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Trends in American Indian Education: A Synthesis and Bibliography of Selected ERIC Resources.

Arizona State Univ., Tempe. Center for Indian Education.; ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

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*Current Index to Journals in Education; *Resources in Education

Approximately 200 resources which appeared in "Resources in Education" and "Current Index to Journals in Education" from January 1981 to June 1983 have been compiled into an annotated bibliography covering aspects of American Indian education including curriculum development, culture, counseling, student development, testing, achievement, adult education, Indian women, higher education, status of Indian education, and program effectiveness. The monograph presents background information, provides a synthesis which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of Indian education. The first bibliography section, arranged by ERIC accession number, contains approximately 150 abstracts of documents appearing in "Resources in Education" and citations that include author(s), title, sponsoring and/or originating agency, publication date, pagination, language, publication type, alternate sources of the document, and descriptor and identifier terms. These documents are available for reading at over 750 ERIC microfiche collections nationwide and/or may be obtained in microfiche or paper copy by using the attached order form. The second section contains over 50 citations and annotations of journal articles announced in "Current Index to "Journals in Education". Entries in this section can be found in the periodicals cited. The final section consists of a subject index for all citations. (Author/NEC)
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This publication was compiled in response to the many requests received from ERIC users for a document containing resources on American Indian education. The publication begins with background information, provides a synthesis which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of Indian education.

The bibliography section contains approximately 200 citations and abstracts or annotations selected from more than 400 which appeared in Resources in Education and Current Index to Journals in Education from January 1981 to June 1983. A wide diversity of subject areas is represented including curriculum development, counseling, culture, student awareness, testing, program effectiveness, student achievement, adult education, women, higher education, status of Indian education, and program effectiveness.

The first part of the bibliography contains citations and abstracts of documents appearing in Resources in Education. These documents are available for reading at over 750 ERIC microfiche collections nationwide by using the ED accession number. The documents may also be obtained from the ERIC Document Reproduction Service (EDRS) in microfiche or paper copy. An EDRS order form is provided at the back of the bibliography.

The second part of the bibliography contains citations and annotations of journal articles announced in Current Index to Journals in Education. These entries are identified by an EJ accession number. Entries in this section can be found in the periodical cited and are not available from EDRS.

The final portion consists of a subject index in which the user may locate both ED and EJ citations for a particular subject or topic.

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A special thanks goes to Marvin Roanhorse for designing the cover and to Debbie Guerrero for color enhancement.
INTRODUCTION

The study of American Indian and Alaska Native education has been the interest of many writers since formal European education was introduced in the United States over 200 years ago. There are documents that describe these early educational efforts, and they present an ever-changing perspective of the techniques, needs, and goals in educating the native population. Christianity and "civilizing" the native were early goals. This gave way to making the American Indian a farmer who would be a counterpart of the developing American populace. When the responsibility for educating American Indians was assumed by the United States government, educating Indians became agriculturally-vocationally-technically oriented. The Bureau of Indian Affairs was given the responsibility of providing this education and did so in a paternalistic manner that fostered dependence of Indians on the U.S. government.

The Meriam Report (1928), entitled The Problem of Indian Administration, comprehensively analyzed the Indian problem for the first time and offered recommendations that would enable and enhance the American Indians' participation in 20th century America. The Meriam Report recommended that Indians participate in determining their own education policy, Indian students attend school close to their home areas, Indian cultures be included in the curriculum, and appropriations be increased to implement these and other recommendations. Unfortunately, the report's recommendations were virtually ignored by the United States government, and its paternalistic provision of education to Indian people was continued.

The Civil Rights Movement of the 1960s brought the Indian plight to the forefront of the United States government's attention. It was made acutely aware of its treatment of tribal governments and Indian people. Tribal leaders and members demanded more input and self-direction in policy development and implementation of federal policies that affected them. In 1968, Senator Robert Kennedy initiated a study on Indian affairs and issued a report, "Indian Education: A National Tragedy--A National Challenge." The Kennedy Report reflected recommendations similar to those of the Meriam Report 40 years earlier. As a result, a landmark bill was developed which addressed many Indian educational needs, such as Indian participation and control of education affecting them, supplemental funds to public schools that Indian children attend to meet the "... special educational needs of Indian students," higher education fellowships, discretionary grants to tribes to meet tribally identified needs, funds for adult education...
programs, and provisions for a National Advisory Council on Indian Education. This bill became the Indian Education Act (IEA) of 1972.

Implementation of the IEA led to a proliferation of Indian education programs in the public schools, with tribes, and with Indian organizations; prior to this time, Indian education was confined mainly to BIA-operated schools and mission schools. The 11 years since implementation of the IEA have resulted in writings that describe Indian education in terms of tutoring, counseling, home-school coordination, cultural heritage awareness (particularly in curriculum development), and parental involvement.

Public Law 95–561, the Education Amendments of 1978, further defined and refined educational opportunities in Indian education within the Bureau of Indian Affairs and the Department of Education. The amendments resulted in extensive reforms in the BIA and added provisions to the IEA to respond to "...the special educational and culturally related academic needs" of Indian students.

From this background has come a wide variety of writings on Indian education. The accompanying ERIC/CRESS bibliography illustrates that variety and contains valuable information that can benefit practitioners, scholars, and tribes in developing quality education programs for Indian people. The wide diversity of research and other writings on Indian education from the bibliography have been synthesized under the broad categories of curriculum development, counseling, culture, student awareness, testing, program effectiveness, achievement, adult education, Indian women, higher education, and status of Indian education.
The past several years have produced a multi-faceted approach to writings in Indian education. Many recent writings are of a research and technical nature as compared to the thought pieces, concept papers, and opinions of a decade ago. This is a most positive trend. Additionally, there is an increasing number of American Indian and Alaska Native authors who are conducting research on a scholarly and technical level. This has helped to increase understanding, and to relate the needs, concerns, and problems that face Indian education to educators of Indians. Although there has not been a great amount of pure experimental research reported in Indian education in the recent past ("research" is used loosely here to include results reported in program evaluations), the amount of overall research activity being conducted is giving credence to those who have advocated that Indian education is a serious research area that needs attention by the academic community, as well as by practitioners, to record the results of efforts to educate American Indians and Alaska Natives. By recording and publishing research findings, experimental chance can be reduced when replicating methods and techniques new to Indian education.

Curriculum Development

Curriculum development in Indian education has taken a variety of directions due to local education agency interest, local tribal influence, and individual interests of curriculum developers. There has been an upsurge in developing Indian curriculum in math and science to acknowledge the contributions of American Indians and Alaska Natives. In addition, there are research and writings in the more popular fields of reading, bilingualism, English, native cultures, and individual tribal histories.

There still appears to be a void in the area of how to incorporate American Indian and Alaska Native curriculum into the standard curriculum of the total school. The native curriculum that has been developed has been oriented toward separate teaching units, and the total curriculum is not being affected by these efforts. Textbooks utilized by local education agencies still contain very few contributions of American Indians and Alaska Natives. Much of what is written is favorable and idealizes native peoples but lacks a realistic portrayal of native peoples. Current textbooks tend to stereotype Indians and Alaska natives and create an image that is simple and undefined. Indians tend to appear only briefly,
with little explanation or description of the event and its significance on American society in general or American Indian society in particular.

Included in the bibliography are several papers and curriculum guides that offer insights into native heritage: A Multi-ethnic Curriculum for Special Education Students (ED 212 107); Multi-Ethnic Literature: Help for the English Teacher (ED 213 043); What Shall Our Children Read? A Selected Bibliography of American Indian Literature for Young People (ED 214 695); The American Indian Social Studies Curriculum Activity Guide, K-6 (ED 214 736); Does Indian Math (Still) Exist? (EJ 255 315); and The Survival of Native American Languages (ED 218 017).

A serious effort needs to be made by American Indians and Alaska Natives as well as non-native researchers to integrate native experience into the total curriculum of local school districts. Specific research needs to be conducted into the nature of tribes of the local area and curricula designed that reflect a realistic perspective of natives in the evolution of American society. The intent should be to include American Indian and Alaska Native curriculum as a natural part of the school curriculum and not a separate unit. By so doing, a comparison of cultures, values, attitudes, lifestyles, and perspectives could be achieved. Merely portraying dark-skinned people in pictures or counting "one little, two little, three little Indians" does not constitute culturally relevant material for any culture. Without a realistic approach to portraying Indians and Alaska Natives in the school curriculum, stereotypes will persist. America's school children need to understand that American Indians and Alaska Natives were influential in the development of this country other than at Thanksgiving and when they fought during the westward expansion.

CULTURE

For decades researchers and practitioners have been recording and researching the effects of culture on American Indian and Alaska Native students in relation to education. The trend continues with a few new variations. A plethora of studies examine the representation of Indians in textbooks, Indian values, Indian family structure, Indian legends and myths, and Indian music and art. A few studies have compared American Indian and non-Indian attitudes, values, and perspectives on education, and suggested possible teaching techniques that could be more effective in teaching Indian students. Some examples are American Indian Family: Cultural Change and Adaptive Strategies (EJ 241 646), North American Indian Myths and Legends for Classroom Use (EJ 243 747), A Papago Maze (EJ 250 756), Young Artists of Alaska (EJ 253 286), Native Bilingual Education: Oral Tradition and the Teacher (ED 205 310), and Cultural Adaptation of the Skills Training Model: Assertion Training with American Indians (ED 210 139).
The study of native languages is currently a popular field of study by many researchers. The American Indian and Alaska Native community has a strong commitment to perpetuate its culture and recognizes that language is inextricably tied to culture. To maintain the language is to preserve the culture. Many tribal researchers and writers are examining the impact of language on education: An Experience with Language, Fort Smith Teacher Education Program (ED 224 676); Language in Education Among Canadian Native Peoples, Language and Literacy Series (ED 224 629); and Foster Grandparents Teach Indian Lore and Language (EJ 247 622).

Several studies have reported the relationship between traditional Indian medicine and healing practices and modern approaches to medicine. One study, Traditional Healing and Western Health Care: A Case Against Formal Integration (ED 210 138), argues against the integration of the two approaches while other studies argue for formal integration.

The most promising aspect of researching and writing studies on culture is that individual tribal members are conducting these studies. The sensitivity and understanding of tribal people involved in the study of their tribal culture promotes greater accuracy in reporting the findings. If tribal investigators speak the tribal language, the research effort is greatly strengthened, and misinterpretation of data from the tribal language to English is considerably reduced. Again, researchers need to be cautioned against reporting their findings in a general manner. What is found true for one or several tribes may not necessarily be generalized to all tribes.

COUNSELING

The Indian Education Act has enabled educators of Indian students to supplement regular school counseling and guidance services to provide additional attention for Indian students. The trend appears to be to look inside native students and try to assess the impact that acculturation, assimilation, environment, and school personnel have had on them and then record those reactions. One example of how professional practitioners and researchers are delving into the psychological, perceptual, self-concept, and emotional make-up of Indian students is Counseling with American Indians: Issues in Training Assertiveness and Coping Skills (ED 201 436). The effects of public school counseling on Indian students and perspectives on mental health of Indian students are offered in The Effects of Schooling on the Self-Concept of Native American Students (ED 220 227).

Recent research has also delved into the effectiveness of Indian counselors versus non-Indian counselors in counseling Indian students. Topics examine the areas of trust between counselors and clients, race and counseling, verbal sincerity, appropriateness of techniques and methods of counseling students, and improving the quality of non-Indian counseling.
assistance. Examples of this work include *Counseling with American Indians: Improving the Quality of Non-Indian Assistance* (ED 201 438), *American Indian and Caucasian Students' Preferences for Counselors: Effects of Counselor Dress and Sex* (EJ 266 872), *Historic Distrust and the Counseling of American Indians and Alaska Natives* (EJ 250 238), and *Effects of Race and Communication Style on Indian Perceptions of Counselor Effectiveness* (EJ 251 996). Some authors postulate that Indian students react differently to the external stimuli in the counseling setting based on the student's degree of acculturation or assimilation, and suggest varying methods of addressing these student concerns.

There has also been research that examined and suggested methods and techniques for identifying and counseling Indian students who should consider science, math, and various other technical fields as major areas of study. There have been several in-depth studies that pertained to counselors assisting Indian students in the transition from a community college to a 4-year college, and suggested methods for assessing student interests, skills, capabilities, and needs in making a career choice. The *Vocational Counselor and the Indian Student* (ED 210 488); *Continuing College Education: A Guide for Counseling the American Indian Student* (ED 213 551); and *Special Needs of Students: Essentials for State Planning* (ED 220 971).

Recent studies on the use of drugs and alcohol by Indian high school students contribute greatly to the understanding of why Indian students seek these alternatives and suggest counseling techniques to use with those students. Examples of the variety of sources that examine student problems reported in the areas of drug and alcohol abuse include *Indian Alcoholism and Education* (EJ 255 328) and *Alcoholism Among Indian Students: Talking Like You Talk* (ED 220 242). These studies further understanding of Indian students and suggest approaches for counseling them.

**STUDENT DEVELOPMENT**

Several recent works examine the relationship of American Indian and Alaska Native parents' interactions with their children in an educational setting. Suggestions and options for parents on how to support and influence their children's education are to be found in *To Read or Not to Read: A Parent's Guide* (ED 220 233), *Parents of Children in Placement: Perspectives and Programs* (ED 212 364), and *The Indian Family--Foundation for the Future* (ED 214 733). Foster care findings are also reported as they relate to the Indian Child Welfare Act in *The Indian Child Welfare Act of 1978: Implications for Practice* (EJ 250 215).

Health of Indian students is a research area that is gaining in attention. Fetal alcohol syndrome is examined in *Report on Outreach, Efforts and Analysis of Approach: A Pilot Project on Fetal Alcohol Syndrome* for
American Indians (ED 213 561); the impact of drug or alcohol abuse is discussed in Indian Alcoholism and Education (EJ 255 328); and the ramifications of child abuse are reviewed in American Indian Law: Relationship to Child Abuse and Neglect (ED 209 037).

Dr. A. Chuck Ross has initiated studies dealing with Brain Hemispheric Functions and the Native American (EJ 265 024). He postulates that traditional Native Americans are more dominant in right hemisphere thinking, thereby setting them apart from modern left hemispheric-oriented society which is emphasized in schools. He describes some characteristics of Native American thinking that illustrate a right hemispheric orientation. This ground-breaking research represents an area that may have implications on how Indian students learn.

TESTING

Testing literature as it currently relates to American Indians and Alaska Natives explores the appropriateness of various achievement tests, interest inventories, and the overall assessment of Indian students. The case is being made for developing test norms with American Indians and Alaska Natives for more relevancy in interpretation of test results. The accompanying bibliography contains papers that examine the areas of teaching reading to Indian learning disabled (LD) students, identifying LD students, and using interest inventories for American Indian and Alaska Native students. Some sample titles include Use of Interest Inventories with Native Americans: A Case for Local Norms (EJ 246 705) and Evaluation of the Effects of SOMPA Measures on Classification of Students as Mildly Mentally Retarded (EJ 248 614).

There appears to be a lack of reporting on tests that are most effective in classifying, assessing, or accurately interpreting Indian student achievement, gifts, talents, and artistic capabilities. A void still exists in the utilization of tests that are culturally fair to American Indian and Alaska Native students. It is expected that future research will address these concerns.

ACHIEVEMENT

There appears to be on-going interest in assessing American Indian and Alaska Native students' achievements in language, math, reading, English, and science—the basic skills. However, the literature is not extensive, and most writings are of a comparative nature—Indian vs. non-Indian. Recent research is scarce on overall American Indian student achievement in reading, national grade level comparisons, and comparisons of current Indian student achievement with Indian student achievements of 5, 10, and 20 years ago. It is to be hoped that such studies will be
conducted soon. Examples of the available literature include Wechsler Scale Performance Patterns of American Indian Children (EJ 256 079) and Navajo Learning Disabled Reading Practices and Procedures (ED 202 631).

ADULT EDUCATION

Because Indian education covers the spectrum of education, writing, studies, and research on the American Indian adult is gaining a more prominent place in Indian education reporting. The adult learner is being given more direct attention in terms of characteristics, curriculum, funding for adult education programs, daily living needs, and teaching methodologies. The attention being paid to the older Indian to address their needs, roles, and provision of services is reflected in American Indian Elderly: A National Profile (ED 219 190), Tribal Aging Programs: A Basic Guide (ED 219 189), Self Development for Native American Adults (ED 220 632), and other writings.

Funding for adult education appears to be lagging significantly behind other educational areas. With federal funding being reduced for all Indian education programs, studies need to be conducted that examine the impact of funding reductions on American Indian adults. In addition, alternatives need to be developed or suggested that will provide practitioners, tribes, and individuals with strategies to deliver educational services to the Indian adult learner and the elderly.

INDIAN WOMEN

The recent upsurge in research, studies, and reports on Indian women is a beginning toward providing insight into the characteristics, stereotypes, available resources, teacher expectations, roles, career choices, and future concerns of American Indian women in American society. Typical of writings in the area are Multicultural Women's Sourcebook: Materials Guide for Use in Women's Studies and Bilingual/Multicultural Programs (ED 216 234) and Shaping Teacher Expectations for Minority Girls: A Teacher Training Module (ED 217 100). The intent reflected in the literature appears to be to provide Indian women particularly and society in general with information that would dispel the myths and misconceptions about American Indian women's roles and to provide alternative approaches in presenting Indian women in a curriculum; The Role of the Native Woman in Native Society (EJ 260 276) is illustrative of the literature available in that area. Several valuable directories have been published listing outstanding Indian women and their areas of expertise; one of these is Resource Guide of American Indian and Alaska Native Women, 1980 (ED 213 559).
The research area on American Indian women is emerging, and it is anticipated that more writings will soon be available. Specific materials are not yet available on tribal women and their role and impact within a tribal government structure or tribal educational setting. Additionally, it is anticipated that information will soon be available on the American Indian woman's role as a policy maker.

**HIGHER EDUCATION**

Writings on the American Indian and Alaska Native student in higher education continue to be concerned with drop-outs and retention, tribal cultural influences and success in college, attitudes toward college, career choices and access to higher education, vocational education, and Indian students in community colleges. Among examples of these writings are *Indian Students' Study Habits and Attitudes* (EJ 246 210), *A Study of the Contributing Factors Relating to Why American Indian Students Drop Out Of or Graduate from Educational Programs at the University of North Dakota* (ED 214 787), *Gatekeeping: Access or Retention?* (ED 215 652), and *Oversight Hearing on Tribally Controlled Community Colleges Assistance Act* (ED 221 238).

The trend persists to investigate "what is"; few research pieces are being shared that offer what "could be" regarding the American Indian student in higher education. What is occurring on the pre-college level for the Indian student? What effect do college entrance exams have on Indian student college choices? What is the impact of personal and academic support systems on the Indian collegian? What impacts are tribally controlled community colleges having on the Indian student population?

Included in several interesting areas that have been examined recently are *Stress and the Navajo University Students* (EJ 246 212), *How Instructors Demotivate the American Indian Community College Student* (ED 213 565), and *Indian Students' Study Habits and Attitudes* (EJ 246 210). These studies provide insight to American Indian students and how they cope with the pressures and influences confronting them in higher education. The studies can be most beneficial to practitioners who provide support services to Indian college students.

There are other areas of study in Indian higher education that need attention: increasing Indian participation in research in higher education, gaining access to professional graduate schools, meeting the needs of tribes in tribally controlled community colleges, developing alternative funding sources for Indian college students, and determining the impact of federally-funded teacher training programs on American education. It is hoped that these and other areas of study pertaining to American Indian higher education will be conducted in the near future.
STATUS OF INDIAN EDUCATION

Reports on the situation in American Indian and Alaska Native education provide "status" information. The status area is one of the most important sources in American Indian education because the writings include statistics on American Indian students in Bureau of Indian Affairs schools, analysis of federal education legislation affecting Indians, historical perspectives and statistics in Indian education, resource directories on Indian education, funding for Indian education, statistics on Indian high school drop-outs, a state-wide plan for Indian library services in Wisconsin, and congressional hearing reports on Indian education. Examples of the status report literature include Statistics Concerning Indian Education, Fiscal Year 1979 (ED 202 641); Federal Programs of Assistance to American Indians (ED 205 358); Analysis of Key Federal Legislation Affecting Vocational Education for Indians (ED 199 390); Indian Education: Accomplishments of the Last Decade (ED 238 623); Resource Directory: Migrant and Indian Exceptional Children (ED 204 075); Qualifying for Federal Funding of Tribally Controfted-Community Colleges (ED 205 353), and State-wide Plan for the Development of Indian Library Services in the State of Wisconsin (ED 212 261).

This background information provides practitioners, policy makers, and researchers with a rich lode to utilize in the development of their particular interest. Most of the status information is particular to American Indians and Alaska Natives, but some of the information is incorporated in studies of ethnic groups, minorities, or students in general. Analysis of federal education laws is particularly useful to Indian tribes, organizations, and Indian higher education institutions in order to have the hands-on material which is necessary to fully participate in these federal programs. For example, Myron Jones shows helpful insights in his report on Indian Education Policy Reform: Policy and Implementation (ED 204 052), which is an analysis and perspective on P.L. 95-561, Title XI.

The importance of reporting the on-going state of Indian education cannot be overemphasized. The writings provide a picture of what is current in Indian education, and the data can be utilized to provide background information to make policy decisions and set future directions. Writers working with comparative data on the status of Indian education are encouraged to submit their writings to ERIC/CMSS for potential inclusion in the ERIC database, so that access to this information can be provided to as large an audience as possible.

PROGRAM EFFECTIVENESS

A most significant trend over the past few years is that of reporting on program effectiveness. The programs evaluated and reported range from
local and state Johnson O'Malley Act and Title IV to the Office of Indian Education programs in Washington, D.C. The reporting has particular significance in that most federally-funded projects are required to have annual evaluations, and the sharing of the evaluation results can lend credence to the viability of a project. For example, The Cost-Effectiveness Analysis of Administrator Training Programs for Native Americans (ED 208 528) provides insight into the output of the programs compared to costs. A variety of programs are reported for effectiveness: summer programs, student/teacher attitudes and perceptions, math programs and textbook evaluation from an American Indian perspective, effects on Indian students of bilingual education, cultural retention program findings, parent participation in educational programs, and various ethnic study programs. Examples of the variety represented include Chinle Agency Summer Special Education Program Evaluation and Final Report (ED 209 010), Subjective Evaluation of Parent and Teacher Satisfaction with the Northern Cheyenne Behavior Analysis Model of Follow Through (EJ 263 566), Indian Education: Guidelines for Evaluating Textbooks from an American Indian Perspective (ED 209 051), Navajo Materials for Classroom Use: K-12 Curriculum Directory (ED 225 753), "Enlighten My Mind..." Examining the Learning Process through Native Americans' Ways (EJ 262 102), and Directory to the Native Studies Programs of Universities in Canada and the United States (ED 224 673).

A void exists in the program effectiveness area in the sharing of information on evaluation techniques. Indian education practitioners are aware and knowledgeable about evaluation requirements and are somewhat aware of the elements of evaluation, needs assessment, goal development, activities, timelines, cost, and personnel responsibilities. However, information needs to be shared on a variety of evaluation techniques that provide alternatives to practitioners in evaluating their particular project. Evaluation information needs to be developed unique to Indian education that reflects a sensitivity and awareness of the diverse tribal cultures in this country. Additionally, qualitative evaluation techniques need to be developed to complement the quantitative approaches to evaluation.
Indian education reporting, writing, and research appears to be diversifying in a number of categories. There are still areas of research that need attention, such as computer education, Indian parent participation in the educational process, impact of tribal control of education, Indian gifted and talented education, expanded research on life-long learning for Indian adults and elderly, vocational education for specific tribal needs, and a host of other topics. The rise of American Indian and Alaska Native researchers and writers gives a more accurate perspective in their areas of research and reporting of their findings.

It is hoped that this monograph will provide the educator of American Indians a most useful and practical aide in the pursuit of quality education for American Indians and Alaska Natives.
SUGGESTED ADDITIONAL READINGS


Stuart Tonemah (Kiowa/Comanche) is President of American Indian Research and Development, Inc., which specializes in educational training, technical assistance, and evaluation, working particularly with Indian tribes and Indian organizations. He has authored a number of publications on Indian education and has served as a consultant to public schools, tribes, higher education institutions, and the federal government.

Mr. Tonemah has served as president and board member of the National Indian Education Association (NIEA) and in 1980 was named Outstanding Indian Educator of the Year. He is a former Executive Director of the National Advisory Council for Indian Education (NACIE), which is a council of 15 members who are presidentially appointed and who advise the President, the U.S. Congress, and federal agencies on Indian education. Mr. Tonemah was Director of the Native American Program at Dartmouth College before becoming Director of the Indian Education Act Resource and Evaluation Center-Region V, an agency which provides training and technical assistance to Title IV grantees in a six-state region. He also previously worked at Haskell Indian Junior College, Chilocco Indian School, and Ft. Sill Indian School.

Mr. Tonemah did his undergraduate work in education at the University of Oklahoma, received his master's degree from the University of Kansas, and is a doctoral candidate at Pennsylvania State University.
Elaine Roanhorse Benally (Navajo) has served as the Information Specialist on American Indian education at the ERIC Clearinghouse on Rural Education and Small Schools since 1979. She has given numerous ERIC presentations at American Indian conferences throughout the United States and has authored several publications designed to enhance American Indian education through the use of ERIC resources.

In 1983 Mrs. Benally was chosen as the recipient of a Rockefeller Foundation Fellowship and is currently working towards a master's degree in educational management and development at New Mexico State University.
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Subject Index 31
SAMPLE RESUME

Smith, John D. Johnson, Jane
Career Education for Women.
Central Univ., Chicago IL.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Report No. — CU-2081-S
Pub Date — May 73
Contract—NIE-C-73-0001
Note — 129p.; Paper presented at the National
Conference on Career Education (3rd, Chicago,
IL, May 15-17, 1973).
Available from—Campus Bookstore, 123 College
Ave., Chicago, IL 60690 ($3.25).
Language—English, French
EDRS Price—MF01/PC06 Plus Postage.
Pub Type—Tests/Questionnaires (160)
Descriptors — Career Guidance, Career Planning,
Careers, *Demand Occupations *Employed
Labor Force, Labor Market, *Labor Needs,
Occupational Aspiration, Occupations
Identifier — Consortium of States, *National Occupa-
tional Competency Testing Institute
Women's opportunities for employment will be
directly related to their level of skill and experience
and also to the labor market demands through the
remainder of the decade. The number of workers
needed for all =Or occupational categories is ex-
pected to increase by about one-fifth between 1980
and 1990, but the growth rate will vary by occupa-
tional group. Professional and technical workers are
expected to have the highest predicted rate (39
percent), followed by service workers (35 percent),
clerical workers (25 percent), sales workers (24
percent), craft workers and supervisors (20 percent),
managers and administrators (15 percent), and opera-
tives (11 percent). This publication contains a brief
discussion and employment information concerning
occupations for professional and technical workers,
managers and administrators, skilled trades, sales
workers, clerical workers, and service workers. In
order for women to take advantage of increased labor
market demands, employer attitudes toward working
women need to change and women must: (1) receive
better career planning and counseling, (2) change
their career aspirations, and (3) fully utilize the
sources of legal protection and assistance which are
available to them. (SB)
Dren with traditional guidance and become actively
emphasis on the group, concepts of time and per-
needs are nut being met Educators must provide the chil-
alize that such behaviors indicate that the child's
irritability, and inattentiveness. Educators must re-
school setting with seemingly negative behaviors
vastly. the Indian child may react to a non-Indian
non-Indian classroom Other cultural differences
community 

This analysis of legislation related to vocational
education for Indian people was designed to assist
vocational education professionals in understanding
laws that impact Native American students.

According to non-Indian educators, American
Indian students in public schools often pose dis-
problems that cannot be handled with tradi-
tional non Indian methods such as spanking,
scolding, yelling, or isolation. The elements of
Indian discipline (shaming, ridicule, threats of Pan-
individualized education programs. Parent Participation, Pre-
program evaluation, special education

ED 199 025
Twissell, Wirt B. Foster, Carl
A Review of a B.I.A. Agency Special Education
Program: Summary and Reference.
Pub Date—Apr 81
Note--58p.
Pub Type—Reports—Evalutive (142)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors—American Indian Education, Ameri-
Indian students: A Preventative Approach.
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Cruces, NM 88003 (54-20)
Pub Type—Information Analyses—ERIC Informa-
tion Analysis Products (011)—Guides—
Non-Classroom (055)
EDRS Price—MF09/PC02 Plus Postage.
Descriptors—Administrative Roles, American Indian
Culture, American Indians, Behavior Change, Behavior Problems
Classroom Techniques, Community Involvement, *Counselor Role, *Cultural Differences, *Disci-
pline, Parent Participation, Parent Role, Prevention, Student Attitudes, Student Behavior, Student Responsibility, Teacher Role, Tribal Identities—Pueblo (People)

According to non-Indian educators, American
Indian students in public schools often pose dis-
problems that cannot be handled with tradi-
tional non Indian methods such as spanking,
scolding, yelling, or isolation. The elements of
Indian discipline, shaming, ridicule, threats of Pan-
individualized education programs. Parent Participation, Pre-
program evaluation, special education

ED 199 025
RC 012 500
Lorkart Barbara L.
Resolving Discipline Problems for Indian Studen-
ted: A Preventative Approach.
ERIC Clearinghouse on Rural Education and Small
Schools, Las Cruces, N Mex
Washington, D C
Pub Date—Feb 81
Contact—400-78-0023
Note—56p.
Available from ERICE Clearinghouse on Rural Ed-
ucation and Small Schools, Box 3AP, NMSU, Las
Cruces, NM 88003 (54-20)
Pub Type—Information Analyses—ERIC Informa-
tion Analysis Products (011)—Guides—
Non-Classroom (055)
EDRS Price—MF09/PC02 Plus Postage.
Descriptors—Administrative Roles, American Indian
Culture, American Indians, Behavior Change, Behavior Problems
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scolding, yelling, or isolation. The elements of
Indian discipline, shaming, ridicule, threats of Pan-
individualized education programs. Parent Participation, Pre-
program evaluation, special education

ED 199 025
RC 012 507
Twissell, Wirt B. Foster, Carl
A Review of a B.I.A. Agency Special Education
Program: Summary and Reference.
Pub Date—Apr 81
Note--58p.
Pub Type—Reports—Evalutive (142)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors—American Indian Education, Ameri-
Indian students: A Preventative Approach.
ERIE Clearinghouse on Rural Education and Small
Schools, Las Cruces, N Mex
Washington, D C
Pub Date—Feb 81
Contact—400-78-0023
Note—56p.
Available from ERICE Clearinghouse on Rural Ed-
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Cruces, NM 88003 (54-20)
Pub Type—Information Analyses—ERIC Informa-
tion Analysis Products (011)—Guides—
Non-Classroom (055)
EDRS Price—MF09/PC02 Plus Postage.
Descriptors—Administrative Roles, American Indian
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RC 012 500
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ERIC Clearinghouse on Rural Education and Small
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Washington, D C
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tion Analysis Products (011)—Guides—
Non-Classroom (055)
EDRS Price—MF09/PC02 Plus Postage.
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pline, Parent Participation, Parent Role, Prevention, Student Attitudes, Student Behavior, Student Responsibility, Teacher Role, Tribal Identities—Pueblo (People)
Above all, the course should focus on the complex evolution of the bonds and loyalties that constitute a culture, and students should have opportunities to explore different avenues of inquiry. For example, the study of anthropology can provide insights into the cultural forces that shape social behavior and the ways in which individuals and groups interact within society. Additionally, courses in cultural studies and ethnic history can help students develop critical thinking skills and a deeper understanding of the historical context in which cultural phenomena arise. Through a combination of readings, discussions, and assignments, students can explore the cultural diversity that characterizes contemporary American society and develop a more nuanced appreciation of the richness and complexity of different cultural traditions. The ultimate goal of such courses is to encourage students to think creatively and critically about the issues that shape our world, and to develop the skills and knowledge necessary to engage in meaningful and responsible participation in a pluralistic and diverse society.
Parents' Rights" details parents' rights in respect to the legal and social implications of the legislation. It assesses the legal and social implications of the legislation, and describes the conditions or limits involved in transferring student records to another school. It explains some provisions of the legislation, including the legislative enforcement, the social-economic implications of the legislation, and the political incentive. The resulting degree of implementation was strongly correlated with opposition. The study of the opposition and its effect is a major piece of the research. (ED 204 444)


Note: 35p.; Earlier version of paper presented at the National Convention on Broadcast, Cable, and Television. (ERIC)
ED 208 528 RC 012 528

A Language Development Program for Yup'ik.

Guides. Non-Classroom (055) EDRS Price MF01/PC02 Plus Postage.


A Language Development Program for Yup'ik.

The Future of Indian People Rests with Their Children.

ED 207 771 RC 012 056


A Language Development Program for Yup'ik.

A Language Development Program for Yup'ik.

ED 207 771 RC 012 056


A Language Development Program for Yup'ik.

The Future of Indian People Rests with Their Children.

ED 207 771 RC 012 056


A Language Development Program for Yup'ik.

The Future of Indian People Rests with Their Children.

ED 207 771 RC 012 056


A Language Development Program for Yup'ik.

The Future of Indian People Rests with Their Children.
Chile Agency Summer Special Education Program: Evaluation and Final Report.

Northern Arizona University.

Sponsoring Agency: Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Div. of Exceptional Education.

Date: July 23, 1981

Note: Type: Reports - Evaluative (142)

EDRS Price: MF01/PC03 Plus Postage.

Descriptors: American Indian Education, American Indians, Disabilities, Educational Programs, Exceptional Children, Exceptional Students, Digests, Program Effectiveness, Program Evaluation.

Researchers analyze the cost-effectiveness of educational programs for American Indians at four universities: Harvard, Pennsylvania State, Minnesota, and New Mexico. The programs are compared on eight cost categories, and five other characteristics. The programs' average cost per student is computed and related to fifteen program characteristics. The researchers then compile effectiveness rankings for seven different outcome measures, including program involvement, students' perceptions of program quality, changes in their behavior, and costs. The programs' outcomes are then related to other characteristics such as student body size, family size, and employment status.

ED 209 005

RC 012 853

Alternatives in Indian Education. Final Report. Indian Education Training, Inc., Albuquerque, N.M.

Date: Mar. 81

Grant: NIE-G-78-884

Note: Type: Reports - Research (149)

EDRS Price: MF01/PC03 Plus Postage.


Researchers analyze the cost-effectiveness of educational programs for American Indians at four universities: Harvard, Pennsylvania State, Minnesota, and New Mexico. The programs are compared on eight cost categories, and five other characteristics. The programs' average cost per student is computed and related to fifteen program characteristics. The researchers then compile effectiveness rankings for seven different outcome measures, including program involvement, students' perceptions of program quality, changes in their behavior, and costs. The programs' outcomes are then related to other characteristics such as student body size, family size, and employment status.

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hanced Indian identity, speaking an indigenous language is seen as the Native American. There has been a recent recognition of the need for language courses taught in institutions of higher education (NIE).

ED 210 091
McNeill, Edward And Others
Cultural Awareness for Young Children. Revised Edition
Pub Date—Aug 81
Note—16p.

The activities depicted and the information provided in this book reflect the project's commitment to cultural awareness for children. The book focuses on the culture, history, and contemporary issues of African American, American Indian, and Hispanic children.

ED 210 128
Dance, V. Edward
Traditional Health Care and Western Health Care A Case Against Formal Integration
Pub Date—Mar 81
Note—44 p. (1970) (Author/CM)

The book provides an overview of traditional health practices and Western medical systems, highlighting the need for a holistic approach to health care.

ED 210 139
Lafon-Thomas, Teresa D.; Woyner, Carol
Cultural Adaptation Skills Training Manual: Assertion Training with American Indians
Pub Date—Aug 81
Note—19p.

The manual is designed to help Native American students improve their assertive communication skills.

ED 210 488
Brotman, B.; Goodman, N.; Garber, H.
The Vocational Counselor and the Indian Student
Pub Date—Apr 81
Note—17p.

The paper discusses the role of the vocational counselor in working with Native American students.

ED 210 013
Reyes, D.; Massey, D.
Preparation of Native American Students for College and Beyond: An Intervention Program
Pub Date—Oct 81
Note—85p.

The paper describes an intervention program aimed at preparing Native American students for college and beyond.

ED 210 030
Perez, John A.; Johnson, M.
A Skill-Building Intervention Program for Native American Students
Pub Date—Jan 82
Note—85p.

The paper presents a skill-building intervention program specifically designed for Native American students.
To provide some directions for the design and implementation of innovative health programs both on an individual and community level, this paper, using both empirical and anecdotal sources, explores some of the theoretical mechanisms and personal strengths that American Indian people have used to endure and control their health and coping behavior. While much has been written on the reconstructive coping mechanisms of alcoholism, suicide, and violence, the positive aspects of life, attitudes, and survival skills that have been adequately evaluated and incorporated as treatment methods. The paper examines how the theoretical frames of Indian culture, the traditional healer's role and function, and actual behavioral patterns of some treatment systems can affect therapy and discusses specific therapeutic techniques that are available. Later, therapeutic approaches (based on Freud's and Maslow's theories) that may lead to a clearer understanding of underlying problems are presented. Part One presents a new survival Pact, contains assessment programs, and development of educational programs that would address health and social needs on a broad level (NEC).

ED 212 172
FC 141 510
Kamp, Susan H., Chown, Philip C.
A Multicultural Curriculum for Special Education Students.
Council of Exceptional Children. Region. VA.
Report No.—ISBN-0000-1254
Publish Date—81
Grant—8100095

Note—56p.

ED 212 173

EDRS Price—$0.25 Postage. POSTAGE NOT AVAILABLE.

Descriptors—American Indian Culture, American Indian Education, American Indians, Art Projects, Cultural Activities, Cultural Background, Cultural Influences, Dance, Folk Culture, Handicrafts, Interviews, Writers, Poetry, Profiles, Quality of Life, Social Change, Social Problems, Identifiers—American Indian History, Cherokee ( Tribe).

Cherokee students at the Quaila Boundary started a student organization in 1973 with the primary educational prospect among Native Americans attending non-Indian colleges and universities. Because cultural values were perceived as guiding a new generation of Indian students, who, in the failure of Cherokee students in higher education, a major objective of the group was to research their heritage. Students used traditional data to confront traditional clerics, carrying all information. Special classes were set up to encourage additional students to join the group. Many of the students to this book are a direct consequence of the self-identified search for traditional roles. Part One centers on historical and contemporary views of the Cherokee people, with emphasis on education, tradition and change, and contemporary social issues. Part Two features an essay on Cherokee literature and folklore by Carl Lambert (Cherokee historian); provides sections on the Cherokee pottery, arts, and crafts, and other cultural issues. The fourth section of the book concludes with profiles of the Cherokee researchers, many of whom have now achieved their degrees and are teaching in the reservation schools or working in the areas of law, health, and social welfare (Bl).

ED 213 551 — RC 013 212 — College and Beyond: A Guide for Counseling the American Indian Student.ERIC Clearinghouse on Rural Education and Small Schools, La Crosse, WI.


emerged on the educational scene in the late 1960's. As a U.S. Origion Report, 1982

Title: "The American Indian Controlled Community College: Two Year Colleges"

Authors: David H. Blank and Ruth Blank

Abstract:
Two-year American Indian community colleges emerged on the educational scene in the late 1960's and early 1970's. The first such college was created in 1968, and since that time ten others have been established. These colleges are designed to meet the unique educational needs of American Indian students. This report provides an overview of the development, structure, and objectives of American Indian community colleges, and highlights some of their distinctive characteristics.

Key Concepts:
- American Indian Education
- Native American Culture
- Cultural Heritage
- Community Colleges
- Educational Needs

Findings:
- American Indian community colleges are modeled on tribal culture and traditions.
- They offer culturally relevant courses and programs.
- Geographic isolation and low student enrollment are challenges.
- Partnership with traditional and contemporary Native American communities is essential.

Conclusion:
American Indian community colleges play a crucial role in preserving and promoting Native American culture and heritage. They provide educational opportunities that are uniquely tailored to the needs of American Indian students and communities.
behavioral characteristics than boys). One of four recommendations made is for development of a program to encourage participation of under-represented males in science and mathematics and for teachers to identify gifted Navajos. (ERB)

ED 214 723
RC 013 268

Chapter Three: The Tole of Indian Communities in the Delivery of Mental Health Services. "Tate & Cuttural Conflict and American Indians in the..." A special workshop was held to discuss issues around suicide, and urinal healing ceremonies as family therapy. Activities included: "Cultural Awareness, Elementary Education," "Sexual Activity," "Predators," and "Deterrents." Additional workshops addressed tribal awareness, family, and school involvement in the classroom. The organizers stated that 100% of students participated in the workshops.

ED 214 734
RC 013 282

Bolus, Sigmund A.
The GLAD Project: Emerging Language, Traditional Values, and Modern Life. "An introduction to the Navajo language and the..." The Navajo language is unique in that it uses a different set of vocalic sounds and a different set of consonantal sounds. The Navajo language is spoken by about 200,000 people in the United States, and it is the primary language of the Navajo Nation. The Navajo language is a member of the Uto-Aztecan language family and is spoken by about 200,000 people in the United States. The Navajo language is one of the most widely spoken Native American languages.

ED 214 735
RC 013 278

The Indian Family-Foundation for the Repro of the National Indian Child Conference (3rd, Albuquerque, New Mexico, May 17-21, 1979). "The Indian Family..." The conference was held to address the needs of Native American families and to provide information and resources to help them improve their lives. The conference included workshops, panel discussions, and a variety of other activities designed to address the needs of Native American families.

ED 214 736
RC 013 286

Stutman, Estelle

ED 214 737
RC 013 287

Anja Miss.eb.
Why American Indian Students Drop Out of School. "A study of the factors contributing to..." The study was conducted to determine the factors that contribute to the high rate of dropouts among American Indian students. The study was conducted in a large urban school district in the United States.

ED 214 738
RC 013 285

Anja Miss.eb.
A Study of the Contributing Factors Relating to Why American Indian Students Drop Out of School. "A study of the factors contributing to..." The study was conducted in a large urban school district in the United States.

ED 214 739
RC 013 286

Stutman, Estelle

ED 214 740
RC 013 287

Anja Miss.eb.
Why American Indian Students Drop Out of School. "A study of the factors contributing to..." The study was conducted to determine the factors that contribute to the high rate of dropouts among American Indian students. The study was conducted in a large urban school district in the United States.

ED 214 741
RC 013 288

Anja Miss.eb.
A Study of the Contributing Factors Relating to Why American Indian Students Drop Out of School. "A study of the factors contributing to..." The study was conducted in a large urban school district in the United States.
develop an alternative, consumer-based learning unit in mathematics, science, or computer science for elementary level Pueblo Indian students. A four- to six-week unit entitled "Pueblo People of Energy," which fused math and science, was offered in the fall of 1978. Students who completed the module were scheduled to return to their home communities.

The idea of using local area networks to develop educational programs was suggested by a number of faculty members at the University of Arizona. The proposal was based on the belief that a network of K-12 schools could be developed that would allow teachers to share resources and information. The proposal was presented to the State Board of Education and was approved in 1980.

The network was established with the support of the Arizona State University and the Arizona State University Extension Service. The network was designed to provide a platform for the exchange of educational resources and information among educators in Arizona. The network was supported by the National Science Foundation through a grant from the National Science Board.

The network was used to develop a number of educational programs, including a program for teaching American Indian history and culture, a program for teaching mathematics to Native American students, and a program for teaching science to Native American students.

In conclusion, the use of local area networks to develop educational programs is a promising approach for providing educational opportunities to Native American students. The network allowed for the sharing of resources and information among educators in Arizona, which helped to improve the quality of education for Native American students.

[End of document]
The Relationship Between Attention and Performance in a Remedial Mathematics Program with American Indian Adults.

ED 216 811 RC 013 359

Impragnat, Michael D.

The Relationship Between Attention and Performance in a Remedial Mathematics Program with American Indian Adults.

Program (ED), Washington, D.C.

Pub Date- Dec 81

Note-11p.

Pub Type- Guides- Non-Classroom (055)

EDRS Price- MF01/PC02 Plus Postage.


Investigating the relationship between students' daily attendance and mathematics class performance, the study was conducted using 23 American Indian adult students enrolled in Remedial Mathematics classes at the Cheyenne River Institute from September 1981 through November 1981. Classroom attendance was recorded on a daily basis for 11 weeks with 50 being the maximum number of daily classes. The mathematics performance was based on a series of seven criterion referenced tests, reviewed and retested to comply with specific course requirements and used in conjunction with the "Contemporary Learning-Math Skills Program, 2nd Edition", which showed a strong significant correlation (P<05) between the variables of attendance and performance. Regression equations that predict performance appeared moderate, therefore by using attendance as the predictor variable and performance as the criterion variable, it is possible to predict an individual student's performance based upon attendance. Replication studies are recommended to determine if results are as robust as within other ethnological samples. (ERB)

ED 216 812 RC 013 363

Gray, Maggie

We the People(s), In Order...to Promote the Common Good...in the Tribal Community and American Indian Education

Note-5p.

EDRS Price- MF01/PC02 Plus Postage.


Pub Date- 81

Note-10p.

Pub Type- Reports- Descriptive (141)

EDRS Price- MF01/PC02 Plus Postage.


Describes the processes by which tribal governments can effect the will, see, and plan to evaluate their present and plan for the future, the document briefly describes the historical relationship of the United States and American Indian nations, how Indians coped with the new system, the increasing pressures experienced by tribal governments which have created economic decline on the reservation; and the organizational structure of tribal governments as a result of administering their own programs. An overview of the work conducted by the Americans for Indian Opportunity (AIO) to aid these tribes with their self-evaluation provides valuable information on the decision to self-evaluate, data collection, and trained and technical assistance required by the tribes. A dialogue is presented between Tribal Council, and the planning office provides a combination of conclusions, questions, answers, solutions, and suggestions that were put up in the process of trying to understand how planning is handled on a reservation. Common problems of government described in the report, recommendations for solving the problems are discussed, lack of long range and continuity, the boom town syndrome, the quintessential federalism, and their own federal local governmental, and lack of perspective and of a political power base (NQA)

ED 217 100 LC 022 253

Brown, Brenda Z.

Teacher Expectations for Minority Girls: A Teacher Training Module

Creative Learning, Inc., Washington, D.C.

Spoke Agency Women's Educational Equity Act Program (ED), Washington, D.C.

In publication, type of book and length, intended level, and cost. (ERB)

ED 218 016 RC 013 381

Jackson, Diane K., Narratives From an Indian Reservation: A Navajo Example of Peer Group Evaluations

Program (ED), Washington, D.C.

Note-12p.

Available from: Not available separately, see RC 013 380.

Journal Cl- Bilingual Resources, v4 n2-3 p2-13

ED 218 016 RC 013 381

Jackson, Diane K., Narratives From an Indian Reservation: A Navajo Example of Peer Group Evaluations

Program (ED), Washington, D.C.

Note-12p.

Available from: Not available separately, see RC 013 380.

Journal Cl- Bilingual Resources, v4 n2-3 p2-13

ED 218 016 RC 013 381

Jackson, Diane K., Narratives From an Indian Reservation: A Navajo Example of Peer Group Evaluations

Program (ED), Washington, D.C.

Note-12p.

Available from: Not available separately, see RC 013 380.

Journal Cl- Bilingual Resources, v4 n2-3 p2-13

ED 218 016 RC 013 381

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Program (ED), Washington, D.C.

Note-12p.

Available from: Not available separately, see RC 013 380.

Journal Cl- Bilingual Resources, v4 n2-3 p2-13
The late 1960's and early 1970's brought some substantive ideology. Language has an increasingly broad appeal is necessary in the emergence of a substantive ideology. Language has an increasingly important role in the mobilization of American Indians around the twin goals of political self-determination and cultural autonomy. Educational policies and sociological pressures have tended to reinforce a movement away from Indian languages. The late 1960's and early 1970's brought some starting changes to Indian affairs, while Indian groups in their confrontation with the United States government to Indian causes with which large numbers of Indians (reservation and urban) could identify and led to the emergence of a self-conscious Indian movement. The revival and revitalization of lost heritage, including important Indian languages, where Indian populations had not been allowed to control over educational programs, or off of the reservation, they began to demand a voice in the 2nd form of administration of the schools that socialize and form the development of our children. Indian people have begun to identify their languages as the core of their culture, and as part of their cultural authority. Educational policies and sociological pressures have tended to reinforce a movement away from Indian languages.

Leupp-Hashtag, Many Love
Materials Preparation for Use in Bilingual Programs.
Pub Date: 81
Note: -p.
Avail from: -Not available separately: see RC 013 380.
Journal Cit - Bilingual Resources, v4 n2-3 p34-40

ED 218 019
Swenson, Frances
Language as Ideology: The American Indian Case.
Pub Date: 81
Note: -p.
Avail from: -Not available separately: see RC 013 380.
Journal Cit - Bilingual Resources, v4 n2-3 p34-40

ED 222 01
Weil, Loop
American Indian Language Education.
National Center for Bilingual Research, Los Altos, Calif.
Spons Agency - National Council of Education (ED).
Washington, D.C.
Pub Date: 81
Note: -1661:
Cooperative Agreement 00-CA-80-001.
Pub Type - Information Analyses (070)
EDRS Price - MF01/PC07 Plus Postage.

ED 219 089
WinSpr 1981
Tribal Aging Programs: A Basic Guide.
Spons Agency - Administration on Aging (DHHS), Washington, D.C.
Pub Date: 81
Grant - 50-A-9891 (03)
Note: -p.
Pub Type - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors - Advocacy, American Indians, Demographic Programs, Financial Support, "Grantsmanship, Health Service, "Nutrition, "Older Adults, "Outreach Programs, "Program Development, "Reservation American Indians, "Transportation, "Yardstone, Tribal Aging Programs.

ED 218 031
Thornburg, Cheryl, Comp. Schollaw, Benedito, Comp.
Pub Date: Apr 82
Note: -p.
Paper copy not available due to publisher's choice.
Pub Type - Reference Materials - Directories/Catalogs (122)
EDRS Price - ME01 Plus Postage. PC Not Available from EDRS.

ED 219 189
WinSpr 1981
Tribal Aging Programs: A Basic Guide.
Spons Agency - Administration on Aging (DHHS), Washington, D.C.
Pub Date: 81
Grant - 50-A-9891 (03)
Note: -p.
Pub Type - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors - Advocacy, American Indians, Demographic Programs, Financial Support, "Grantsmanship, Health Service, "Nutrition, "Older Adults, "Outreach Programs, "Program Development, "Reservation American Indians, "Transportation, "Yardstone, Tribal Aging Programs.

ED 218 012
Leupp, Loop
American Indian Language Education.
National Center for Bilingual Research, Los Altos, Calif.
Spons Agency - National Council of Education (ED).
Washington, D.C.
Pub Date: 81
Note: -1661:
Cooperative Agreement 00-CA-80-001.
Pub Type - Information Analyses (070)
EDRS Price - MF01/PC07 Plus Postage.

ED 219 090
WinSpr 1981
American Indian Elders: A National Profile.
Spons Agency - Administration on Aging (DHHS), Washington, D.C.
Pub Date: 81
Note: -p.
Pub Type - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors - Advocacy, American Indians, Demographic Programs, Financial Support, "Grantsmanship, Health Service, "Nutrition, "Older Adults, "Outreach Programs, "Program Development, "Reservation American Indians, "Transportation, "Yardstone, Tribal Aging Programs.
The first research work undertaken to document conditions, patterns of physical and mental health problems, and transportation needs of the study included the following: characteristics, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs. Major findings of the study included the following: character conditions, and transportation needs.
Research indicates Native American children view themselves more negatively than their Anglo counterparts and many self-concept enhancement techniques attempted with Indian pupils failed because they have been predicated on Anglo behavior patterns and the extrinsic factors of peer pressure, teacher praise, popularity, and self-pride programs or competition, personal property, and verbalism, which are in direct conflict with the Indian value system of cooperation, shared property, and "denominators. The paper consolidates relevant literature which deals with schooling and self-concept functioning of American Indian students and identifies independent variables and their effects which have been unitized on recent educational research and theoretical model is proposed which calls for a...
Note—93p.; Paper copy not available due to publication of this volume.

The lives of children and how family relationships affect a sense of community, understanding differences in education and the educational systems, and the responsibility of the community in the education of young people.


ED 220 242 (1981) 14.11

Q. Thomas, R. S. "Cultural Differences, Behavioral Objectives, Cultural Competence, and the Realization of Attitudes in History Education Improvement Center" (1981). Focuses on educational objectives and the realization of attitudes in History Education.


A. Williams, A. K. "The Perception of Attitudes in History Education Improvement Center" (1981). Discusses the perception of attitudes in History Education.


ED 221 650 (1981) 14.14

A. Williams, A. K. "The Perception of Attitudes in History Education Improvement Center" (1981). Discusses the perception of attitudes in History Education.

ED 221 652 (1981) 14.15


ED 221 654 (1981) 14.16

A. Williams, A. K. "The Perception of Attitudes in History Education Improvement Center" (1981). Discusses the perception of attitudes in History Education.
ED 221 055

ED 221 502  
America's Women of Color Incorporating Cultural Diversity into Non-Sex-Biased Curriculum. Teacher Workshops. Workshops Studies. St Paul Public Schools, Minn  
Sport Agency—Women's Educational Equity Act Programs (ED). Washington, DC  
Pub Date: 82  
Note—189p : For related documents, see SP 020  
EDRS Price — $ 10 144  
Descriptors—African Americans, Asians, American Indians, Hispanic Americans, Minorities, Religious Orientation. Subject—Curriculum.
Indicators—New Mexico

Representing a broad cross-section of data带回 on the-representing a broad cross-section of data带回 on the representation of public schools in New Mexico during the school year 1977-80, the document presents data on school district characteristics, student characteristics, teacher characteristics, school finance, high school graduates, American College Testing (ACT) results, and results of the National Assessment of Educational Progress (NAEP). The data are presented by school district. An overview of district characteristics is presented in Section 1, which includes the 40 largest school districts. Membership in the New Mexico school districts ranged from 62 to 78,522 students. 46 districts offered bilingual education programs; teachers in these districts had an average of 3.5 years of teaching experience. 75% of the students were classified as Anglo Americans, 20% as Native Americans, and 1% as other ethnicities.

Additional reading assignments are made from other referenced sources. Answers keys are supplied for the exercises and for the tests (BDR).
school arc in provincial schools); the dropout rate at Government; the Indian Act now requires the Min.
union to the guidelines arc. (1) preamble to guide-
ondary Education

Post Secondary Education

ED 225 748 RC 013 789 Billy Mills Indian Youth Leadership Program: Program for: Billy Mills Indian Youth Leadership Program: Program for: Billy Mills Indian Youth Leadership Program

Since 1970, the Billy Mills Indian Youth Leadership Program has been designed to meet the needs of young Native American Indians. The program involves young Native American Indians in processes for personal development, physical fitness, career planning and occupational skills training. It also includes a variety of activities designed to enhance the self-esteem of the youth involved in the program.


Native American deans have also experienced.

The relationship between Indian education and multicultural education was studied via an exploration of the literature and a survey of a random sample of 50 parents and the total teacher population \( (n = 10) \) of Standard Rock Community Elementary School, Fort Yuma, North Dakota. A 30-item attitude scale with a reliability coefficient of .89 was administered personally to 50 parents and in a group setting to the 8 teachers. Conclusions based on the statistical treatment of the data gathered for this study indicated a difference between parents and teachers in their attitudes toward Indian education and multicultural education in their school \( (p < 0.05) \).

The relationship between Indian education and multicultural education was studied via an exploration of the literature and a survey of a random sample of 50 parents and the total teacher population \( (n = 10) \) of Standard Rock Community Elementary School, Fort Yuma, North Dakota. A 30-item attitude scale with a reliability coefficient of .89 was administered personally to 50 parents and in a group setting to the 8 teachers. Conclusions based on the statistical treatment of the data gathered for this study indicated a difference between parents and teachers in their attitudes toward Indian education and multicultural education in their school \( (p < 0.05) \).


ED 225 746
Pub Type--Research (143)
Pub Date--Apr 82
form for compiling comparative needs assessment results from school records; summarizes assessments and lists of items in the Federal Register which refer to the needs assessment section of Title IV, Parts A, B, and C (AH).

ED 225 791
Conducting Meetings
United Tribes Educational Technical Center, Bis- marck, N.D.
Source Agency—Office of Elementary and Secondary Education (ED), Washington, D.C. Indian Education Programs.
Pub Date—82
Contract—300-82-0023
Note—For related documents, see RC 013 826-841.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/FCD1 Plus Postage.
Descriptors—American Indian Education, Check Lists, Federal Programs, Guidelines, Meetings.
Identifiers—Indian Education Act 1972 Title IV, Parent Committees
Written for anyone interested in what makes a meeting run smoothly (and what doesn't), the guide for conducting meetings is divided into the following sections: chairperson (his/her responsibilities, preparing an agenda, organizing discussions); the meeting (order of business, points of order, and clarification); the motion (making the motion, discussing it, seconding it, voting on it, adjourning); the adjournment (order of business subjects, committee reports, unfinished business, nominations and elections, new business); in addition, the guide contains a section on taking minutes. Emphasizing that more informed members of a group (the meeting, the group, the meeting's chairperson, the group's chair) make productive meetings, the guide attempts to relate the elements of a meeting in such a way that every member of the group has an opportunity to be informed. (AH)

ED 225 792
Parent Committee and Local Educational Agency (LEA)
United Tribes Educational Technical Center, Bis- marck, N.D.
Source Agency—Office of Elementary and Secondary Education (ED), Washington, D.C. Indian Education Programs.
Pub Date—82
Contract—300-82-0023
Note—For related documents, see RC 013 826-841.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/FCD1 Plus Postage.
Identifiers—Indian Education Act 1972 Title IV, Parent Committees
The Indian Education Act is the only federal program that specifies parent committees rather than parent advisory committees, vesting specific responsibilities and right to consultation, review, and approval upon the parent committees. Thus it is imperative that parent committee members understand these rights and responsibilities and become involved in all levels of program development, from needs assessment to monitoring of activities and the evaluation of the project. The guide addresses the following:

- Program Evaluation, Records (Forms), School Evaluation
- Indian Education Act 1972 Title IV, Parent Committees

The guide discusses the federal regulations that require program evaluation of Title IV Indian Education Act projects. Sections provide examples of Title IV evaluation in terms of needs, goals, objecti

ED 225 794
Bashirah Rashid
Technology Serves the People: The Story of a Cooperative Telemedicine Project by NASA, the Indian Health Service, and the Papago People. STARPAC.
Indian Health Service (IHS), Tucson, AZ. Office of Research and Development.
Pub Date—80
Note-20p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/FCD1 Plus Postage.
Descriptors—American Indian Reservations, Delivery Systems, Medical Services, Program Development, Rural Areas, Telecommunications.
Identifiers—Papago (Tribe), Papago Indian Reservation, AZ, STARPAC Project, Telemedicine
In the story of STARPAC (Space Technology Applied to Rural Papago Advanced Health Care), the genesis of the telemedicine concept at NASA is traced; a brief account of the history of the Indian Health Service (IHS) and the activities of the Office of Research and Development (ORD) are given; the culture and aspirations of the Papago people are presented; and the basic processes leading to the design, implementation, and evaluation of this project are described. The primary purpose has been to document the historical evolution of STARPAC as an example of a successful cooperative project that involved the confluence of several organizations and groups, including NASA, IHS/ORD, and the Papago. The most striking aspect of this project was that it used advanced space age telecommunications technology to bring health care to remote parts of the Papago Reservation. (ERI)
Journal Resumes

EJ 238 623
Hayden, Robert J.
Indian Education: Accomplishments of the Last Decade. (MA)
Availabe from: Reprint UMI
Journal Cit: Phi Delta Kappan; v62 n5 p329-31 Jan 1981
Pub Type - Journal Articles (080)
Descriptors - Indian Education, American Indian Education, Secondary Education, Federal Indian Relationship, Indian Sovereignty

EJ 242 868
Tigges, Linda Zastrow, Leona M.
An Evaluation of the Santa Clara Pueblo Headstart Program: Alternative Model for Program Evaluation of Cultural Based Communities. (Author)
Available from: Reprint UMI
Journal Cit: Journal of American Indian Education; v20 n2 p94-113 Jan 1981
Pub Type - Journal Articles (080) - Reports - Evaluation (142)
Descriptors - American Indian Education, American Indians, Indian Education, Evaluation Methods, Models, Program Evaluation, Relevance (Education)

EJ 242 869
North, Grennan R.
Historical Research and American Indian Education.
Pub Date - Jan 81
Available from: Reprint UMI
Journal Cit: Journal of American Indian Education; v20 n2 p113-18 Jan 1981
Pub Type - Journal Articles (080) - Opinion Papers (120)
Descriptors - American Indian Education, American Indians, Indian Education, Indian History, Information Sources, Nonformal Education, Social History
Identifiers - American Indian History, Tribally Controlled Education

EJ 243 747
Cowart, Doreen F.
North American Indian Myths and Legends for Classroom Use.
Pub Date - May 81
Available from: Reprint UMI
Journal Cit: Journal of Reading; v24 n6 p494-96 Mar 1981
Pub Type - Journal Articles (080) - Reference Materials - Bibliographies (131) - Guides - Classroom Teacher (052)
Descriptors - American Indian Literature, Cultural Awareness, Cultural Differences, Elementary Secondary Education, Folk Culture, Legends, Mythology, Reading Materials, Native American College Students, Native American Education, Native American literature, Native American history, Native American myth, Native American mythology, Native American stories

EJ 245 042
Lutz, Monal, W. Burdon, Donald A.
School Board and the Process of Native American Influence on the Education of Native American Children.
Pub Date - Jan 81
Available from: Reprint UMI
Journal Cit: American Indian Quarterly; v5 1 p88-97 Jan 1981
Pub Type - Journal Articles (080) - Opinion Papers (120) - Reports - Research (143)
Descriptors - Native American Education, American Indian Reservations, School Board, Social Media, Community Characteristics, Decision Making, Elementary Secondary Education, Influence on the Education of Native American Students, Indian Education

EJ 245 079
Koma, Harold R.
College Achievement among Native Americans: A Research Note.
Pub Date - Jan 81
Available from: Reprint UMI
Journal Cit: American Indian Quarterly; v5 1 p84-90 Jan 1981
Pub Type - Journal Articles (080) - Reports - Research (143)
Descriptors - Academic Achievement, American Indians, College Students, Ethnicity, Grade Point Average, Identification (Psychology), Prevalence Variables, Social Integration, Success, White Students

Data on cultural factors and academic success of Native American college students suggest that the predictors of grade point average among these students are different from predictors for Whites. The
most independent predictors for Native Americans are degree of identification and social integration with Whites. (Author/GC)

EJ 246 130
Journal Cit—Young Children. v36 n4 p18.23 May 1981
Available from—Reprint UMI
Pub Type—Journal Articles (080) • Reports—Research (143)

EJ 246 209
RC 504 234
Drake, Jack M. Mongial, Margaret A. Stress and the Grand Parent Training at Blackwater: A Procedure with a Product. (Author/CM)

EJ 246 210
RC 504 235
Sawyer, Thomas M. Indian Student Study Habits and Attitudes. (Author/SB)

EJ 246 212
RC 504 237
EJ 246 705
Epperly, Douglas L. Hammond, D. Corydon Use of Interest Inventories with Native Americans: A New Measure of Local Norms. (Author/CM)

EJ 250 375
IR 509 336
Brooks, B. C A Critical Commentary on Lemb-mouth's "Exact" Simulation of the Bradford Law. (Author/DB)

EJ 250 395
Jones, Barbara Brooks The Indian Child Welfare Act of 1978: Implications for Practice. (Author/DB)

EJ 250 215
PS 510 755
Johnson, Barbara Brooks The Indian Child Welfare Act of 1978: Implications for Practice. (Author/DB)

EJ 250 216
RC 504 320
Ledgard, F. Linda Stress and the Navajo University Students. (Author/CM)

EJ 250 223
RC 505 223
EJ 250 238
RC 505 320

EJ 250 623
UD 508 627
Johnson, Thomas K.
Effects of Race and Communication Style on Indian Perceptions of Counselor Effectiveness

The author first encountered Papago Indian culture in the reservation where she became band director at a school. She described her attempts to bridge the culture gap, to communicate with and motivate her students, and to adapt the music curriculum to their culture and educational needs. (Author)

Verbal Indicators of Insincerity as Perceived by American Indians

The author presents results indicating that American Indians rate insincerity as less effective than whites. (Author)

The Teaching of Native Music in Washington Public Schools

Discusses the teaching of Native American culture in schools. (Author)

The Tinker Decision and Native Americans

Traces the history of education for American Indians from 1800-1934, focusing on the impact of federal and state court decisions on Indian education. (Author)

Stylistic Change in Classroom Native Music

Delves into the role of music in Native American classrooms and how it affects student engagement. (Author)

The Effect of Race and Communication Style on Indian Perceptions of Counselor Effectiveness

Reports on research conducted with American Indian students and counselors. (Author)

The Tinker Decision and Native Americans

Analyzes the impact of the Tinker v. Des Moines decision on Native American students and educators. (Author)
Exposure to alcohol and other drugs on a fairly regular basis selected Native American high school students. The predictive validity of WISCR scores for groups of educationally disadvantaged, learning disabled, and regular classroom Navajo children was compared with Bannatyne recommended scorings. Results of the multivariate analysis of variance showed that students' preferences for counselors varied with counselors' sex and sex, the type of concern, and race of the students. (Authors)

EJ 266 832
Zatzik, John A.  Among, Clay L.
Reevaluation WISC-R Scores for Non-Handicapped, Emotionally Disabled, Educationally Disadvantaged, and Regular Classroom Navajo Children.
Pub Date—82
Pub Type—Journal Articles (080) - Reports - Research (143)
Identifiers—Bannatyne System. Wechsler Intelligence Scale for Children (Revised)

EJ 266 840
Roth, Jane P.
Research in Native Education An Ethnomethodological Perspective.
Pub Type—Journal Articles (080) - Reports - Research (143)

EJ 266 110
Crawn, Mary C.
Gee. Children's Knowledge of Story Structure: Some Guidelines for the Classroom.
Pub Type—Journal Articles (080) - Reports - Research (143)

EJ 266 872
Lutrell, John M.
"Here and Now" and Dress, the Type of Concern, and Race of the Students. (Author)

EJ 265 530
Eisner, E. W.
Reliability and Predictive Validity of the WISC-R with Native-American Navajo.
Pub Date—82
Available from—Reprint UMI
Pub Type—Journal Articles (080) - Reports - Research (143)

EJ 264 553
Grier, Larry K. Halff, Charles P.
A Descriptive Analysis of Drug and Alcohol Use Among Selected Native American High School Students.
Pub Date—82
Available from—Reprint UMI
Pub Type—Journal Articles (080) - Reports - Research (143)
Desc—American Indian. Behavior Patterns. Drug Education. School Students. Peer Influence. Referral. Secondary Education. Student Attitudes. Substance Aversion. The self-reported substance use among selected Native American high school students (N = 390) resulted indicated 83 percent reported having used alcohol with beer, 63 percent reported having used alcohol with beer, and 63 percent reported having used some combination of alcohol and other drugs on a fairly regular basis. Includes recommendations. (Author/RC)

EJ 264 109
Ros, Mark J.
Research in Native Education An Ethnomethodological Perspective.
Pub Type—Journal Articles (080) - Reports - Research (143)

EJ 263 628
Kahn, Karen L.
Counseling the Native American Child: A Question of Values.
Pub Date—82
Available from—Reprint UMI
Pub Type—Journal Articles (080) - Guides - Non-Classroom (055)

EJ 272 311
Seeber, Philip J.
On the Way to the Dispelling the Myths About Indians.
Pub Date—82
Available from—Reprint UMI
Pub Type—Journal Articles (080) - Reports - Research (143)

EJ 272 580
B I 507 230
Zatzik, John A.  Among, Clay L.
Reevaluation WISC-R Scores for Non-Handicapped, Emotionally Disabled, Educationally Disadvantaged, and Regular Classroom Navajo Children.
Pub Date—82
Pub Type—Journal Articles (080) - Reports - Research (143)
Identifiers—Bannatyne System. Wechsler Intelligence Scale for Children (Revised)

EJ 272 805
Oliver, Michael 4
Indian, Chicanos, and Puerto Rican College Students and Issues.
Pub Date—82
Available from—Reprint UMI
Journal—Bilingual Research Review, v9 n1 p.3-38 Jan-Apr 1982
Pub Type—Journal Articles (080) - Reports - Descriptive (141)
Desc—American Indian Education. Bilingual Education. Indians. (Authors)

EJ 267 870
UD 509 376
Hynatt, Dell
Narrative Form as a "Glimpse" of Experience Native American and a Glimpse of English.
Pub Date—82
Available from—Reprint UMI
Pub Type—Journal Articles (080) - Reports - Research (143)
Identifiers—American Indian Languages. Metanarrative. Zuni (Language). (Authors)

EJ 270 484
SP 512 258
Winter, Len
The Myths of About Indians.
Pub Date—82
Available from—Reprint UMI
Pub Type—Journal Articles (080) - Reports - Research (143)

EJ 272 311
Seeber, Philip J.
On the Way to the Dispelling the Myths About Indians.
Pub Date—82
Available from—Reprint UMI
Pub Type—Journal Articles (080) - Reports - Research (143)

EJ 272 805
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Indian, Chicanos, and Puerto Rican College Students and Issues.
Pub Date—82
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Pub Type—Journal Articles (080) - Reports - Descriptive (141)
Desc—American Indian Education. Bilingual Education. Indians. (Authors)
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Native Americans as Teacher Trainer: Anatomy and Outcomes of a Cultural Immersion Project. EJ 220 100
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Now's the Time to Dispel the Myths About Indians. EJ 270 484
Our Mother Corn. ED 220 235
Our Mother Corn Teacher's Guide. ED 220 236
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Strategies for Teaching Composition to Native Americans ED 199 763
To Be or Not to Be Counseling with American Indian Clients. EJ 265 027
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Attitudes of Parents and Teachers of American Indian Children Toward Multicultural Education. ED 225 764
Behavioral Characteristics of Gifted Navajo Students Correlated with Intellectual Ability and Creativity. EJ 214 713
Bilingual Resources (American Indian Education Special Double Issue). ED 218 015
Billy Mills Indian Youth Leadership Programs: Program Description. ED 225 748
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Coyote's Eyes: Native Cognition Styles. ED 205 311
The Cultural Impact in Native American Education. ED 225 787
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