CREE; White Roots of Peace, Mohawk Nation, via Roosevelttown, New York 13683; (tape or cassette).

CUSTER DIED FOR YOUR SINS; White Roots of Peace, Mohawk Nation, via Roosevelttown, New York 13683; (record).

DESERT PEOPLE; Bureau of Indian Affairs, Division of Education, Washington, D. C. 20242; (color film).

THE DISPOSSESSED; Canyon Cinema Co-op, Room 220, Industrial Center Building, Sausalito, California 94956; (film).

DITCH CLEANING AND PICNIC SONGS OF PICURIS PUEBLO; White Roots of Peace, Mohawk Nation, via Roosevelttown, New York 13683; (record).

THE EARTH IS OUR MOTHER; White Roots of Peace, Mohawk Nation, via Roosevelttown, New York 13683; (color film).

END OF THE TRAIL: THE AMERICAN PLAINS INDIANS; McGraw-Hill Films,  
330 West 42nd Street, New York, New York 10036; (b/w film).

GOD HELP THE MAN WHO WOULD PART WITH HIS LAND; White Roots of  
Peace, Mohawk Nation, via Rooseveltown, New York 13683; (film).

HIGH STEEL; National Film Board of Canada, Suite 819, 680 5th Avenue,  
New York, New York 10019; (film).

I AM A MOHAWK; White Roots of Peace, Mohawk Nation, via Rooseveltown,  
New York 13683; (tape or cassette).

INDIAN INFLUENCES IN THE UNITED STATES; Audio-Visual Extension  
Services, University of Minnesota, Minneapolis, Minnesota; (film).

INDIAN RELOCATION: ELLIOT LAKE; White Roots of Peace, Mohawk Nation,  
via Rooseveltown, New York 13683; (b/w film).

IROQUOIS SOCIAL DANCES, VOLUMES I, II, III; White Roots of Peace,  
Mohawk Nation, via Rooseveltown, New York 13683; (record).

KIOWA CHURCH SONGS, VOLUME ONE; White Roots of Peace, Mohawk  
Nation, via Rooseveltown, New York 13683; (record).

KIOWA 49 WAR EXPEDITION SONGS; White Roots of Peace, Mohawk Nation,  
via Rooseveltown, New York 13683; (record or cassette).

LITTLE WHITE SALMON INDIAN SETTLEMENT; White Roots of Peace,  
Mohawk Nation, via Rooseveltown, New York 13683; 1972; (color film).

LOUIS RIEL ALIVE; White Roots of Peace, Mohawk Nation, via Rooseveltown,  
New York 13683; (cassette or tape).

MAHNOMEN: HARVEST OF THE NORTH; Audio-visual Extension Services  
Department, University of Minnesota, Minneapolis, Minnesota; (film).

MANIWAKI INDIAN BOY; White Roots of Peace, Mohawk Nation, via Rooseveltown,  
New York 13683; (tape or cassette).

MODERN CHIPPEWA INDIANS; Audio-visual Extension Services Department,  
University of Minnesota, Minneapolis, Minnesota; (film).

NAVAJO GIFT SONGS AND ROUND DANCE; White Roots of Peace, Mohawk  
Nation, via Rooseveltown, New York 13683; (record or cassette).

NAVAJO ROUND DANCE; White Roots of Peace, Mohawk Nation, via Roosevelttown New York 13683; (record).

NAVAJO SKIP DANCE AND TWO-STEP SONGS; White Roots of Peace, Mohawk Nation, via Roosevelttown, New York 13683; (record).

NORTH AMERICAN INDIAN TRAVELING COLLEGE; White Roots of Peace, Mohawk Nation, via Roosevelttown, New York 13683; (tape or cassette).

NOW THAT THE BUFFALO'S GONE; Creative Film Society, 14558 Valeria Street, Van Nuys, California 91405; 1969; (film).

PEOPLE OF THE PUEBLOS; Bureau of Indian Affairs, Division of Education, Washington, D. C. 20242; (color film).

PIKANGIKUM; White Roots of Peace, Mohawk Nation, via Roosevelttown, New York 13683; (b/w film).

PONCA PEYOTE SONGS, VOL. ONE, TWO, THREE; White Roots of Peace, Mohawk Nation, via Roosevelttown, New York 13683; (record, 8-track tape, or cassette).

PUEBLO SONGS OF THE SOUTHWEST; White Roots of Peace, Mohawk Nation, via Roosevelttown, New York 13683; (album or tape).

THE REAL WEST; McGraw-Hill Films, 330 West 42nd Street, New York, New York 10036; (b/w film).

RIVER PEOPLE; Bureau of Indian Affairs, Division of Education, Washington, D. C. 20242; (color film).

ROUND DANCE SONGS OF TAOS PUEBLO, VOL. 1 AND VOL. 2; White Roots of Peace, Mohawk Nation, via Roosevelttown, New York 13683; (record).

SISIBAKWAT: THE OJIBWA MAPLE HARVEST; Audio-visual Extension Services Department, University of Minnesota, Minneapolis, Minnesota; (film).

SONGS OF THE MUSKOGEE CREEK, VOL. 1 AND VOL. 2; White Roots of Peace, Mohawk Nation, via Roosevelttown, New York 13683; (record).

SOUNDINGS FROM AKWESASNE; White Roots of Peace, Mohawk Nation, via Roosevelttown, New York 13683; (tape or cassette).

- SOUNDS OF INDIAN AMERICA: PLAINS AND SOUTHWEST; White Roots of Peace, Mohawk Nation, via Rooseveltown, New York 13683; (record).
- THREE MESSAGES; White Roots of Peace, Mohawk Nation, via Rooseveltown, New York 13683; (tape).
- THESE ARE MY PEOPLE; White Roots of Peace, Mohawk Nation, via Rooseveltown, New York 13683; (b/w film).
- THE TREE IS DEAD; Audio-visual Extension Services Department, University of Minnesota, Minneapolis, Minnesota; (b/w film).
- WILLIE DUNN; White Roots of Peace, Mohawk Nation, via Rooseveltown, New York 13683; (record).
- WOODLAND INDIANS OF EARLY AMERICA; Audio-visual Extension Services Department, University of Minnesota, Minneapolis, Minnesota; (film).
- YOU ARE ON INDIAN LAND; White Roots of Peace, Mohawk Nation, via Rooseveltown, New York 13683; (b/w film).

POTENTIAL ROLES FOR THE CURRICULUM CENTER  
FOR OCCUPATIONAL AND ADULT EDUCATION  
IN CURRICULUM DEVELOPMENT FOR  
OCCUPATIONAL EDUCATION OF INDIANS

The Curriculum Center for Occupational and Adult Education (hereafter referred to as the Center) has a distinct but limited potential in the area of occupational education of Indians. To begin with the Center presently limits concerns to curriculum development. Allocation of funds for Center activities has been averaging about \$4 million annually. If the Center is interested in supporting curriculum development efforts for Indians it must also be aware of the precedent it is setting and the potential demands from other minority groups such as the Black, the Chicano, or women.

The Center, and other branches of the Bureau of Occupational and Adult Education have a wide variety of opportunities to establish policy and implement programs of direct benefit to the American Indian. Basically four types of such actions exist:

1. Direct funding of Indian controlled projects
2. Provision (directly or indirectly) of technical assistance and resources to Indian groups
3. Reliance upon Indian advice and counsel in establishing policy and implementing programs
4. Cooperation with other federal, state and local agencies in providing for the needs of Indians.

The Center has begun its role in #1, #2, and #3 (above) through its funding of this present activity. Providing finances to the Northwest Indian Council

on Education (serving as project steering committee) and helping the Northwest Regional Educational Laboratory provide the technical assistance to the steering committee has begun an effective trend towards a greater voice for Indians in Center policy and programs. Such activities should continue and expand - not only with Indians but other groups with special needs as well. Other opportunities remain to be developed.

#### Direct funding of Indian controlled projects

The Center has distinct limitations regarding its resources which can be earmarked for Indian controlled projects. The Center must appreciate its relative responsibility for Indians in comparison to other federal agencies such as the Bureau of Indian Affairs and other minority groups. The Center must also maintain its focus on curriculum and curriculum development efforts.

The following section "Plan for Action" represents one reasonable approach for direct funding of regional workshops to study the situation, establish interactions between Indian and occupational education groups and initiate proposals for curriculum development activities. The resultant funding of small proposals controlled by Indians and involving technical assistance from occupational education groups would be perceived as appropriate utilization of resources. Having Indians sponsor the workshops, evaluate the proposals and control the funded projects serve a double purpose. Not only does this assure relevance to Indian needs and desires, but it fosters further development of Indian expertise.

Such direct funding of Indian activities would serve as models for related projects for other minority or special interest groups. Such need not,

however, establish a precedent requiring application to all other such groups. The experiences and results of this model would, though, provide helpful guidance for determining action relating to other groups.

#### Provision of technical assistance and resources to Indian Groups

The Bureau of Occupational and Adult Education with its regional state and local relationships represent a tremendous resource of technical assistance and finances. The ultimate goal of all these offices and personnel is the improved occupational preparation of American citizens. Providing Indians with greater access to these tremendous resources would bring about major accomplishments of both Indian and occupational education objectives.

Too many Indians and Indian groups do not know of the resources available from local schools, state departments of vocational education, and regional and federal offices of the Bureau of Occupational and Adult Education. Too many of these occupational education units, in like manner, are not aware of the Indians and their needs and desires. Dissemination of the report Many Voices to both occupational educators and Indian groups should create greater mutual awareness.

The Center should initiate actions to require each state to incorporate within its annual program plan direct statements regarding its relationship to Indian organizations and students. It should review all annual state plans in light of factors such as Indian population, cooperation and involvement with Indian and Indian related organizations and numbers of Indian students enrolled in secondary and post-secondary programs.

Another opportunity for the Center to provide indirect technical assistance lies in the curriculum development, evaluation and dissemination

activities it sponsors and administers. Each of these projects should require specific consideration, on the part of project personnel, for implications and applications of their products and activities for minority groups such as the Indian. Does curriculum developed for the Agri-business and National Resources cluster have unique and specific applications for Indian tribes of the Northwest forest region? Should the Marine Science cluster give special considerations to the inland fishing industry of reservation Indians? Do the Mohawk steelworkers require a specific type of training prior to any subsequent to their work in the high-rise steel construction industry? A variety of questions such as these related to Indians, and questions related to other special groups should be made an integral part of all Center sponsored activities.

#### Reliance upon Indian advice and counsel

Indians and other special interest groups can also be integrated within advisory and policy making boards. The 1972 Indian Education Act created such a group, National Advisory Council on Indian Education. This was soon followed by an American Indian Higher Education Consortium representing nine Indian-controlled higher education institutions and Office of Education staff from the Bureau of Higher Education and Office of American Indian Affairs. The Center might well establish its own advisory council with individual projects. Where appropriate the special interest groups such as Indians might serve in the capacity of steering committee rather than advisory council. Allowing the Indian and representatives of other special interest groups a role in policy making and program operation will help assure relevance of Center

activities. At the same time, such actions will contribute to further development of expertise within these special interest groups.

The Center should recommend that states with major Indian populations (see maps on subsequent pages) and those with the responsibility for their education, involve Indians on their state advisory councils. The states should in turn encourage that Indians also be involved in local advisory councils.

Implementing the following "Plan for Action", with its Indian evaluation panel, would be a strong beginning in placing greater reliance on Indian advice and counsel. Not only would the goals of BOAE be served, but a model of action for states would be provided developing greater expertise on the part of the Indian community.

#### Cooperation with other agencies

A major role for the Center rests in its potential relationships with the Bureau of Indian Affairs. With both offices located in Washington, D. C., it is possible to establish formal contacts and information sharing activities. The Indian Health Service is also headquartered in the D. C. area and mutual areas of interest need to be explored and developed. Many of the major Indian organizations also maintain offices in the D. C. area and would be interested in exploring cooperative ventures.

An initial action which might be supported by the Center would be a meeting of all D. C. area Indian organizations to react to the proposed "Plan for Action." If these groups provided positive support then the Center could initiate the "Plan for Action" with their support and assistance. Subsequent to the five workshops the group would reconvene to revise lines of cooperative

action and to appoint the evaluation panel.

These two meetings should suffice to establish additional avenues of mutual support and cooperative actions. In like manner the states and local educational agencies should experiment with various approaches to interacting with Indian groups.

## PLAN FOR ACTION

Recognition of the opportunities and limitations faced by the Center suggest the following specific line of action. The recommended actions take into consideration the major findings of the state-of-the-art, the major interests of the Center.

In essence it is recommended that a series of meetings and workshops bring together representatives of Indian groups and occupational education agencies for the purposes of (1) reviewing the state-of-the-art, (2) establishing interactions between Indian and occupational education personnel, and (3) initiating proposals for curriculum development activities. The proposals would be submitted to the Center for review by an Indian evaluation panel. The only criteria required would be that proposals were (1) of legal nature (within the rules and regulations of Center operations), (2) of Indian origin and control, and (3) derived from demonstrated assessment of the present state-of-the-art. The evaluation panel would then recommend to the Center those which should be funded with Center funds, \* those worthy of funding consideration by regional curriculum centers or state departments of vocational education, those worthy of funding consideration by other funding sources and those unworthy of acceptance. The Center would then take the appropriate actions.

\* Total funding limitation to be established prior to workshop sessions and made known to all interested parties.

The suggested timelines would be of the following scope:

Summer 1973 - Meeting of D. C. area Indian and Indian related organizations and Center personnel to review state-of-the-art products and recommendations and explore lines of mutual cooperation.

September 1973 - Invitations to Indian organizations and State Departments of Vocational Education to attend regional workshops. (Each group to be requested to invite a representative of the other group to attend with their representative.)

Fall 1973 - Regional workshops. It is suggested that five workshops be conducted in the locations of Milwaukee, Wisconsin; Lawrence, Kansas; Albuquerque, New Mexico; Portland, Oregon; and Fairbanks, Alaska.\* These workshops would be designed to present the results and materials of this state-of-the-art project to Indian group and occupational education agency representatives. The participants would also be given an opportunity to explore and study existing programs and materials. Assistance would be provided in initiating planning actions for development of

\* It is recommended that such workshops be conducted in the locations mentioned because of the existing Indian populations and related programs of relevance. It is further recommended that administration and operation of such workshops be funded by the Center through a contract or grant with an Indian organization such as the National Tribal Chairman's Association or the National Congress of American Indians.

project proposals. (The resultant interactions between Indian and occupational education personnel, hopefully, would have a serendipitous effect in addition to the direct results of submitted plans for action. Not only would these two groups start working cooperatively on proposal development, but they would also identify many areas of mutual interests which would lead to both immediate and long-range actions without the need of additional federal funding from the Center.)

With appropriate support and implementation such workshops should foster development of proposals with relevance to Indians based upon considerations of the existing knowledge base. (It is estimated that such workshops, excluding costs for travel and per diem of participants, should not exceed twenty thousand dollars.)

Winter 1973-74 - Preparation of proposals by Indian groups with the technical assistance of occupational education agencies.

February 1974 - Review meeting of D. C. organizations.

29 March 1974 - Proposal submission.

April/May 1974 - Evaluation and funding of accepted proposals. (Referral of other acceptable proposals to appropriate agencies.)

June 1974 - Initiation of funded projects.

On the following pages appears a draft policy/action paper based on previous materials distributed by the Bureau of Adult, Vocational and Technical Education. It is presented as a working paper which could be revised to more nearly meet the present needs and situations of the Center.

PROPOSED DRAFT

SENT BY: Curriculum Center for Occupational and Adult Education  
Bureau of Occupational and Adult Education

SENT TO: Indian Groups  
Executive Officers of State Boards for Vocational Education  
State Directors of Vocational Education

SUBJECT: Provisions for Curriculum Development in Occupational Education  
of Indians

INTRODUCTION: Section 191 (b) of Part I of Public Law 90-576 authorizes funds to State and local educational agencies in curricula development for new and changing occupations and to coordinate improvements in, and dissemination of, existing curriculum materials. The U.S.O.E. Curriculum Center for Occupational and Adult Education has completed a state-of-the-art study which indicates that a) Indians of the United States of America are in need of improved occupational education opportunities, b) Indians of the United States of America are deserving of greater self-control and self-direction of their occupational education, and c) Indians of the United States of America can be assisted in the development, improvement and dissemination of curricula for new and changing occupations. The Bureau of Occupational and Adult Education will therefore implement and coordinate curriculum development projects for the occupational education of American Indians under section 191 (b). Direct financial support will be provided under this section of Part I of the Act.

The purposes of the projects are to: a) provide direct assistance to Indian groups interested in improving occupational preparation of their people

through curriculum development efforts; b) increase interaction and cooperation between Indian groups and occupational education agencies, and c) provide exemplars to other Indian groups and occupational education agencies illustrating the advantages to be gained through such interaction and cooperation.

NATURE OF PROJECTS: Each Indian group knows well its needs and potentials. Each Indian group speaks for its membership in determining its goals for improved occupational preparation.

Occupational education agencies provide a source of experience, knowledge and resources from which Indian groups may derive assistance. Such resources and expertise are available to most all Indian groups.

These projects will be developed by Indian groups with input, as they desire, from occupational education agencies. The only limitations to be placed upon such projects are:

- 1) They be of legal nature
- 2) They be of Indian origin
- 3) They be derived from adequate assessment of the present state-of-the-art.

FOCUS FOR FISCAL YEAR 1974: In order that the needs of Indians be served and that the projects are planned based upon an adequate assessment of the present state-of-the-art, the following shall take place:

- 1) During the fall months of 1974 (September to November) a series of five workshops will be conducted throughout the United States. These workshops shall be held in Milwaukee, Wisconsin; Lawrence, Kansas; Albuquerque, New Mexico; Portland, Oregon; and Fairbanks, Alaska.

- 2) All Indian groups will be invited to send representatives and to invite persons from occupational education. In like manner, all State Directors of Vocational Education will be invited to send representatives and invite representatives from Indian groups.
- 3) Each workshop will a) provide summaries of the existing state-of-the-art; b) offer opportunities to explore and study existing programs and materials; and c) provide an opportunity to initiate planning actions for development of project proposals.
- 4) Subsequent to workshop completion the Bureau of Occupational and Adult Education will accept project proposals outlining desired activities to be accomplished. These proposals will be accompanied by budget estimates and anticipated timelines. The proposals will be screened and submitted to a panel of Indian judges for their evaluation and recommendations.
- 5) The Indian groups submitting proposals found acceptable and worthy by the panel of Indian judges and the Bureau of Occupational and Adult Education will then be:
  - a) funded with FY 74 monies to conduct the proposal activities;
  - b) provided technical assistance through State Departments of Vocational Education to implement parts of the proposed activities; or
  - c) provided additional technical assistance or resources to further develop their proposals for future funding by State, Federal or other sources of funds.

FINANCIAL CONSIDERATIONS: The approximate FY 74 allocation of \$500,000 will be awarded in direct grants or contracts. Since the need is great and resources are limited, consideration should be given in project design to the possible coordination with relevant programs supported from other sources. Such other sources might include Parts B, D, G, and H of the Vocational Education Amendments of 1968, appropriate titles of the Elementary and Secondary Education Act, the Education Professions Development Act and State and local funds. In addition, various sources of funds available through the Bureau of Indian Affairs, Department of Labor, and other federal agencies can be utilized.

APPLICATION PROCEDURES: For fiscal year 1974, the cutoff date for receipt of proposals will be 29 March 1974. (Submission must be postmarked no later than 29 March 1974.) The proposals must be prepared and submitted by an Indian group having attended one or more of the BOAE sponsored workshops and must demonstrate a) relevance to the needs and desires of the Indians within that group, and b) adequate evaluation and interpretation of the state-of-the-art. Persons preparing proposals should consult with representatives of their State Board for Vocational Education and other local, state, regional or federal occupational education agencies. Completed proposals (10 copies) are to be submitted to the Bureau of Occupational and Adult Education with two duplicate copies being sent to the State Board for Vocational Education. The review will be conducted by the Indian panel of judges appointed by the Bureau of Occupational and Adult Education and will take into consideration such factors as 1) the demonstrated relevance to Indian needs and desires; 2) the demonstrated awareness and application of the present state-of-the art;

3) the soundness of the proposed plan of action; 4) the adequacy of, (or the development of the adequacy of) the personnel and facilities for carrying out the proposal; and 5) the potential to demonstrate to other groups effective means for improving curriculum for the occupational education of Indians.

NOTE: The above is contingent upon funds being appropriated by the Congress to support Section 191 (h) activities during fiscal year 1974.

cc: Regional Commissioners, USOE  
Regional Directors of OAE  
Regional Commissioners, BIA

### ACKNOWLEDGEMENTS

The Northwest Indian Council on Education is commended for serving as project steering committee and for providing the direction and assurance of Indian perspective and orientation. The members of the steering committee included:

Mr. Warren R. Clements  
Dr. Lionell de Montigny  
Ms. Maxine Edmo  
Ms. Emma Farrow  
Ms. Jeanne Halliday  
Mr. Carl McLean

Mr. Allen Slickpoo  
Mr. Stan Smartlowitt  
Mr. William Youpee  
Mr. Burce Wilkie

Dr. Robert Rath (ex officio)

Special appreciation is extended to Gary Davis for his fine illustrations; to Dan Stephens and Archie Matthew for their design and graphics work; and to William G. Ward for his contribution summarizing the resources of vocational-technical education.

Our appreciation is extended to Mrs. Corky Kirkpatrick who provided much valuable input in both writing and editing. Mrs. Elaine Mahar is commended for her fine performance in typing the bulk of the final manuscript.

Dr. Everett Eddington and personnel of ERIC-CRESS were most helpful in providing copies of their listings of information.

Out thanks are extended to the many authors and other persons who have provided informational input and new perspectives for viewing old information. Though the influence of each is impossible to judge, the results are new orientations and directions for action. Hopefully, these have been conveyed to you, the reader.