DOCUMENT RESUME

ED 039 960 52 RC 004 350

AUTHOR Edington, Everett D.
TITLE Development of Vocational Education Programs for American Indians. Final Report.
INSTITUTION New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO BR-9-0336
PUB DATE 26 Mar 70
GRANT OEG-0-9-410336-4134 (725)
NOTE 59p.; Summaries of conference proceedings (University of New Mexico, Albuquerque, August 18-22, 1969)

EDRS PRICE EDRS Price MF-$0.50 HC-$3.05
DESCRIPTORS Adjustment Problems, Adult Education, *American Indians, Counseling, Cultural Factors, Employment Opportunities, Employment Programs, *Evaluation, *Job Placement, Occupational Choice, Occupational Guidance, Tables (Data), Tribes, Values, *Vocational Development, *Vocational Education, Vocational Interests, Work Attitudes

ABSTRACT

As a final report of an institute involving 58 participants (including 15 Indians), this document provides a summary of workshop proceedings, along with conclusions and recommendations of the institute. In addition, an evaluation of the institute is divided into 2 phases: (1) the phase wherein pre- and post-tests were administered to participants to determine if their attitudes regarding Indian values could be changed as a result of the workshop and (2) the phase wherein a follow-up interview 6 months following the institute was conducted with 11 of the participants to evaluate the workshop and to determine any effect which the institute had on programs in vocational education for Indians. Conclusions relating to the pre- and post-tests on Indian values as perceived by participants are presented, along with tables of data on each of the 10 Indian values examined. Conclusions regarding the participant follow-up are also given in terms of the 12 specific recommendations made at the institute--with the general consensus among the 11 participants being that the workshop was a success and that, as a result, a number of programs of a different nature had been initiated to serve better the occupational education needs of American Indians. Proceedings of the institute are reported in full in a related document, ED 031 614. (EL/GC)

FINAL REPORT

Project No. 9-0336
Grant No. OEG-0-9-410336-4134(725)

DEVELOPMENT OF VOCATIONAL EDUCATION PROGRAMS FOR AMERICAN INDIANS

Everett D. Edington

New Mexico State University

Las Cruces, New Mexico

March 26, 1970

The research reported herein was performed pursuant to a grant, OEG-0-9-410336-4134(725), with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

SUMMARY

The major purpose of this institute was to encourage the development of more vocational education programs for the American Indians. In order to accomplish this purpose, persons from those states having sizeable numbers of Indians were invited to attend. Involved were educators from the Federal, state, and local levels, both from the public schools and Bureau of Indian Affairs; business and industry representatives; Indian leaders; and employment personnel. This provided an opportunity for exchange of ideas and was the first time the majority of these people had discussed the problem of providing adequate vocational training programs for the Indians. The different backgrounds of the participants added much to the institute and, by taking advantage of these differences, we were able to develop more realistic recommendations.

The program was divided into the following four major areas:

1. The occupational training needs of the American Indians;

2. The resources available for providing vocational education for the American Indian;

3. Existing programs developed to provide vocational education for the Indians;

4. Development of plans to more adequately meet the vocational education needs of the American Indians.

There were two conclusions made from the workshop. The first was that not all Indians have the same problems in relation to vocational education. The characteristics of the Indian people differ in the different regions of the country, which would make it necessary that vocational education programs for the Indians be developed at the regional, state, and local levels rather than national. The problems of the urban Indians seem to differ significantly from those living on reservations in predominantly rural areas. These young people have been assimilated into the on-going culture much more readily than others.

The second major conclusion was that, generally, vocational education programs have not been adequate to meet the training needs of the American Indian in both rural and urban areas. This is true of those programs conducted by high schools, public schools, BIA, and other agencies.

This does not mean that the programs conducted by these agencies were not successful; but, in the majority of cases, there were too few vocational education programs to meet the needs of the Indian people.

CHAPTER I

INTRODUCTION

It is ironic that the one group of people in the United States with the lowest standard of living are the original Americans. The American Indian has the highest rate of unemployment, the lowest average education, the lowest annual income, the shortest expected life span, and the highest rate of infant mortality of any group of their size or larger in the nation. Some of the worst poverty areas to be found in the world are in our centers on Indian population. There are approximately 552,000 (1960) living in the United States today, of which 75 percent live on the reservations. The bulk of these persons are in the western states with slightly over 200,000 or two-fifths living in the states of Arizona, New Mexico and Oklahoma. Many of the Indians who have left the reservation and migrated to the cities have found themselves extremely disadvantaged. They have neither the education nor the skills to enable them to compete on the labor market. Most of them have little knowledge of the English language, which further complicates their ability to find employment to sustain themselves. Those who do find work are employed at the extreme low end of the pay scale. This is further complicated by the fact that when a member of a family is employed, other members such as brothers, sisters, aunts, and uncles move in with him, making many more mouths to feed.

In 1960 12.6 percent of all Indian males over 25 had no schooling compared with 2.4 percent of the total population. In Oklahoma Hunter and Tucker found that 58.9 percent of the Indians had not gone beyond the 8th grade while 40.9 percent of the state residents had not rea hed this level. The same report pointed out the following related to the economic and educational status of the American Indian.

a. Median year of schooling for Indians above 25 years of age was 7.4 years and 10.6 for others in the county

b. 14.5 percent of Indians were unemployed compared to 4.4 percent for the U.S.

c. The 1959 median income for Indians was $1,348 and $2,798 for the total U.S. population

d. That 73 percent of the Oklahoma Indian males earned less than $3,000 while only 46 percent of all other males were in this category

e. Large numbers of the Indians who were employed were working in the unskilled labor category.*

A number of industries have indicated a willingness to set up operations near the reservations and centers of Indian population. This is evidenced by the Fairchild plant in northern New Mexico. The Sequoia Carpet Mills at Anadarka, Oklahoma for years have employed numbers of Indians. In order for industry, either near or away from the reservations, to hire the Indians they must have further education in both basic and vocational areas.

There are a few specialized programs of vocational education designed specifically for the Indians. Two of the most successful are the Haskell Institute at Lawrence, Kansas and the Intermountain Indian School at Brigham City, Utah. These are operated by the Bureau of Indian Affairs of the Department of Interior. Other BIA schools have also operated successful programs. Other examples of programs for training adults are the Philco-Ford training center at Madera, California and the Thiokol Corporation Center at Roswell, New Mexico. There are also six Vocational Agriculture departments at the high school level in Northern New Mexico in schools which enroll large numbers of Indian students. These programs have been able to only scratch the surface as is evidenced by the large numbers of unemployed among the Indians.

The Institute was conducted by the ERIC Clearinghouse on Rural Education and Small Schools at New Mexico State University and was held at the University of New Mexico in Albuquerque from August 18-22, 1969. Fifty-eight different persons attended the institute of which 15 were Indians. About half of those on the program were American Indians.

---

*Hunter, Bill and Tom Tucker, "Indians in Oklahoma, Social and Economic Statistical Data," Oklahoma City, Oklahoma State Employment Security Commission, September 1966, pp. 4,5.

The major purpose of the Institute was to initiate the planning of more adequate vocational education programs for American Indians. It included educators from the State Departments of Education; Bureau of Indian Affairs (BIA) and the local public schools; Indian representatives including tribal and local leaders; and representatives on industry, both from those presently with specific programs for hiring Indians and those without.

The specific objectives designed to meet the major purpose were as follows:

1. To acquaint vocational educators with the occupational education needs of Indians. This would, by necessity, include orientation relative to the sociological and economic needs as well.

2. To determine the immediate and long-range employment opportunities for Indians.

3. To identify the resources available for implementing vocational education programs for Indians, both at the secondary school and adult level.

4. To review existing vocational education programs for Indians and determine strategies for replicating those most effective.

5. To plan utilization of latest research findings which have relevance for the vocational education of Indians.

6. To identify areas in which further research is needed.

7. To determine the effects of existing Federal and state legislation on vocational education programs for Indians. Possible future use of existing legislation which is not utilized should be included.

8. To establish a procedure for developing, in conjunction with the Bureau of Indian Affairs, model vocational education programs which provide freedom of economic and occupational choice and faster intercultural mobility for Indians.

CHAPTER II

METHODS AND PROCEDURES

Selection of Participants:

The majority of the participants were selected from those states having an Indian population of 20,000 or more which includes nine states; these states include over seventy percent of the Indian population in the nation. Each of the states were asked to send one person from the Division of Vocational Education of the State Department of Education. It was attempted to obtain at least one Indian from each state but those from Alaska and California did not attend. In addition, local educators were selected from those nearby states having the largest Indian populations. They came from both BIA and public schools. These were nominated primarily by the State Directors of Vocational Education. Additional persons were selected from industry, universities with Indian studies programs, Departments of Labor and BIA.

Program Summary:

The program was conducted as a series of formal presentations, committee meetings and a field trip. One complete day was spent visiting industries on the reservations which were hiring large numbers of Indians.

A summary of the presentations follows:

"Socio-economic Status of the Indian in America"

Dr. Anne Smith, Anthropologist

The Indian standard of living remains low in comparison to the rest of the United States. Medically and economically, American Indians are comparable to some of the underdeveloped African countries. Suicide rates and unemployment are much higher than the rest of the country. Educationally, the American Indian achieves at a very low level. The fault may lie with the educational system and not with the Indian. The value system of our public schools is middle class, Anglo oriented. The broad differences expressed in Indian culture subjects Indians in our public schools to a great deal of discrimination. Part of this

degradation is due to the repressive policies which the United States government has historically implemented against the American Indian. Our government tried first to exterminate, then isolate, and finally remake the Indian into a second class Anglo mold. After 350 years of pressure, however, the Indian has still retained much of his cultural identity. The answer to the problem of how to treat the Indian educationally is cultural pluralism. Educators must develop an attitude of respect for and sensitivity to all cultural differences. They must build on the strengths of the Indian culture and they must give the Indians control of their own educational destinies.

"As Indians See Themselves"

Robert Lewis, Governor, Zuni Pueblo

Vocationally and educationally, the Zuni people are in a stage of transition. When the Indian people were completely uneducated, they had to be closely supervised and had very little self representation. Today the tribe is more capable of representing itself in determining its own needs and solutions. Before, in the educational process, we tried to fit square pegs in round holes, but now we are learning how to shape the pegs. Multiagency planning has been very helpful in developing new programs. The Zuni people are anxious to take advantage of all available programs to educate their people and upgrade them economically. Efforts are presently being made to involve Indians themselves in planning what they want for their future. Parent and community school involvement is highly encouraged. The process of change is slow and cannot be too hurried. We want industry and vocational training for the Zuni people. We will help build the facilities needed to get them. The Indian people have many characteristics that should make them attractive to industry. Why should United States industry send jobs to Hong Kong or Japan when we need jobs right here? We must make our culture, our lands, and our people more attractive to the public and to industry.

"Indian Education in the BIA"

Henry Wall, Area Director,
Education, BIA

What do American Indians generally want for themselves and their children in the way of an education? (1) The opportunity to go as far in school as their ability, interest, and effort will allow them. (2) At the earliest possible time, parity with non-Indians in educational attainment both in terms of years and quality of their educational experience. (3) Full involvement of themselves and their communities in control of their children's schools.

There are certain constraints that complicate the Indian reaching these goals. (1) Indian children must learn English as a second language in order to be successful in school and in life in the United States. (2) Many Indian children have grown up in geographic and dominant culture isolation. Many have never had the experiences which middle class non-Indian children take for granted. (3) To bridge two cultures, the Indian must be helped to understand cultural interrelationships. He also must be taught pride in his own cultural origins. (4) Indian people have not had an effective voice in management of their schools.

The BIA has programs which are focused on these problems of the Indian educational system. Project TRIBE (Tribal Responsibility in Better Education) is one in which the tribe, under a contract with the BIA, assumes full responsibility for its schools while the Federal government provides the funds. There will probably be many of these programs in the next few years.

Another project is the National Indian Education Advising Committee which counsels the commissioner and assistant commissioner of education concerning the interests and wishes of the American Indian people. The success of the Head Start programs has also been hailed as a very positive step in the right direction. The BIA has opened kindergartens which in the next few years may be made available to nearly all Indian communities. There needs to be a closer relationship in the school curriculum between what is being taught and what is to be encountered in the world outside the schoolroom. The curriculum must

be concept oriented to develop the thinking process. The academic track should never lose its emphasis or importance even in vocational-technical training.

(Mr. Wall then reviewed some of the federally funded programs available to the various Indian groups.)

"A Look at Indian Employment"

Arthur Lincoln
Area Employment Assistance Office, BIA

There are some basic, common problems associated with Indian employment. First of these problems is where the Indians live. Second is the locations that are considered within daily commutor distance from the reservation to job location. Third is the locations within the state where there are job opportunities. Fourth, there are some people who have to travel to job locations that are outside the state. Next we need to consider what it takes to get employment as it relates to job opportunities. What is the education level of the people who are seeking jobs? What are their abilities and skills? Will those people be able to provide transportation for themselves to get to their work? Can public transportation be provided so that we don't have to eliminate the entire Indian reservation population as not available to work?

The unemployment rate in the northern pueblos is 46 percent. In the southern pueblos, 40 percent are unemployed. A comparison can be made between employment opportunities in two different pueblos. One of these pueblos, the Acoma, does not have an industrial affiliation; it has a total of thirty-nine people who are employed. The other pueble, the Laguna, does have industry and has a total of two hundred and thirty people who are employed. This points out the economic advantage of having industry on the reservation. Wages are very important in determining whether or not employment is economically feasible. The employee must be paid enough to live within reasonable standards. Pay that makes this possible on the reservation may not be high enough to live by the same standards off the reservation.

"The Future in Service and Recreation Employment for Indians"

Joe Herrera, Director,
Human Resources Development
Employment Security Commission

The Human Resources Development Program utilizes the traditional structure of the employment services of New Mexico. Allocation of staff and funding was made on the basis of the number of Indian people in the area. The program was designed to help make Indians more employable and to provide employment opportunities for Indians. This program is affiliated with a number of other social agencies in this area (Concentrated Employment Program, U. S. Department of Labor, U. S. Department of Health, Education and Welfare, and others). Indian people were used to help design the original goals and objectives. Mobile teams go out on the reservations to set up headquarters and make contact with eligible people. The program attempts to keep the Indians notified of job availability and training opportunities.

Meetings with various industries have made some positive progress. The Cochiti Pueblo story reflects some of the potentials of this program. After two and one half years of deliberation, construction will begin this October on a dam for the new Cochiti Lake and a new electronics industry on the reservation. Both of these projects will employ Indian labor. It took a great deal of effort to locate industries whose philosophies of operation somewhat paralleled that of the Indian people. The lake will provide both recreation and vocational opportunities for individuals in the Cochiti Pueblo. Some other things that industries need to consider when they employ Indian labor or contract with Indian tribes are Indian holidays and ceremonial days, ecology of people, and tribal leadership.

"Vocational Amendments for 1968 and Their Relevance for Indians"

Dr. Barbara Kemp, United States Office of Education

There is a commonality of problems to all low income/low education peoples living in isolation. A Jewish community in New York City and a WASP community in Appalachia

both have educational employment problems which are similar to those of the American Indian population. The Federal government has provided for programs which may be applicable to these cases.

Vocational education is the earliest government funded educational area with exception of the Land Grant College Act of 1862. Federal vocational education was started in 1917 to train people in agriculture. Other Federal assistance programs were enacted historically whenever a national emergency affecting certain critical vocational areas was thought to exist. In 1963, the direction in which this Federal aid was flowing shifted in emphasis from specific vocational areas to helping people in general vocational development. This 1963 act was an effort to make vocational education available to all United States citizens. Five years later, the 1968 evaluation of the use of the 1963 act indicated that it was not being fully implemented. Although the money available was limited, it was provided on a 50-50 matching basis to be spent on secondary education and post secondary education, adult education, and also for persons who have academic, socio-economic, and other handicaps which prevent them from succeeding in a regular vocational education program. Because this act does not permit the matching of Federal money with other Federal money, the BIA cannot directly make use of the matching funds available. After the 1968 evaluation was made, vocational education amendments were passed which may be directly applicable to the American Indian population. Those people with special educational handicaps will have special attention. A recent educational package was passed which provides $360,000,000 in 50-50 matching funds. For 1969-70, another $40,000,000 of 20 percent money was authorized for the disadvantaged. None of this money has yet been used.

Congress has made provisions for national and state advisory councils to provide supervision and assistance in the handling of these monies. Federal funding may be approved for research and training, exemplary programs, residential schools, cooperative vocational education, home economics, and work study programs.

"Resources Available for Indian Training--MDTA"

Mel McCutchan, Supervisor,
Affirmative Action Division, Sandia Laboratories

Two types of vocational training programs are available. There are programs that are immediate in nature and there

are those that are long-ranged in nature. Eventually we hope the long-ranged programs are all that is necessary. Now there is a concentration on immediacy. There are twenty-two universities and branch colleges in New Mexico that offer to teach skills in non-professional areas. These schools cannot provide the latest sophisticated equipment necessary to fully train skilled workers. We would be more effective if we had fewer of these schools and provided them with better, more modern equipment. The Cooperative Area Manpower Planning System was established by the Federal government to review and coordinate area vocational education programs. A few of the Manpower Development and Training Act (MDTA) programs which have been established on Indian reservations are for saw mill operators, sheep shearers, electronics technicians, house builders, waitresses, clerk stenographers, coil winders, and solderers. In addition to these institutionalized programs, there are forty to fifty apprenticeable crafts available to Indians on the Navajo reservation at this time. These on-the-job training (O.J.T.) type programs may be the most promising, as evidenced by the success thus far at the Fairchild Plant at Shiprock, New Mexico. There is definite evidence to support the idea that length of education may not be too important for successful O.J.T. if Indian supervisors who speak the Indian language are used. There are certain problem areas that need to be worked on in developing vocational programs for Indians. We need to employ more male Indians who have been largely left out of the vocational picture. We need to lengthen training programs to include upward mobility and management training. We need to anticipate and make allowances for the mobility of youth. We need to handle the problems of the disadvantaged in relation to the trainee's changing environment. We need to concentrate on job development in order to have a reasonable expectation of employment after training.

Two possible avenues of approaching these problem areas might be development of modern cities on the reservations in which all types of employment would be available and bringing more industry to the reservations to provide more job opportunities and a higher standard of living.

"Office of Economic Opportunity Resources Available for Vocational Training for Indians"

Ned Roberts, Director,
Indian Community Action Programs,
University of New Mexico

How are we going to apply the massive employment training programs proposed by the Nixon administration to the problems of the American Indian? Because of the shift in emphasis of the new administration and present reorganization of existing programs, we are about to see several changes in Office of Economic Opportunity (OEO) programs. OEO was originally developed as an incubation and innovation agency for programs designed to be operated by other established organizations. This year OEO will be reorganized to concentrate in three areas. These areas are Planning, Research and Evaluation; Program Development; and Program Operations. At the present time, all programs which are being funded for less than $250,000 may be eliminated. There is also a good possibility that non-Indian community action programs may be abolished. There will continue to be money available for new program development, but this money will be on a much more highly competitive basis. New Mexico has not been very competitive up to now. There will be less emphasis in the future on a large population and more emphasis on innovative proposals as a basis for proposal approval. Those that are practical, innovative, and received first will get the most favorable attention. In funding a program, 80 percent of the Federal money will go through the state to the local agencies and 20 percent will remain in Federal hands. Local agencies should plan now and submit proposals as soon as possible because they will be considered on a first come, first served basis. The final answer to the Indian problem may be some sort of subsidized system.

"The Place of Private Industry in Providing Vocational Training for the Indian"

Anthony Purley, Assistant Director
Roswell Adult Employment Training Center

Thiokol Chemical Corporation is one of several industries throughout the country which is working with Indian people in development of employment training centers. Indian people were fully involved in the planning of the

Roswell center. The Roswell Adult Employment Training Center has the following basic philosophy of operation. Each Indian student is accepted as an individual with differences. He is important. His ability to develop to his full potential is his only limiting factor. Students are treated with dignity. They are given a feeling of success in their job. The program is based on increased involvement and training to think, not just the memorization of procedure. Students are taught that they are responsible for their own behavior. Some of the objectives of the program are to bring the Indian students to an entry level of employment; to enable them to function socially, emotionally, and economically in any environment; and to enable the students to feel good about themselves. Feedback from employers is very important in evaluating the program. The concept of total educational involvement is applied to 75 families within the 225 students in attendance. The ages range at the present from 18 to 52. From 49 to 51 tribes are represented at the center. The staff is composed of support services, teachers, vocational instructors, counselors, and maintenance crew. The two main areas of instruction are basic education, which includes math, communicative arts and personal development, and vocational areas including food processing and automotive and government services. Program materials have been adapted to fit the "non-educable" type of students at the center. There has been an effort to eliminate from the curriculum all but the essential information that the student has to know to do an effective job. Emphasis in on what is practical. The fact that the students are Indians is not stressed, rather the fact that each is an individual. All of the administration is directly involved in classroom work. T-groups are used each day to get total involvement and feedback from students, teachers, counselors, and administration. There are also programs for solo parents, avocations, child care center, police force, placement services, and a halfway house.

"Resources Available from BIA"

Anselm Davis
Division of Curriculum Development and Review, BIA

Indians today are entitled to the same educational services as other residents of their states. Unusual circumstances of some Indian groups require special attention

to provide equal advantage with others. The basic aim of the BIA is to provide this necessary special attention in the widest possible choice of option for self determination. The Bureau attempts to meet the needs of those Indians who want to remain in their reservation communities as well as those who wish to move to urban centers. The following programs are representative of the types of vocational education provided for Indians by the BIA.

A diverse, two year trade-technical, vocational and business training program is offered at Haskell Institute in Lawrence, Kansas. An art-related vocational program is offered at the Institute of American Indian Arts at Santa Fe, New Mexico. The new Albuquerque Indian Vocational-Technical School (under construction) will seek to prepare young Indians for living and working in a technically oriented society. It will be open in the fall of 1971 and will be designed as a technical junior college.

Additional vocational training services are available to Indians through the Bureau's Office of Community Service, Division of Employment Assistance. Approximately 1,220 courses in more than 450 schools in 30 states may be utilized in 2 or 3 year programs.

Adult vocational training was enhanced in 1966 when Radio Corporation of America (RCA) contracted to establish a residential training center on the Choctaw Reservation near Philadelphia, Mississippi. Early success with this program led the BIA to establish two other similar programs. The Madera Employment Training Center was contracted with the Philco-Ford Corporation at Madera, California; and the Roswell Adult Employment Training Center, contracted with the Thiokol Chemical Corporation, was established at Roswell, New Mexico. This September, a new Employment Training Center will be opened at Bismark, North Dakota, for Indians from the northern Plains States.

To encourage industrial development on and around reservations, the Bureau in 1957 established a Branch of Industrial Development. In 1962 this branch was expanded to include commercial tourism and recreation development. The Bureau is very optimistic about future employment prospects in reservation areas as a result of the influx of industry.

The Job Corps Center, operated by the BIA at Fort Simcoe, White Swan, Washington, provides another source for vocational training to Indians between the ages of 16 and 21. Other agencies which have vocational training programs available to Indians are the Area Redevelopment

Administration of the Department of Commerce, the Manpower Development Training Act, and state vocational and rehabilitation agencies. The Division of Indian Health, United States Public Health Service, also is affiliated with practical nurses training, dental assistant training, and training of medical record technicians.

The aforementioned programs have had a significant impact on reducing unemployment and poverty. However, we are still confronted with 50,000 Indian wage earners who are either unemployed or grossly underemployed.

While not long ago these problems were the exclusive domain of the BIA, now other Federal agencies are providing service for all disadvantaged people. State and local governments and non-governmental agencies are recognizing that Indian problems are not unrelated to other community problems and that Indians should be included in all future planning. We must all work cooperatively to urge Indian people to take part in activities that transcend their tribal life to become, in addition to being tribal members, a part of the non-Indian community. Educators must direct their attention to the attitude and value formations beginning with youngsters in the first grade and continuing through their education. We must urge them to look beyond the immediate horizon.

"The Use of Tribal Funds for Post High School Education"

John Martin
Scholarship Coordinator, Navajo Tribe

The Navajo tribal fund for post high school education is aimed primarily at college training. It is presently in some financial difficulty in providing scholarships to eligible Navajo students. The program is over 15 years old and has grown since its inception with 35 students to the present funding of 500 college students. Some 4,176 Navajo young people have been assisted in their post high school training by this fund. Out of 1,500 high school graduates last year, only 200 received college assistance grants from the tribal fund. The remaining 300 of the 500 available grants were renewals of grants to students already in college.

The BIA employment assistance program provides grants for 200 additional students each year. But 400 grants for 1,500 graduates is not nearly enough to fill the need. The Navajo Community College will hopefully pick up some of this slack in its planned vocational-technical program. The tribal scholarship fund is based on a $10,000,000 trust fund set aside for scholarships by the Navajo Tribal Council. Approximately $500,000 in interest is received from this fund annually for use as scholarships. These scholarships average about $1,000 each. In order to qualify for a scholarship, the student must be a Navajo, graduating in the upper 50 percent of his high school class, scoring at a specified level on the ACT. It is hopeful that the tribal council will make an additional $5,000,000 appropriation to add to the trust fund. There is a definite need for help for deserving students in applying for and filling out forms for various types of financial assistance.

College two-year terminal programs have not been very satisfactory in preparing Navajo students, probably because they require too many "extra" subjects like biology, English, history, and not enough of the basic laboratory or shop work. For students who are interested in vocational training, the employment assistance programs of the BIA have been more effective.

Banquet Address

Dr. William J. Benham, Jr.
Assistant Area Director, Education, Navajo Area

This presentation will deal with the "role of a school or state department in planning and implementing programs that provide for the teaching of Indian background, culture and contributions." The school and state department should provide leadership in this direction. There should be much attention to Indian people, their culture, their history, and, in some instances, their language. There have been three forces which have prevented this kind of program in the past. These forces are the attitude of Anglo-Saxon supremacy, the colonial policies of the United States Government, and the popular notion of America as the melting pot of the world. The idea of white supremacy, if it has not already exploded, is presently exploding in our faces. The colonial policy regarding the American Indian made a complete turnabout in 1928. The melting pot theory just never happened.

America is a multicultural society. Therefore the climate for initiating a program teaching the Indian culture seems to be good. If we in education are to fulfill our role as cultural mediators, it is vital to be knowledgable in the cultural values of the students that we are endeavoring to serve. We must also be aware of the outcropping of our own culture that we carry around with us. "Most white people in the United States share ideas and practices about proper behavior that are very different from those shown by most Indians." Politeness, non-imposition of one's own values on someone else, and not using others for examples, may be valuable teaching aids in orienting instructors of Indian people. In Indian culture, the right of the individual is recognized from early childhood. Praise is not given to an individual who is merely doing his job or what he is expected to do. There also seems to be an ability that Indians possess to do micrographic type work.

Indians have a rich past that has been replete with contributions to the world. "While Europe was floundering in the darkness of the Middle Ages, across the wide expanses of the fearsome Atlantic Ocean, flourished a civilization equal to the Golden Age of Greece, of Mighty Tarsus, and of Imperial Rome." We need to magnify the rich heritage that American Indians enjoy. We need to more fully utilize the first language in our school programs here in the Southwest. This recognition of the first language not only provides a more solid base for anything we might do with English as a second language; but, equally important, along with the recognition of values, cultures, and contributions, it will help to give a needed base of self-confidence which makes up the vital self concept which determines all of our learning efforts.

The schools must take the initiative and leadership in planning and developing these programs. This should be reflected in the philosophy of the schools teaching Indian youngsters. If equal opportunities for Indian children is a goal, then special handling is necessary.

"Vocational Education Program in BIA Schools"

Wilma Victor, Superintendent
Intermountain School, Brigham City, Utah

The following are some of the attempts being made at Intermountain School to provide vocational technical training to Navajo students whose median age is 17 (range of ages is from 13 to 23 years). For boys, the offerings are in the areas of auto body and fender repair, cabinet and mill work, painting, welding, upholstery, machine shop, and electrical motor assembly and repair. For girls, the areas are all phases of distributive education, day nursery care, pre-nursing, quantity foods, and teacher aides.

The school objective is to prepare students to go one of three directions after graduation--direct employment, post graduate training, or college. No training institution can hope to help Indian students by limiting training to the machines and tools of the trade. At the Intermountain School, vocational training is placed in its proper perspective in the overall education program. The school premise is "to develop the whole student so that he is socially, emotionally, physically, and mentally able to see himself as having a place in the sun, with an unlimited capacity to achieve."

Students are provided with work experiences as soon as possible. Opportunities for work are available with the Student Council, Student Bank, Campus Shops, Neighborhood Youth Corps, Ogden Defense Depot, Hill Air Force Base, part-time work program, and the Upward Bound Program, sponsored by Utah State University.

A strong remedial reading program and concentrated oral English practice is conducted through the reading center and language labs. A speech and hearing clinic, social work training, and medical and psychiatric services are also available.

Other auxiliary training programs include volunteer service projects, day care nursery training, practice apartment living, Internal Revenue Service training programs, and summer employment programs.

The following are services which would improve the present Intermountain program.

1. Teachers' observance of industry in order to keep training up to date.

2. More O.J.T. programs to provide direct contact with industry.

3. Industry's evaluation of the school's training program.

4. Training institutes for teachers to modernize their programs.

5. Better facilities and more funding for practical living experiences.

6. Enlarged work experience resources which will be more vocationally oriented.

7. Better follow-up on graduates for program evaluation purposes.

8. Better public image of occupational training to give it prestige and status.

"A Successful On-the-Job Training Program"

Leslie Cornish
Fairchild Semi-Conductor Plant

Fairchild Corporation was formed in the early 1940's by Sherman Fairchild. They began by manufacturing aerial cameras and have since developed into a large instrument and electronics industry. Fairchild came to Shiprock, New Mexico in 1964 to find a source of good, trainable workers. A pilot plant was established there in 1965. Since that time the Navajo tribe built a new building for the plant on reservation land. At the present, Fairchild employs about 1,200 people at Shiprock. Of these 1,200 people, 1,050 are women and 150 men. All of these employees, with exception of 24, are Indian. There is a payroll of $3,500,000, which, with planned expansions, will increase to $6,000,000 by 1971. Most of this money will go to Navajo employees. The present training program has provided for a good deal of upward mobility. Some trainees have moved up through the line beginning at entry level positions to assistant foremen and foremen positions. Some of

the training positions are foreman, assistant foreman, production assistant, mechanic, material handler, supervisor, clerk, and any other position connected with the manufacturing operation. The training program is the key to the future of Shiprock. O.J.T. at Fairchild is supported by contracts with the BIA and the Department of Labor. A tentative plan to increase the job opportunities for men is to expand the positions in the machine shop to 200.

There have been two problem areas in interviewing people for training positions. It is very difficult to pull out background information. The Indian applicants should have already prepared resumes of their experience. Also, they have not been taught the value of being clean in making a good first impression.

Aptitude tests in the desired work areas are given to incoming applicants. Placement is made as a result of these tests. Workers are moved up in the job hierarchy as soon as possible.

Indians are very hard workers. They honor their parents. They put up with no nonsense in their jobs. Alcohol has been a problem. Finding proper housing is also a difficult problem.

Pay scales begin at $1.60 an hour for electronics workers and $1.80 an hour for machinists and range up to $2.95 an hour for the two lead machinists. These scales have increased several times since the plant was opened and are expected to rise again soon.

"The Madera Employment Training Center: Purpose and Evaluation"

Dr. Clodus Smith, Project Director

Children of the uneducated become school dropouts. Poverty tends to produce additional poverty. Low incomes carry with them high risks of illness; limitations in mobility; and limited access to education, occupational information, and training. Without education the less fortunate will not break out of economic bondage. These ideas point out the need for residential training programs for the American Indians. It is the intent of Congress that vocational and technical education programs help bring the disadvantaged into society's mainstream.

The Madera Employment Training Center program has unfortunately been compared to the Job Corps. The following are areas of responsibility uniquely characteristic to BIA residential training programs: (1) preparation of those used to the austerity of reservations for work and life in a metropolitan area; (2) coeducational residential programs; (3) trainees are completely the responsibility of the government; (4) responsibility for family units (which requires provision for day-care centers, family life training, avocation and recreation planning, and more complex housing arrangements).

For evaluative purposes, the BIA not only has an on-site representative, but has also employed the independent services of the Teamwork Foundation and Professional Associates, Incorporated. Determining correlation between program operation and procedures with contractual agreement, observing the nature and quality of the program, indicating potential improvements, and preparing constructive recommendations were the objectives of this professional evaluation. The following are the areas studied to check the attainment of the above objectives: reception and orientation of trainees to the program, testing and scheduling, medical and dental services, training program components, family training, counseling and guidance, morals, organization, operation and maintenance, security, work experience programs, and the staffing pattern and its training program.

In addition to other evaluations, a full time on-site evaluation monitored and reported daily events.

The purpose of this presentation was to focus upon technique and procedures, rather than findings and recommendations, for improvement of Madera Employment Training Center.

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS FROM THE INSTITUTE

There were two conclusions made from the workshop. The first was that not all Indians have the same problems in relation to vocational education. The characteristics of the Indian people differ in the different regions of the country, which would make it necessary that vocational education programs for the Indians be developed at the regional, state, and local levels rather than national. The problems of the urban Indians seem to differ significantly from those living on reservations in predominantly rural areas. These young people have been assimilated into the on-going culture much more readily than others.

The second major conclusion was that, generally, vocational education programs have not been adequate to meet the training needs of the American Indian in both rural and urban areas. This is true of those programs conducted by high schools, public schools, BIA, and other agencies. This does not mean that the programs conducted by these agencies were not successful; but, in the majority of cases, there were too few vocational education programs to meet the needs of the Indian people.

The recommendations were as follows:

1. That planning for implementation for vocational and technical education programs for the American Indian take place on the regional, state, and local levels; and that specific programs be developed, either for training of the American Indian or for the recruitment of the American Indian into existing programs in vocational education.

2. Such training and recruitment programs should recognize the cultural differences as well as the occupational needs of the Indian people. It is important to know how to obtain and keep a job as well as the skills necessary to perform the operation.

3. That extensive in-service training courses be conducted for all persons who will be teaching Indian pupils. This should be done at both the pre-service and in-service levels. It should

be emphasized, however, that the training for cultural differences alone is not adequate, and that definite occupational skills must be developed before the Indian can obtain and hold a job.

4. The Johnson O'Malley funds going to local school districts should be earmarked for vocational education in direct proportion to the number of students who are not college-bound in that particular school district.

5. Every state with a significant Indian population should have an American Indian representative on the State Vocational Education Advisory Council.

6. Vocational education should be an integral part of the school system enrolling large numbers of Indians. It should have pre-vocational type programs in grades K through 6, with more specific training being initiated from grades 7 through 12. All BIA, as well as public schools, should make vocational training available to the Indian students.

7. Certification for vocational teachers should be established and maintained by BIA schools. This should be patterned after those states in which the BIA schools are located.

8. Vocational education in the state, in cooperation with Federal funding agencies, such as the BIA and MDTA, should sponsor and operate job skill centers for the undereducated and underemployed adult Indians. Such centers should offer counseling, basic education, remedial education, skill training, and job placement, as well as retraining for those persons whose jobs have become obsolete. Private agencies, such as the Indian Associations, should be involved in the recruitment, staffing, and servicing of these centers.

9. Coordination should be maintained between the State Directors of Vocational Education and the State Department of Education, BIA schools in the state, and the state supervisors of Indian Education in the State Departments of Education to provide for a more comprehensive vocational education program for the Indians.

10. Business and industry should provide the following:

    A. In-house training programs at the ability levels of the American Indian.

    B. Management and supervisory positions which are available to the Indian people.

    C. Good communications and relations with representatives of labor to create more job opportunities and skilled trades for the Indian.

    D. Requirements for entry level jobs that are realistic with what is actually needed to perform the operation of such jobs.

11. More adequate methods of selection for training and employment should be developed in selecting American Indians. Standardized tests should be used only as an indicator until such time such tests are validated for the group.

12. Training and employment opportunities should be developed in many areas for the American Indian. They should include not only industry, but agriculture, recreation and services, and business type opportunities as well. There is a tendency to think that the only opportunities which can be developed for the Indians are those in the industrial type situations.

CHAPTER IV

EVALUATION OF THE INSTITUTE

The evaluation of the institute was conducted in two phases. The first was performed during the workshop to determine if the attitudes of the participants concerning Indian values could be changed; and the second, six months after the close, to determine if the objectives had been met and if the recommendations were being carried out.

Indian Values as Perceived by Workshop Participants

In an effort to measure the effect of the workshop on its participants, an instrument was designed which compared some of the values emphasized in the Indian culture with those of the Anglo culture. The cultural values and traditions of the many American Indian tribes are often quite different from, and in conflict with, those of the white, Anglo-Saxon, Protestant middle class. A summary of these conflicts in cultural values was taken from Education Across Cultures by Miles V. Zintz, 1963, Wm. C. Brown Co. The material used in the survey instrument was derived from this summary. It is recognized that values do vary within basic cultures as a result of geography, economic structure, etc. Because of this fact, answer sheets were not graded according to "correct" response. The pre- and post-survey approach was used to measure a change in the perception of Indian values on the part of the workshop participants. Changes in patterns of answers were assumed to be the result of the weeklong exposure to the various representatives of the Indian cultures.

Table 1. In regard to man's relationship with nature, the Indian learns:

Response	Indian		Non-Indian		Combined	
	Pre	Post	Pre	Post	Pre	Post
a. mastery over nature.	1	1	0	1	1	2
b. harmony with nature.	10	12	21	24	31	36
c. constant struggle with nature.	2	0	5	0	7	0
d. submission to nature.	0	0	1	2	1	2
Chi-square value	2.28		6.54		*8.06	

The major change in this question was the same with both the Indian and non-Indian groups: that of feeling that the Indian's relationship to nature was from a "constant struggle with nature" to that of "harmony with nature." Larger groups of non-Indians made this change, however, than did Indians. With the combined groups, the change from the pre- to post-test was significant at the five percent level.

Table 2. In his view of time, the Indian is:

Response	Indian		Non-Indian		Combined	
	Pre	Post	Pre	Post	Pre	Post
a. past-oriented.	0	1	7	4	7	5
b. future-oriented.	0	1	1	1	1	2
c. present-oriented.	6	0	13	11	19	20
d. basically disregarding of time.	7	2	6	11	13	13
Chi-square value	5.38		2.46		.70	

There is very little consistency apparent in the change of opinions of the Indian and non-Indian groups concerning the Indian's view of time. In fact, quite a large number of Indians in the pre-test thought of the Indian as "basically disregarding of time" and on the post-test changed to "present-oriented." The characteristic of "basically disregarding of time" showed an increase on the post-test for the non-Indians or Anglos, and a slight decrease was seen in "present-oriented." On this question, there was wide variation in both the pre- and post-test among the Indians and non-Indians. This question, however, showed a greater change in significance in the chi-squares for the Indians than did any other question on the survey.

Table 3. For an explanation of natural phenomena, an Indian might use:

Response	Indian		Non-Indian		Combined	
	Pre	Post	Pre	Post	Pre	Post
a. scientific evidence.	1	2	4	2	5	5
b. mythology.	11	10	20	21	31	31
c. astronomy.	1	1	2	3	3	4
d. phrenology.	0	0	1	0	1	0
Chi-square value	.38		1.36		1.14	

Very little change took place in the pre- and post-test concerning the explanation of natural phenomena of both the Indian and non-Indian groups. The large majority considered "mythology" as a more realistic explanation that an Indian might use concerning his explanation of natural phenomena. This was true on pre- and post-tests for both groups.

Table 4. Regarding his future security, the Indian will:

Response	Indian		Non-Indian		Combined	
	Pre	Post	Pre	Post	Pre	Post
a. save for a rainy day.	0	0	0	1	0	1
b. build a large inheritance for his children.	0	0	0	0	0	0
c. not worry.	2	1	6	6	8	7
d. share with others (doesn't have too much).	11	12	21	20	32	32
Chi-square value	.38		1.02		1.06	

Here again there was very little difference in the pre- and post-tests by both the Indians and non-Indians concerning the Indian's regard for future security.

Table 5. The nucleus for the Indian family organization would include:

Response	Indian		Non-Indian		Combined	
	Pre	Post	Pre	Post	Pre	Post
a. parents, grandparents, close relatives, and close friends.	12	12	22	22	34	34
b. parents only.	0	0	1	0	1	0
c. community.	1	1	4	5	5	6
d. parents and children only.	0	0	0	0	0	0
Chi-square value	0		1.12		1.10	

The Indians and non-Indians primarily agreed on the Indian's attitude toward family organization. A few of the non-Indians, however, looked at the "community" as the nucleus rather than the "parents, grandparents, close relatives, and close friends." This attitude did not change, however, from the beginning to the end of the workshop.

Table 6. Philosophically, the Indian might define the successful person as:

Response	Indian		Non-Indian		Combined	
	Pre	Post	Pre	Post	Pre	Post
a. one who is highly educated.	0	1	1	0	1	1
b. one who has a key position in the community.	4	4	11	9	15	13
c. one who is a good person.	9	8	13	18	22	26
d. one who has wealth.	0	0	2	0	2	0
Chi-square value	1.06		4.00		2.48	

Here again we see very little difference in the attitudes of the Indian at the beginning and end of the workshop concerning his definition of a successful person. There were some slight changes, however, from the non-Indians; a few shifted from "one who is highly educated," "one who has a key position in the community," or "one who has wealth," to "one who is a good person."

Table 7. In regard to competition, the Indian places emphasis on:

Response	Indian		Non-Indian		Combined	
	Pre	Post	Pre	Post	Pre	Post
a. cooperation.	7	10	9	8	16	18
b. high competition.	1	0	2	1	3	1
c. mild competition.	3	1	5	3	8	4
d. non-competition.	2	2	11	15	13	17
Chi-square value	2.52		1.52		3.00	

Again we see quite varied opinions concerning the Indian's emphasis on competition. We see some difference in the Indian and non-Indian shifts, with a slight shift of the Indians toward that of "cooperation" while the Anglos or non-Indians shifted toward "non-competition."

Table 8. Regarding his role in society, the Indian learns the value of:

Response	Indian		Non-Indian		Combined	
	Pre	Post	Pre	Post	Pre	Post
a. individuality.	2	2	4	5	6	7
b. group-centeredness.	10	8	15	12	25	20
c. self-development.	0	3	4	1	4	4
d. anonymity.	1	0	4	9	5	9
Chi-square value	4.22		4.18		1.78	

Once more we see differences in the two groups regarding the role in society of the Indian. A large number of Indians shifted to "self-development," while a number of Anglos shifted away from "self-development" and "group-centeredness" to "anonymity." This question reflected quite a variation in opinions on pre- and post-tests of both groups.

Table 9. In his view of time, the Indian says:

Response	Indian		Non-Indian		Combined	
	Pre	Post	Pre	Post	Pre	Post
a. time is always with us.	12	13	24	23	36	36
b. be punctual all of the time.	1	0	0	0	1	0
c. time is useless.	0	0	2	4	2	4
d. get the job done on time.	0	0	1	0	1	0
Chi-square value	1.04		1.68		2.66	

Here we see the opinions of both groups concerning the Indian's view of time centered around the concept of "time is always with us." There was very little change in this concept on the pre- and post-tests for either group.

Table 10. The Indian culture places great value on:

Response	Indian		Non-Indian		Combined	
	Pre	Post	Pre	Post	Pre	Post
a. winning first place.	2	3	1	2	3	5
b. humility; let others win some.	8	6	11	12	19	18
c. winning all of the time.	0	0	5	0	5	0
d. unimportance of winning.	3	4	10	13	13	17
Chi-square value	.62		5.76		6.04	

Regarding the value the Indian places on winning, there was no change among the Indian groups but there was a slight change among the non-Indian groups. Whereas five of them felt that "winning all of the time" was important before the conference, none of them felt that this was important after the conference. The shift was from "winning all of the time" to "unimportance of winning," or to "humility; let others win some." There is wide variation for the area also, with nearly even distribution for both groups between "humility; let others win some" and "unimportance of winning." This may be because each of these answers would have similar meanings to the respondents.

Table 11. Summary Table of Chi-squares.

Table	Indian	Non-Indian	Combined
1.	2.28	6.54	*8.06
2.	5.38	2.46	.70
3.	.38	1.36	1.14
4.	.38	1.02	1.06
5.	0	1.12	1.10
6.	1.06	4.00	2.48
7.	2.52	1.52	3.00
8.	4.22	4.18	1.78
9.	1.04	1.68	2.66
10.	.62	5.76	6.04

*Significant values of chi-square with three degrees of freedom are: .01 = 11.3, .05 = 7.81, .10 = 6.25, respectively.

This summary table shows that seven of the ten chi-squares were higher with the non-Indians, indicating that the majority of changes in opinion from the pre- and post-tests were with the non-Indian group. The greatest change in the Indians was on Question No. 2 regarding concept of time. As mentioned earlier, the changes on Question No. 8 were about equal but they were not consistent among the two groups. The greatest changes among the non-Indians were concerned with the Indian's attitude toward his relationship with nature, his definition of a successful person, his role in society, and the emphasis and value which he places upon winning in competition. Even though there were no significant changes in the pre- and post-tests of the groups, there was some pattern among greater changes in the non-Indian groups. This would possibly have been greater if those non-Indians who had not worked with Indians (as had the BIA employees) had been identified and treated separately. It is quite possible that little or no change took place in the non-Indian group with those who had worked with Indians in the past.

Follow-up of Participants

Six months following the close of the institute, a sample of the participants was visited in order to evaluate the program and determine any effect which the institute had had on programs in vocational education for the Indians. Eleven of the participants were randomly chosen for the on-site visits, and these participants were asked two major questions.

The first was how well they felt the objectives of the institute were met. Each objective was discussed; and they were asked to decide, in their opinion, whether the institute did or did not meet this purpose. The second, they were asked if, within their knowledge, any of the recommendations of the workshop were being carried out within their state or area.

Those participants selected for the interviews are as follows:

Mr. Reed R. Allen, Navajo Community College, Many Farms, Arizona

Mr. Glenn A. Barnes, Mission, South Dakota

Mr. Don Bluejacket, Commission on Full Employment, E.S.C., Oklahoma City, Oklahoma

Mr. John C. Dutton, Manpower Development and Training, Phoenix, Arizona

Mr. Wade Fredrickson, Assistant State Director of Vocational Education, State Department of Education, Santa Fe, New Mexico

Mr. E. David Graf, Assistant Chief, Bureau of Agricultural Education, State Department of Education, Sacramento, California

Dr. James B. Hamilton, Department of Agricultural Education, University of Arizona, Tucson, Arizona

Mrs. Juana P. Lyon, Indian Employment Specialist, State Employment Service, Phoenix, Arizona

Mr. Ed. Manydeeds, Employment Assistance Office, Bureau of Indian Affairs, Ashland, Wisconsin

Mr. Larry Stout, NASEC, Northern Arizona University, Flagstaff, Arizona

Mrs. Tom Yellowtail, Member of State Advisory Council for Vocational Education, Wyola, Montana

Objectives

Table 12.

Objective #1. To acquaint vocational educators with the occupational education needs of Indians. This would, by necessity, include orientation relative to the sociological and economic needs as well.

Number of respondents indicating how effectively Objective #1 was met:	Yes	No	Partly	Don't Know
	11	0	0	0

All of those participants interviewed felt that Objective #1 was very well met. If there was any weakness at all, a few felt that the program was aimed more at rural Indians and their needs than at some of the needs of urban Indians. However, participants felt that this was not a serious criticism.

Table 13.

Objective #2. To determine the immediate and long-range employment opportunities for Indians.

Number of respondents indicating how effectively Objective #2 was met:	Yes	No	Partly	Don't Know
	5	1	5	0

Participants felt that this objective had been at least touched upon during the Institute. Nearly half of them, however, noted that more emphasis could have been placed upon this particular objective. There is some indication that it

would have been impossible in the week's time which we had to determine completely the employment opportunities over the nation for the Indian people.

Table 14.

Objective #3. To identify the resources available for implementing vocational education programs for Indians, both at the secondary school and adult levels.

Number of respondents indicating how effectively Objective #3 was met:	Yes	No	Partly	Don't Know
	10	0	0	1

The participants all agreed that the Institute did identify those resources which are available for implementing vocational education programs for Indians at both the secondary school and adult levels. There was some concern, however, that more adequate programs be established to coordinate the use of these resources and that, under the present system, it is very difficult, if not impossible, to make joint use of resources.

Table 15.

Objective #4. To review existing vocational education programs for Indians and to determine strategies for replicating those programs which are most effective.

Number of respondents indicating how effectively Objective #4 was met:	Yes	No	Partly	Don't Know
	5	5	1	0

A majority of persons interviewed indicated that this objective was not met, or was only partially met. A number felt that the Institute did adequately review existing educational programs but that it failed to determine strategies for replicating those programs which are most effective.

Table 16.

Objective #5. To plan utilization of latest research findings which have relevance for the vocational education of Indians.

	Yes	No	Partly	Don't Know
Number of respondents indicating how effectively Objective #5 was met:	2	9	0	0

This was one of the weakest areas of the conference, as indicated by the respondents. Many of them felt that, even though research was mentioned and reported, there was no plan for utilization of research findings in the activities of the workshop. However, participants did feel that, as a result of being exposed to research findings, they could make use of the findings in planning individual programs.

Table 17.

Objective #6. To identify areas in which further research is needed.

	Yes	No	Partly	Don't Know
Number of respondents indicating how effectively Objective #6 was met:	5	6	0	0

Here again, the reaction was mixed as to whether areas of further research had been identified adequately. Participants were nearly equally divided on the matter. During the interviews, however, there seemed little concern over this, with most participants noting that there was a great deal we did know and that our problem was proper implementation of this knowledge.

Table 18.

Objective #7. To determine the effects of existing Federal and state legislation on vocational education programs for Indians. Possible future use of existing legislation which is not utilized should be included.

	Yes	No	Partly	Don't Know
Number of respondents indicating how effectively Objective #7 was met:	7	4	0	0

The majority of respondents indicated that this objective had been satisfactorily accomplished. Those who did not feel that it was accomplished indicated that, even though the various items of legislation pertaining to vocational education had been reported on, it would be impossible in a workshop situation to determine the effect upon the vocational education programs for Indians.

Table 19.

Objective #8. To establish a procedure for developing, in conjunction with BIA, model vocational education programs which provide freedom of economic and occupational choice, and faster intercultural mobility for Indians.

	Yes	No	Partly	Don't Know
Number of respondents indicating how effectively Objective #8 was met:	1	10	0	0

Only one of the respondents felt that we had established the procedure for developing model vocational education programs for Indians. A number of respondents indicated that the people having authority for developing such programs were not present at the conference; again, in a workshop such as this, with a week's duration, it was impossible to accomplish the objective since model programs should be developed over a period of time.

Generally, the respondents felt that the major objectives of the conference had been accomplished. Respondents indicated that it was quite possible that too many objectives had been outlined to be accomplished, considering the limited time and resources available. Those objectives which were thought to be more nearly accomplished were

1. To acquaint vocational educators with the occupational needs of Indians. This would, by necessity, include orientation relative to the sociological and economic needs as well.

3. To identify the resources available for implementing vocational education programs for Indians both at the secondary school and adult levels.

7. To determine the effect of existing Federal and state legislation on vocational education programs for Indians.

Those objectives which a large majority of respondents felt were unmet included

5. To plan utilization of the latest research findings which have relevance for vocational education of Indians.

8. To establish a procedure for developing, in conjunction with BIA, model vocational education programs which provide freedom of economic and occupational choice, and faster intercultural mobility for Indians.

Recommendations

Each of the following recommendations was then discussed with the respondents to determine if the recommendations were being carried out within respondents' states or areas. It was impossible to say that each of these programs was being conducted or was in operation as a direct result of the workshop. However, a large majority of programs were new and were underway since the participants had attended the meetings.

Table 20.

Recommendation #1. That planning for implementation of vocational and technical education programs for the American Indian take place on the regional, state, and local levels; and that specific programs be developed, either for training of the American Indian or for recruitment of the American Indian into existing programs in vocational education.

	Yes	No	Partly	Don't Know
Number of respondents indicating that Recommendation #1 was being carried out:	6	3	2	0

Eight of the eleven participants indicated that some type of planning for implementation of vocational and technical education programs for Indians had started to take place at the regional, state, or local levels. This recommendation had been made by conference participants to stress the fact that, although national planning had its place, planning needs to take place in a smaller area for the implementation of actual programs in vocational education for Indians.

Table 21.

Recommendation #2. Such training and recruitment programs should recognize the cultural differences as well as the occupational needs of the Indian people. It is important to know how to obtain and keep a job as well as knowing the skills necessary to perform the operation.

	Yes	No	Partly	Don't Know
Number of respondents indicating that Recommendation #2 was being carried out:	8	3	0	0

Most of the programs in existence were beginning to take into account that there are cultural differences between the Indians and the general population of our country, and that these differences should be recognized in selecting people for occupational training programs.

Table 22.

Recommendation #3. That extensive in-service training courses be conducted for all persons who will be teaching Indian pupils. This should be done at both the pre-service and in-service levels. It should be emphasized, however, that the training for cultural differences alone is not adequate, and that definite occupational skills must be developed before the Indian can obtain and hold a job.

	Yes	No	Partly	Don't Know
Number of respondents indicating that Recommendation #3 was being carried out:	6	5	0	0

In-service training courses are coming into existence for those persons who will be working with Indian pupils. The majority of the respondents indicated, however, that these were done on a one-to-one basis and not necessarily as organized classes.

Table 23.

Recommendation #4. That Johnson O'Malley funds going to local school districts be earmarked for vocational education in direct proportion to the number of students who are not college-bound in that particular school district.

	Yes	No	Partly	Don't Know
Number of respondents indicating that Recommendation #4 was being carried out:	1	8	0	2

In only one instance was there use made of Johnson O'Malley funds by specifically earmarking them for vocational education. A vocational agriculture program received an allocation for Johnson O'Malley funds which was in addition to regular funds from vocational education for that particular program. There was strong feeling among the respondents who we talked to, as there was among all participants of the Institute, that not only Johnson O'Malley funds but other

funds at the local level should have a larger share going into vocational education programs for Indians.

Table 24.

Recommendation #5. Every state with a significant Indian population should have an American Indian representative on the State Vocational Education Advisory Council.

	Yes	No	Partly	Don't Know
Number of respondents indicating that Recommendation #5 was being carried out:	4	3	0	4

At least four of the states do not have an Indian on the Advisory Council for Vocational Education. In one other case, where they do not at this time, it had been recommended that an Indian be on the advisory council. The respondents who said "Yes" to this question were in four different states.

Table 25.

Recommendation #6. Vocational education should be an integral part of the school system enrolling large numbers of Indians. It should have pre-vocational type programs in grades K through 6, with more specific training being initiated from grades 7 through 12. All BIA, as well as public schools, should make vocational training available to Indian students.

	Yes	No	Partly	Don't Know
Number of respondents indicating that Recommendation #6 was being carried out:	3	4	4	0

Only three of the respondents felt that those schools enrolling large numbers of Indians had adequate vocational education programs. Four others indicated that the programs

partially met the need, while four indicated there was no program at all. There seemed to be a general feeling that in the BIA schools there needs to be an increased emphasis on vocational training.

Table 26.

Recommendation #7. Certification for vocational teachers should be established and maintained by BIA schools. This should be patterned after those states in which the BIA schools are located.

Number of respondents indicating that Recommendation #7 was being carried out:	Yes	No	Partly	Don't Know
	0	7	0	4

At present, there is no movement for certification of vocational teachers by the BIA schools. Many of the respondents felt, however, that this recommendation should be considered by the BIA; and in strengthening the vocational programs, it would be very important to ensure that teachers with adequate experience are employed.

Table 27.

Recommendation #8. Vocational education in the state, in cooperation with Federal funding agencies such as the BIA and MDTA, should sponsor and operate job skill centers for undereducated and underemployed adult Indians. Such centers should offer counseling, basic education, remedial education, skill training, and job placement, as well as retraining for those persons whose jobs have become obsolete. Private agencies, such as the Indian Associations, should be involved in the recruitment, staffing, and servicing of these centers.

Number of respondents indicating that Recommendation #8 was being carried out:	Yes	No	Partly	Don't Know
	9	1	1	0

A large majority of the respondents indicated that skill center training is now available to Indians. Most respondents indicated, however, that programs to recruit the Indians for skill centers were quite new. In most cases, the skill centers were not only for Indians but also were for other disadvantaged persons in the area. In each case, however, special effort was being made to recruit Indians into the skill center programs.

Table 28.

Recommendation #9. Coordination should be maintained between the State Directors of Vocational Education and the State Department of Education, BIA schools in the state, and the state supervisors of Indian education in the State Departments of Education to provide for a more comprehensive vocational education program for Indians.

	Yes	No	Partly	Don't Know
Number of respondents indicating that Recommendation #9 was being carried out:	4	5	0	2

There still seems to be a lack of coordination between the different agencies providing vocational education programs for Indians. Many of the respondents from the State of Arizona, however, indicated that this was not true within their state, and there was a considered effort being made to coordinate the programs within that state to meet the occupational training needs of the Indian people more adequately.

Table 29.

Recommendation #10. Business and industry should provide the following:

A. In-house training programs at the ability levels of the American Indian.

B. Management and supervisory positions for the Indian people.

C. Good communications and relations with representatives of labor to create more job opportunities and skilled trades for the Indian.

D. Realistic requirements for entry level jobs coinciding with what is actually needed to perform the operation of such jobs.

Number of respondents indicating that Recommendation #10 was being carried out:	Yes	No	Partly	Don't Know
A.	5	3	0	3
B.	2	3	3	3
C.	3	4	0	4
D.	3	3	1	4

Generally speaking, the respondents who knew what was going on in industry were equally divided on how well business and industry were providing specific programs for occupational training of the Indians. A few specific programs are beginning to appear, and these are scattered from Minnesota, New Mexico, and into Arizona. Most of these are quite recent and are still in the pilot stages.

Table 30.

Recommendation #11. More adequate methods of selection for training and employment should be developed in selecting American Indians. Standardized tests should be used only as an indicator until such tests are validated for the group.

Number of respondents indicating that Recommendation #11 was being carried out:	Yes	No	Partly	Don't Know
	6	2	0	3

We see here an indication that people are beginning to realize that our standard methods of selection for industry and occupational training may not be the best methods for selecting those persons from a different culture. These programs, too, are pilot programs to determine if other means of selection can be more successful in choosing candidates for occupational education of American Indians.

Table 31.

Recommendation #12. Training and employment opportunities should be developed in many areas for the American Indian. These opportunities should include not only industry but agriculture, recreation and services, and business opportunities as well. There is a tendency to think that the only opportunities which can be developed for the Indians are those in industrial situations.

Number of respondents indicating that Recommendation #12 was being carried out:	Yes	No	Partly	Don't Know
	7	4	0	0

This recommendation grew primarily out of the fact that the majority of presentations at the conference were built around industry training programs. The field trips taken at the workshop were to industrial rather than to other occupational areas. This was of some concern to the participants when the recommendation was made. This did not seem to hold true, however, in visiting the people in their home sites where the majority of them had programs which were aimed at meeting a number of types of occupational needs of American Indians.

It is enlightening to observe the number of programs which are now in operation specifically to have more adequate occupational education training for American Indians. There is evidence of increased coordination among the different agencies within the states to bring this about. The general conclusion among the eleven individuals who were visited was that the workshop was a success; as a result, a number of programs of a different nature were initiated to serve better the occupational education needs of American Indians.

Appendix I

CONFERENCE PROGRAM

Monday, August 18

7:45- 8:30	Registration (New Mexico Union Ballroom)
8:30- 9:00	Welcome and introduction of participants (Dr. Everett D. Edington, Director, Educational Resources Information Center, New Mexico State University)
9:00- 9:30	"Socio-economic Status of the Indian in America" (Dr. Anne Smith, Anthropologist)
9:30- 9:50	Discussion
9:50-10:20	"As Indians See Themselves" (Robert Lewis, Governor, Zuni Pueblo)
10:20-10:40	Discussion
10:40-11:10	Break
11:10-11:40	"Indian Education in the BIA" (Henry Wall, Area Director, Education, BIA)
11:40-12:00	Discussion
12:00- 1:30	Lunch
1:30- 2:00	"A Look at Indian Employment" (Arthur Lincoln, Area Employment Assistance Office, BIA)
2:00- 2:50	"The Future in Service and Recreation Employment for Indians" (Joe Herrera, Director, Human Resources Development, Employment Security Commission)
3:10- 3:40	Break
3:40- 4:10	"The Future of Agriculture and Agricultural Education Needed by American Indians" (Domingo Montoya, Chairman, All Indian Pueblo Council)
4:10- 4:30	Discussion
4:30	Dismissal

Tuesday, August 19

7:30- 5:00	Tours of industrial concerns employing and training American Indians.

Wednesday, August 20

8:30- 9:00	"Vocational Amendments for 1968 and Their Relevance for Indians" (Dr. Barbara Kemp, United States Office of Education)
9:00- 9:20	Discussion
9:20- 9:50	"Resources Available for Indian Training--MDTA" (Mel McCutchan, Supervisor, Affirmative Action Division, Sandia Laboratories)
9:50-10:10	Discussion
10:10-11:10	Break
11:10-11:40	"Office of Economic Opportunity Resources Available for Vocational Training for Indians" (Ned Roberts, Director, Indian Community Action Programs, University of New Mexico)
11:40-12:00	Discussion
12:00- 1:00	Lunch
1:00- 1:30	"The Place of Private Industry in Providing Vocational Training for the Indian" (Anthony Purley, Assistant Director, Roswell Adult Employment Training Center)
1:30- 1:50	Discussion
1:50- 2:20	"Resources Available from BIA" (Anselm Davis, Division of Curriculum Development and Review, BIA)
2:20- 2:40	Discussion
2:40- 3:10	"The Use of Tribal Funds for Post High School Education" (John Martin, Scholarship Coordinator, Navajo Tribe)

3:10- 3:30	Discussion
3:30	Dismissal
7:00	Banquet (New Mexico Union Building North Ballroom) Speaker (Dr. William J. Benham, Jr., Assistant Area Director, Education, Navajo Area)

Thursday, August 21

8:30- 9:00	"Vocational Education Program in BIA Schools" (Wilma Victor, Superintendent, Intermountain School, Brigham City, Utah)
9:00- 9:20	Discussion
9:20- 9:50	"A Successful On-the-Job Training Program" (Leslie Cornish, Fairchild Semi-Conductor Plant)
9:50-10:20	Discussion
10:20-11:00	Break
11:00-12:00	Reports on specific on-the-job training programs
12:00- 1:00	Lunch
1:00- 1:30	"The Madera Employment Training Center: Purpose and Evaluation" (Dr. Clodus Smith, Project Director)
1:30- 1:50	Discussion
1:50- 2:30	Break
2:30- 4:30	"What Our State is Doing in Terms of Vocational Education for Indians" (Representatives from the State Department of Education of each participating state)
4:30- 5:00	Discussion
5:00	Dismissal

Friday, August 22

8:30- 9:00	"What Do We Do Now?" (Dr. Everett D. Edington, Director, Educational Resources Information Center, New Mexico State University)
9:00-12:00	Organization and meeting of small group workshops
12:00- 1:00	Lunch
1:00- 3:00	Reports of small group workshops and summary of workshop
3:00	Dismissal

Appendix II

ROSTER OF PARTICIPANTS

ALLEN, Mr. Reed R.
Navajo Community College
Many Farms Rural Post Office
Chinle, Arizona 86503

ANTELL, Mr. Will, Director
Indian Education
Centennial Building
658 Cedar Street
St. Paul, Minnesota 55101

*BANKS, Mr. Dennis, Recruitor
Honeywell, Inc.
2701 Fourth Avenue South
Minneapolis, Minn. 55408

BARNES, Mr. Glenn A.
Box 266
Mission, South Dakota 57555

BEAUDRY, Mr. Benjamin
Superintendent of Schools
Hardin, Montana 59034

*BLUEJACKET, Mr. Don
Commission on Full Employment
Employment Security Commission
200 Will Rogers Building
Oklahoma City, Oklahoma 73105

BUCKMAN, Mr. Rudolph L.
Nat. Congress of American
Indians
1346 Connecticut Avenue
Washington, D. C. 20036

CASAUS, Mr. Louis E.
Box 575
Bernalillo, New Mexico 87004

CATIGLIA, Mr. Albert, Head
Boys Vocations
Phoenix Indian School
Phoenix, Arizona 85001

CHAUDOIN, Mr. Donald R.
Box 175
Many Farms, Arizona 86503

*DAVIS, Mr. Ralph
Box 162
Ft. Wingate, New Mexico 87316

DORAN, Mr. Mike
1617 Broadway, N. E.
Albuquerque, New Mexico 87107

DUTTON, Mr. John C., Supervisor
Manpower Development & Training
412 Arizona State Building
Phoenix, Arizona 85007

EDDY, Dr. John P.
Associate Prof. of Education
N. Mex. Institute of Mining & Tech.
Socorro, New Mexico 87801

EMBERTSON, Mr. Ed, Supervisor
Indian Education
Dept. of Public Instruction
Wisconsin Hall
126 Langdon Street
Madison, Wisconsin 53703

FRANKLIN, Mr. Douglas
c/o Bureau of Educational
Planning & Development
College of Education
University of New Mexico
Albuquerque, New Mexico 87106

FREDRICKSON, Mr. Wade
Assistant State Director
Vocational Education
State Department of Education
Capitol Building
Santa Fe, New Mexico 87501

GRAF, Mr. E. David, Assistant
Chief
Bureau of Agricultural Education
State Department of Education
721 Capitol Mall, Room 413
Sacramento, California 95814

GREEN, Mr. Lawrence
Intermountain School
Brigham City, Utah 84302

HAMILTON, Dr. James B.
Dept. of Agricultural Educ.
College of Agriculture
University of Arizona
Tucson, Arizona 85721

HARDY, Mr. Joseph R.
Box 77
Fort Defiance, Arizona 86504

HENDRIX, Mr. Chester
Box 338
Fort Gibson, Oklahoma 74434

JACOBS, Mr. Hank
Philco Ford Madera Training Center
Madera, California 93637

JARAMILLO, Dr. James C.
Southwestern Cooperative Education Laboratory, Inc.
117 Richmond, N. E.
Albuquerque, New Mexico 87106

*JOHNSON, Mr. James D.
817 W. Oakland
Broken Arrow, Oklahoma 74012

JUDD, Mr. Jerold
Arizona State University
Tempe, Arizona 85281

*KAY, Christine L.
c/o Gallup Indian Community Center
200 Maxwell
Gallup, New Mexico 87301

KRAFT, Mrs. Ruth
Division of Vocational Educ.
State Capitol
Pierre, South Dakota 57501

KRIVOKAPICH, R. Bosko
238 Petroleum Plaza Building
3535 East 30th Street
Farmington, New Mexico 87401

LAWRENCE, Mr. Bill
410 Minnesota Avenue
Minnesota Building
Bemidji, Minnesota 56601

LEWIS, Mr. Fred R.
Superintendent
Box 188
Whiteriver, Arizona 85941

*LYON, Mrs. Juana P.
Indian Employment Specialist
State Employment Service
Box 6339
Phoenix, Arizona 85005

*MANYDEEDS, Mr. Ed.
Employment Assistance Officer
Bureau of Indian Affairs
Ashland, Wisconsin 54806

MATANICH, Mr. Mike
Staples Area Vocational School
Staples, Minnesota 56479

MILLER, Mr. Lee
Assistant State Coordinator
Area Vocational-Technical Educ.
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

MUNRO, Mrs. Fern H.
Box 78
New Laguna, New Mexico 87038

NICKERMAN, Mr. Phillip E., Dir.
Vocational Education
Mendocino County Office of Educ.
Box 269
Ukiah, California 94582

*POWLESS, Mr. Robert E.
240 Main Building
Wisconsin State University
Stephen's Point, Wis. 54481

PRATT, Mr. Vince E.
Flandreau Indian School
Flandreau, South Dakota 57028

*RECTOR, Mr. Raymond
Department of Anthropology
University of New Mexico
Albuquerque, N. Mex. 87108

RIDER, Dr. John, Head
Business Education Program
College of Education
University of New Mexico
Albuquerque, New Mex. 87106

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

ROSS, Mr. Ronald S.
1617 Broadway, N. W.
Albuquerque, New Mex. 87107

*SAHMAUNT, Mr. Bud
Box 567
Cache, Oklahoma 73527

*SCOTT, Mr. Willard A.
Division of Indian Educ.
Department of Education
State Capitol
Santa Fe, New Mexico 87501

SPRUCE, Juanita C.
712 Washington, N. E.
Albuquerque, New Mexico 87100

STARKEY, R. M., Director
Roswell Employment Training Center
P. O. Box 6759 (RIAC)
Roswell, New Mexico 88201

STEIN, Mr. Allan H.
Pupil Personnel Services
U. S. Dept. of the Interior
Bureau of Indian Affairs
Washington, D. C. 20242

STOUT, Mr. Larry
NASEC
Northern Arizona University
Box 5618
Flagstaff, Arizona 86001

TRUAX, Mrs. Darcy, Manager
Factory Employment
Honeywell, Inc.
2701 Fourth Ave. South
Minneapolis, Minn. 55408

*TRUJILLO, Mr. Miguel
1410 Canyon Trail, S. W.
Albuquerque, New Mexico 87105

VAN HOOK, Mr. Victor
State Supervisor
Occupational Education Programs for the Disadvantaged
State Department of Vocational and Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

WEAHKEE, Mr. William F.
2343 Camino Carlos Rey
Santa Fe, New Mexico 87501

WHETTEN, Dr. Lester B.
Dean General College
Brigham Young University
Provo, Utah 86601

WICKHAM, Mr. Woodward A.
ABT Associates, Inc.
55 Wheeler Street
Cambridge, Mass. 02138

WILSON, Mr. Robert
21 West Eyman
Roswell, New Mexico 88201

*WILSON, Mr. Roger
Box 4107
Northern Arizona University
Flagstaff, Arizona 86001

*American Indians

*YELLOWTAIL, Mrs. Tom, Member
State Advisory Council for
Vocational Education
Wyola, Montana 59089

*American Indians

Appendix III

ROSTER OF INSTITUTE STAFF AND CONSULTANTS

BENHAM, Dr. William J., Jr.
Assistant Area Director
BIA Navajo Area Office
Window Rock, Arizona 86515

CORNISH, Mr. Leslie
Fairchild Semi-Conductor Plant
Shiprock, New Mexico 87420

*DAVIS, Mr. Anselm, Jr.
Bureau of Indian Affairs
Division of Curriculum
Development and Review
1951 Constitution Avenue
Washington, D. C. 20242

EDINGTON, Dr. Everett D., Dir.
ERIC/CRESS
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88001

*HERRERA, Mr. Joe, Director
Human Resources Development
Employment Security Commission
Box 1928
Albuquerque, New Mexico 87103

HOCKER, Mr. Phillip
Graduate Assistant
New Mexico State University
University Park, New Mex. 88001

KEMP, Dr. Barbara
Consultant For Disadvantaged
Programs
Vocational Education Section
U. S. Office of Education
Washington, D. C. 20202

*LEWIS, Governor Robert
Zuni Pueblo
Zuni, New Mexico 87327

*LINCOLN, Mr. Arthur
Area Employment Assistance
Office
5301 Central Avenue, N. E.
Box 8327
Albuquerque, New Mexico 87108

*MARTIN, Mr. John
Scholarship Coordinator
Navajo Tribe
Window Rock, Arizona 86515

McCUTCHAN, Mr. Mel, Supervisor
Affirmative Action Division
Box 5800
Sandia Laboratories
Albuquerque, New Mexico 87115

POOLE, Mr. Rodger A.
Graduate Assistant
New Mexico State University
University Park, N. Mexico 88001

*PURLEY, Mr. Anthony, Asst. Dir.
Roswell Adult Employment
Training Center
Thiokol Corporation
Box 6759
Roswell, New Mexico 88201

ROBERTS, Mr. Ned, Director
Indian Community Action Programs
University of New Mexico
Albuquerque, New Mexico 87106

SMITH, Dr. Anne, Anthropologist
Box 1101
Santa Fe, New Mexico 87501

SMITH, Dr. Clodus R.
9203 St. Andrews Place
College Park, Maryland 20740

*VICTOR, Miss Wilma
Cottage 330
Intermountain School
Brigham City, Utah 84302

WALL, Mr. Henry
Area Director of Education
BIA
5300 Central, N. E.
Albuquerque, New Mexico 87106

*American Indians

Appendix IV

TEST USED TO DETERMINE VALUE CHANGES

Indian Cultural Differences

1. In regard to man's relationship with nature, the Indian learns:

   a. mastery over nature
   b. harmony with nature
   c. constant struggle with nature
   d. submission to nature

2. In his view of time, the Indian is:

   a. past oriented
   b. future oriented
   c. present oriented
   d. basically disregarding of time

3. For an explanation of natural pheonomena an Indian might use:

   a. scientific evidence
   b. mythology
   c. astronomy
   d. phrenology

4. Regarding his future security, the Indian will:

   a. save for a rainy day
   b. build a large inheritance for his children
   c. not worry
   d. share with others (doesn't have too much)

5. The nucleus of the Indian family organization would include:

   a. parents, grandparents, close relatives and close friends
   b. parents only
   c. community
   d. parents and children only

6. Philosophically, the Indian might define a successful person as:

   a. one who is highly educated
   b. one who has a key position in the community
   c. one who is a good person
   d. one who has wealth

7. In regard to competition, the Indian places emphasis on:

   a. cooperation
   b. high competition
   c. mild competition
   d. non-competition

8. Regarding his role in his society, the Indian learns the value of:

   a. individuality
   b. group centeredness
   c. self development
   d. anonymity

9. In his use of time the Indian says:

   a. time is always with us.
   b. be punctual all of the time
   c. time is useless
   d. get the job done on time

10. The Indian culture places great value on:

   a. winning first place
   b. humility; let others win some
   c. winning all of the time
   d. winning is unimportant