

AN ABSTRACT OF THE THESIS OF

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Title: A COMPARATIVE STUDY OF THE FACTORS RELATED TO
POST HIGH SCHOOL EDUCATIONAL PURSUITS OF SELECTED
AMERICAN INDIANS: SOME CHARACTERISTICS AND SELF-
PERCEPTIONS.

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A unique aspect of this study is that it involves an unusually large number of individuals of American Indian descent. The sample population was composed of those Indian members of the 1962 high school graduating class from a six-state area. The selected graduates came from local public, Bureau of Indian Affairs, and private secondary schools located in Oregon, Washington, Idaho, Montana, North Dakota and South Dakota.

The graduates of the 1962 class were selected to be studied as they would have completed their educational experiences or become employed in a selected vocation and would have established a life style.

The model used for data collection was designed and completed in large part by Indians. The data were collected in two parts. The

first part was information of an autobiographical nature and was oriented to characteristics that included the usual vital statistics, degree of blood quantum, residence at time of interview, ability to speak an Indian language, importance of speaking an Indian language, etc.

The second part of the data collected was information gathered by interviews and involved those factors of self-perception such as effect of peer group association, attained success, source of information on post high school education, educational and employment opportunities, etc.

Half of the total sample population was asked to respond to 84 questions. When tabulated, significant statistical difference was found in 15 of the questions. In five categories of questions, the calculations indicated that chi square values at the .05 level of statistical significance occurred. The remaining ten calculations have chi square values at the .01 level of statistical significance.

In the analysis of the areas where significant statistical differences were observed, only three questions could be classified in the areas defined as characteristics. The conclusion was reached that the Indian has been assimilated into the dominant culture in far greater degree than even the Indian realizes or is willing to admit.

The remaining categories of questions, where significant statistical differences were indicated, occurred in the area of self-perception. These differences reaffirmed the conclusion that the

Indian high school graduate perceived the educational experience in a negative manner. Another conclusion drawn was that the Indian's low self-image is being reinforced by his formal education. The Indian is becoming increasingly cognizant of this disparity although there have been great sums of money and effort expended to assist the Indian in overcoming these negative self-perceptions. Inherent throughout the individual responses dealing with the Indians' self-perceptions, the underlying but obvious theme was that the formal education being received was not meeting the needs of individuals. Thus, Indians could not successfully compete in employment or advanced educational opportunities. These deficiencies were perceived as detrimental to the individual Indian and are contrary to the philosophical objectives of secondary education in the United States.

One of the stated objectives of Indians is to be educated and therefore able to compete on equal terms for educational and employment opportunities within the dominant society. Another goal is to retain as much of their culture as is possible to maintain and develop their Indian identity.

The long history of the dominant society's attitude toward the Indian and his education is one of debasement which leaves a stigma on the individual. Such an attitude tends to minimize the Indian's individual goals and potential for self-direction, creativity, and flexibility in educational opportunity and newly emerging life styles.

A Comparative Study of Factors Related to Post
High School Educational Pursuits of Selected
American Indians: Some Characteristics
and Self-Perceptions

by

James Robert Hathhorn

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CHAPTER I

STATEMENT OF PROBLEM

Introduction

The major philosophical objective of public, elementary, and secondary education in the United States is to provide the individual the necessary skills and knowledge to make logical decisions. This knowledge should ideally provide self-direction, creativity, and flexibility in assisting the individual to make wise and free choices consistent with his goals and potential. This knowledge, if misused or ignored, often leads to making critical decisions that are ill-suited or unrealistic for the individual.

Public schools, when pressed to verify the efficacy of their programs, often equate the holding power of the school to the number entering first grade and progressing through the educational program and ultimately graduating. Often, it is pointed out that the number of drop-outs has diminished by a certain percentage during a specific interval of time. Another comparison of effectiveness is the widespread use of standardized tests. During the last two decades particularly, nationally standardized achievement tests have been widely

used with local scores compared to nationwide norms. Curricular revisions, additions, guidance programs, teacher preparation, selection, and assignment, plus expanded activities are a part of improved educational programs and are nearly always mentioned. Unrestricted State certification and membership in the regional accreditation (i. e. , Northwest Association of Secondary and High Schools Far West Association) are commonly cited as a mark of excellence in public education. Another seldom mentioned yet valid index of the value of the school program is the well-designed follow-up study of just what happens to the student following graduation from high school. The recent graduate, as well as the drop-out, is in an excellent position to view the school program's total effectiveness.

The follow-up study of high school graduates by Trent and Medsker, completed in 1968, is one of the most thoroughly documented that has been done in recent years. This psychosociological study is drawn from a sample of students in sixteen communities, all within the United States. Particularly, this research focused upon the different impacts of college and employment on individual values and attitudes (36, p. 352).

Few schools and fewer States evidence any prolonged concern about what happens to the student recently graduated. It appears, once the student has graduated, the school has accomplished its purpose. Oregon, Wisconsin, and Illinois have conducted State-wide

follow-up studies of high school graduates. In 1958, Oregon undertook such a study for the graduates of 1954. Wisconsin recently completed a study for the graduating class of 1957. Illinois has just completed a similar study on the 1960 graduating class. These studies have been demographic in nature and, at best, represent data that are now outdated. Occasionally, there is a study concerned only with the high school graduate who continued on to college rather than being concerned with all high school graduates.

The problems and concerns regarding the high school drop-out have not been omitted intentionally. The problem of the drop-out is simply not within the context of this study.

The school without current and reliable data about what happens to the high school graduate is in a difficult position in accurately assessing the effectiveness of its program. The need is manifest for current data on all recent high school graduates. Now, more than ever, it is desirable to have such data for minority group numbers. Within the last twenty years, and particularly during the last ten, there has been a heightened social awareness of many groups within the American public. The problems of the Negro, the Mexican-American, and the Indian have been graphically put before the public. This social concern for these groups has challenged nearly every segment of local, state and national government. The impact of this increased public social awareness has been felt most keenly within the

educational systems of the various States and those Federal agencies that have responsibility in the general area of education.

While we consider the school and education today as being virtually synonymous, formal institutions of learning played a relatively small role in the early years of the republic as the family and church were principal instruments for training, disciplining, and perpetuating the cultural heritage. The transformation of free public education was a concept that covered three centuries and is a major theme of American education (30, p. 152-168).

The colonial laws in Massachusetts in 1642 and 1647 stated the principle that education was necessary for the benefit of the Commonwealth and the Church. These early laws declared that the government had the right to set up schools and exert its authority to provide the education that would protect the State from mischief as well as benefit the individual (41, p. 317).

The public school, from the earliest colonial times, was the formal institution for preserving and perpetuating the cultural heritage. As stated earlier, the two groups, posing special educational, social, and economic problems, were the Negro slave and the Indian (21, p. 1-2). The dominant society as it grew more complex continued to show a disinterest in these two groups. The latter part of the nineteenth century brought about a renewed interest and effort to educate and assimilate these minority groups into the mainstream of

the white culture according to Pettitt, Driver and McCaskill (29, p. 50; 11, p. 78; 22, p. 116).

The public school system was so much a part of the American ideal of democracy and of equality that little attention was given to the wide differences in educational opportunity that had existed for over 250 years (28, p. 63). Then, as State after State accepted the responsibility for free public education for all citizens, it became a natural right in theory and practice. Yet universal, equal educational opportunity, particularly for the Indian and Negro, remains in many areas as an unfulfilled ideal (23, p. 47; 1, p. 170).

The decade of the 1960's, with its mass communications media, the proclamations of the current social critics, and the promulgation of a variety of State and Federal laws has pointed out the bitter harvest of those long unfulfilled ideals.

The Problem

The American Indians are known to have come into contact with the white European during the time of Columbus. Since that time, Indians have never completely lost contact with European civilization. At the beginning of the settlement of the Americas, great numbers of people came from other parts of the world, moved, and settled freely and, almost unnoticed, became a part of the American people and heritage.(30, p. 472). The Indians are the only minority group that

have been especially segregated and subjected to special limitations of residence, property and education. They are a group whose frustrations and problems are long standing. The members, for the most part, are from a land-based culture with its own heritage and culture. More important are the distinctive cultural values which the non-native culture has modified but has been unable to destroy or replace (25, p. 845; 27, p. 17).

The 438-year experiment of using formal education has been considered the most effective, rapid way to assimilate the Indian and to remake him in the whiteman's image. The net results of this experiment from its beginning until today show a conspicuous lack of success (25, p. 623; 7, p. 187).

Education is not the invention of the white man nor is it his sole possession. Every human society devises some means of socializing the young and transmitting its culture. No ethnographic report fails to describe the manner in which children are educated into the community. The various life histories of American Indians reveal the highly effective methods whereby the individual in pre-literate society is socialized (11, p. 15; 29, p. 79). The knowledgeable student of Indian education can readily see the significance of the fields of sociological studies of race relations, psychological aspects of self-concept, alienation, anthropological implication of acculturation, and cultural changes and problems of linguistics as they relate to Indians

and their education.

Who is an Indian? This fundamental question is particularly difficult to answer for no official definition has ever been adopted. The Bureau of the Census has changed its definition often. For example, the 1910 Census tried to enumerate all persons having any perceptible amount of Indian ancestry. No special effort was made in 1920 to enumerate Indians, thus a decline in Indian population was noted. The 1960 policy changed to include self-identification for Indians and the result was an overwhelming growth in this segment of the population (38, p. 2).

The specific concern with the whole of Indian education is that Indians do not perform as well as whites in the school situation. A number of researchers have indicated that Indian school achievement is below that of its white counterparts. Absenteeism is in distressing proportions. Retardation among Indian children is increasing. The school drop-out rates for Indians are much higher than is true for the white school population. Yet research indicates that in terms of innate capacity to learn, Indians have ability equal to that of the members of the dominant society (15, p. 432; 32, p. 9; 4, p. 66).

This follow-up study used Indian high school graduates of the class of 1962 in a six-state area as the sample population. The information requested was autobiographical. Other information sought was concerned with how the individual graduate, after five years, perceived

the efficacy of his high school education and experience.

The unique aspect of this study is that it was organized and assembled by Indians for Indians and completed in large part by Indians. The Advisory Committee knew that the information requested would provide data that were not available in any form. After the autobiographical and interview information was received from the sample, it was put into tabular and percentage form. Data were collected from a total population of 570, with 287 in the samples. No further statistical analysis was done.

The writer secured permission from the Northwest Regional Educational Laboratory as well as various Federal agencies, including the Secretary of the United States Department of Interior, to use these original data. After much study and analysis of the data, it was concluded that the following premises needed to be examined in greater detail.

The first premise was that there should be statistically significant differences between those factors defined as characteristics (i. e. , blood quantum, residence at time of interview, ability to speak an Indian language, importance of speaking an Indian language) and those factors defined as self-perceptions (i. e. , effect of peer group association, attained success, sources of information on post high school education, and employment opportunities) in the categories of the study.

The second premise was that there should be statistically significant differences between the sample perseverers (i. e. , those who entered some type of post high school training) and the sample graduates (i. e. , terminated any type of formal education upon high school graduation) groups in both areas of characteristics and self-perceptions.

The third premise was that there should be statistically significant differences, aligned by sex, between the perseverer and the graduate in both areas of characteristics and self-perceptions.

The section entitled "Conclusions" explains, in detail, the differences found in each of the three premises.

Limitations

Follow-up studies dealing with Indian high school graduates are almost non-existent and the few available deal with very small numbers of students. Most of the information is largely demographic in nature. The studies do not stress student self-perceptions, characteristics, or the effectiveness of the high school program.

This study is essentially a follow-up study of a selected group of American Indians who graduated from high schools in the States of Oregon, Washington, Idaho, Montana, North Dakota, and South Dakota. The graduating class of 1962 was selected because it would have, by this date in the majority of cases, completed most post high school

educational or training programs. Nearly all would have established a life style. This group graduated before the various Federal programs dealing with poverty were established. Most of the graduates would have had some teachers who were participants in the summer institutes in Counseling, Science, Mathematics, English, and Foreign Languages sponsored by the National Defense Education Act of 1958.

The six-state area was selected, in part, because three of the States (Oregon, Washington, and Idaho) had long ago accepted the responsibility for Indian high school students to be educated within the local public school system. The other three States had Indian students in local public, primary, and secondary schools in addition to Bureau of Indian Affairs-operated primary and secondary schools.

Since there is no real model design that could be followed for data collection, it is possible that items of importance were not included in the data gathering instruments; however, the data collected are revealing to the serious student of Indian education. The possibility exists that other pertinent data were lost by not collecting all the data or, perhaps, lost in translation of the data into a workable form.

Follow-up studies of all high school graduates are costly and time-consuming. Such studies tend to defy the prevailing attitude that once the student has graduated, the school has fulfilled its obligation. The few Indian follow-up studies that are completed for graduates are

undertaken before the individual has settled into a life style. They tend, also, to be demographic in nature and this lends itself to fairly easy statistical processing. Further, this type of research virtually eliminates the possibility of unfavorable reflection on the school. The experience of the author leads him to believe that public schools are overly sensitive and often resent having unfavorable criticism levied at them or at their programs.

It becomes obvious that in terms of time, distance, and finances, a study of this magnitude is well beyond the ordinary capability of any one individual. Customarily, research projects such as this are undertaken and supported by some large, financially solvent research organization. The fact that these data were collected in such a manner does not, in the writer's judgment, seriously impair the content, quality, or veracity of the data. The writer is privileged to have in his possession the complete set of original questionnaires (Appendix A) and interview guides (Appendix B) for the sample. The responses and other information are either recorded in the respondent's own writing (Appendix A) or in a verbatim response to questions (Appendix B) posed by the interviewer. The fact that such follow-up studies are now being subsidized adds new dimensions of knowledge in the little-known area of Indian high school graduates who have persevered in their educational pursuits and who may have surmounted their minority group disadvantage.

Definitions

The use of special terminology embodied in this study is to facilitate the understanding of readers.

Indian will designate those native inhabitants of North America whose territorial limits are coterminous to forty-eight of the States. The term will also apply to one regardless of the degree of Indian blood and whose life style and associations were such that others perceived them as being Indians.

Perseverers will indicate those high school graduates who entered some program of post high school education or training.

Graduates as used in this study will indicate those students who are certified as high school graduates and who terminated formal education at that point.

Characteristics will be used for both graduates and perseverers to indicate those factors of biographical or demographic nature unique to the sample.

Self-perception will define the characteristic way an individual feels and sees himself. These self-perceptions will describe, in part, the way the individual relates to his environment and judges the appropriateness of his formal educational experience. What is germane is that individuals act and react on what they perceive emotionally, physically, or intellectually. These actions or reactions are held by

the individual to be fact as he perceives them.

Sample will be defined as the number of interviews completed.

CHAPTER II

REVIEW OF LITERATURE

The Indian more than any other race has aroused the curiosity and piqued the imagination of the rest of mankind. Europeans in the early times eagerly awaited the reports and tales of missionaries and explorers about the savages found in the New World. Indians, far out of proportion to their numbers, have enjoyed the attention of people who write books and those who read them. The New York Public Library has 23 drawers in its card catalog for holdings on Indians, while 16 suffice for those of Jewish origin, and seven for Negroes. It can be said that neither of the latter groups has been overlooked by the writers. The Library of Congress devotes 18 drawers to Indians, 17 to those of Jewish origin and seven to Negroes (38, p. 1).

An examination of this literature deals, in large part, with Indians as they used to be. Much of the literature is focused on their origin and antiquity, their arts and crafts, their history and archeology, their wars and migrations, and their diverse and colorful cultures. The Indian, as he is today, is much less popular with current writers and with the reading public.

A sizeable amount of the literature dealing with Indian education is, for the most part, a revelation of disappointment and frustration. Among the early educators to become involved with Indian education

were the Jesuits. They were of French descent and settled in the St. Lawrence River basin during the period from 1611 to about the 1800's. The conversion to Christianity and Frenchification of the Indians were major Jesuit goals. Louis XIV, repeatedly, ordered that efforts be made to educate the Indian children in the French manner (20, p. 25-28). In agreement with Laymen, another researcher concluded and agreed that the Jesuits' goal was to sedentarize and Gaulicize them with a curricula of reading, writing, and singing in French, in Agriculture, and in Carpentry, in addition to the household handi-crafts (13, p. 14).

Another early group concerned about Indian education was the Franciscans who entered the Mississippi River Delta and spread to what is now the southwest part of the United States. The Franciscan approach was a contrast to that of the Jesuits. The Franciscan policy was to gather native villages around the established missions, keeping families intact, and instructing in ways to make a living (42, p. 71). The curricula concentrated in agriculture, building trades, and cloth making. These activities were specifically used to restrict the Indians' nomadism. Academic subjects were of less importance and no conscious effort was made to make Europeans of the Indians (20, p. 317).

The charters of some of the early colonies expressed the desire of the home governments and of the colonizing companies that efforts

be made to Christianize and educate the Indians. These efforts to assimilate the Indians into the white culture were not very successful for a variety of reasons (26, p. 143). The same general conclusions were suggested in a history of Indian education written nearly two decades earlier (20, p. 470).

After the Declaration of Independence and the outward reaching settlement to the west, Congress enacted the Northwest Ordinance of 1787. This Ordinance encouraged the westward settlements to establish public schools for all the citizens of the new areas. One section of the Ordinance stated:

The utmost good faith shall always be observed toward Indians; their land and property shall never be taken from them without their consent; and in the property rights and liberty they shall never be invaded or disturbed, unless in just and lawful wars authorized by Congress; but laws founded in justice and humanity shall be from time to time made, for preventing wrongs being done to them and for preserving peace and friendship with them (8, p. 69).

Nearly 100 years later, in a report to the Congress, the following recommendation was made in reference to the Indians resisting removal from traditional tribal lands. This resistance was truly complicating the westward movement and settlement:

The policy of removal, except under peculiar circumstances, must necessarily be abandoned and the only alternatives left are to civilize or exterminate them (the Indians). We must adopt one or the other (37, p. 503).

It is a shameful fact of history that many chose extermination as

the lasting solution to the problems presented by the Indians. During the early part of the 1930's, there was a period when the purposes of the Bureau of Indian Affairs were under serious review and close scrutiny. The policies and procedures of the United States Government, at that time, with respect to the Indians, added to their present problems. Segregated and treated as wards who were denied the opportunity to manage their own affairs or even make a living, left them with little incentive to do anything but exist (17, p. 543).

The Merian Report was an in-depth study of the Bureau of Indian Affairs. It was the forerunner of what would be the Indian Reorganization Act, approved and enacted into law by the Congress of 1934. This act, when approved by the Congress of the United States, was heralded as a new philosophical approach to government relations with the Indians. Thirty years later, in an editorial, the following statement was made:

His average annual income is one-half the amount which has been determined to be poverty level for the poor in the United States. He can expect to live to age 42. His segregation from the rest of society makes the Negro's degree of acceptance look good. The level of unemployment among his people is seven or eight times that of his nation's average unemployment. He suffers more from poor health, malnutrition and ignorance than does any other ethnic group in his country. . . . Conquered, dispossessed, exploited, abandoned, the American Indian confronts the nation as one of its greatest domestic challenges (20, p. 693).

Millions of dollars have been spent, and continue to be spent, each year on Indian education. The results are a source of

disappointment to both the Indians and the various researchers. Many of the writers acknowledge that some educational progress has been made but there is widespread agreement among them that the Indian has not profited satisfactorily from the vast expenditure of money and effort used in his behalf (28, p. 160).

Literature on Indian education is quite extensive and most of the items are located within the traditional sources (i. e., articles in professional journals, theses, and dissertations). Much of this writing is polemic, apologetic, speculative, and prescriptive. There is agreement that the amount of bibliography pertaining to Indian education exceeds 1,500 items according to the Office of Education research project (38, p. 2).

No attempt has been made within this study to ascertain the amount of material encompassed in committee reports, term papers, presentations at professional meetings, speeches, working papers, seminar, and workshop reports and proceedings. What does appear is a great deal of research on Indian education which has been done by graduate students as part of their degree requirements. A closer examination of the books and journal articles in the field of Indian education, psychology, and sociology shows that these often have their beginnings in graduate theses.

No special attention has been given to the reports of various Federal agencies, the impact of television or other mass media, adult

education projects, or other informal educational programs. Omission, however, is not intended to minimize their importance.

This writer, in the review of the literature, uncovered very few systematic follow-up studies pertaining directly to Indian high school graduates. A follow-up study by Adams about graduates of the Roosevelt Union High School in Utah from 1952-1964 indicated that the majority of them felt that their high school education had been inadequate for immediate employment (2, p. 70). Similar follow-up studies were conducted by the following researchers: Baker with Navajo Males (5, p. 43), Smith on Latter Day Saints' graduates (34, p. 53), Jewell with a special program in New Mexico (18, p. 27), Johnson on Educational Achievement (19, p. 141), and Collier on Education in General (9, p. 78). All of these researchers are in general agreement and show little to reflect credit upon the effectiveness of the dominant society's formal educational system. Once again, it is pointed out that the bulk of the studies cited are ones dealing with levels of educational achievement, social adjustment during employment, quality of performance, effects of a special program, etc. Yet Indians carry an underlying denunciation of their total educational experiences while in school.

CHAPTER III

METHOD OF STUDY

Source of Data

The Northwest Regional Educational Laboratory in Portland, Oregon, under contract to the U. S. Department of Interior, Bureau of Indian Affairs, acted as the principal agent in collecting the data under consideration in this study. The Study Director and the Coordinator of the Intercultural Programs concluded that a very minute amount of information was available pertaining to Indian high school graduates of this area. Evolving from the apparent lack of information, was a proposal presented to, and subsequently funded by, the United States Department of Interior, Bureau of Indian Affairs. The investigators spent a great deal of time in researching and reviewing the literature related to Indian education. One particular finding of interest was the paucity of research in the area of interest (33, p. 2).

The Study Director established an Advisory Committee made up of elected and appointed Indian tribal officials and other individuals known for their interest and expertise in the field of Indian education whose major functions were to advise and consult on the types of information to be collected. The Committee was consulted on methodology to be utilized and was to recommend names, places, and agencies that could expedite the collection of data. Throughout the study, members

of the Committee were consulted on an individual basis after the Committee had met for a two-day work session to draft a model for the data collection.

The Advisory Committee established during its work session that an extended follow-up study should be used to gather the pertinent information. The Committee felt that all the Indian high school graduates of the Class of 1962 should comprise the population about which information was desirable. It was decided that the States of Oregon, Idaho, Washington, Montana, North and South Dakota would be used. The decision to include these States was made for several reasons. The States of Oregon, Idaho, and Washington had, 30 years ago, accepted responsibility for public, primary, and secondary school education for Indians. The other States of Montana, North and South Dakota have both public schools and Bureau of Indian Affairs primary and secondary schools. The latter three States had rather large Indian populations. Finally, a review of literature indicated that no such study had been undertaken or completed in this geographic area. Also, there had been no such study completed which asked for the information the Advisory Committee deemed essential.

Persistent and periodic checking with the schools and institutions produced a working list of individual names of the target population. A follow-up letter and a data form on which to tabulate information was sent out to each school and institution which indicated that it

had graduated one or more Indian students. A one hundred percent response was obtained in this mailing. This information was then checked against tribal rolls, records of tribal educational committees, and State Department of Education reports on districts claiming Indian student enrollments for the 1961-62 school year.

The Advisory Committee had identified the types of information that would be desirable. As a result, two instruments for the collection of data were constructed. The first was a questionnaire soliciting biographical and demographical data to be completed by the respondent. The second was an interview guide on which the responses of the interviewee were recorded by an experienced interviewer. Both the questionnaire and interview guide were extensively field-tested in different states and locations on four separate occasions. After each field test, both instruments were suitably revised. The fifth version of both instruments was deemed acceptable and usable.

Interviewees, responding during the field testing of the instruments and where a preference was expressed, suggested that the ideal interviewer would be an experienced non-Indian, middle-aged male. The preference was used as a guide when interviewers were screened for employment; however, emphasis in the selection process was heavily weighted toward experience in interviewing, ability to accept others on an individual basis, and the demonstrated ability to conduct interviews. Further, recommendations for interviewers were

solicited from elected and appointed tribal officials, Community Action Programs, University teachers, and other persons in a position to make knowledgeable recommendations. When the interviewers were identified, and prior to being employed, each was interviewed by the project director. Each was briefed on the study, and the instruments, and the methods of interviewing. Realizing that all interviewers would not be equal in their ability to conduct an interview, some unevenness in the collecting of data was allowed. A total of 28 interviewers were employed, of whom 20 were male and 8 were female. Twenty-one of the interviewers considered themselves Indian and the other 7, all male, were non-Indian.

Locators, almost all of Indian ancestry, from local areas were then employed to pinpoint the last known addresses of identified graduates. The locators had a difficult task since nearly one-half of the identified population was extremely mobile. The locators visited schools, parents, relatives, friends, former classmates, relocation centers, tribal offices, agency offices, prisons, and other institutions to determine where individuals might be easily located and subsequently contacted by the interviewers.

Nature of Data

The questionnaire used for personal data collection comprises Appendix A. Information sought was both autobiographical and

demographic in nature. The autobiographical section contained space to record the standard vital statistics. The second part of the questionnaire sought high school and post high school training records. The last section contained post high school employment information. The respondent was asked to complete his or her own record. (See Appendix A.)

Appendix B is the interview guide and it records the interviewees' responses to a series of questions about their self-perceptions regarding their school experiences. (See Appendix B.) The interviewee thus could answer in greater detail and indicate his or her self-perceptions to the questions. The interviewee was asked probing questions in an effort to get him to elaborate on his self-perceptions. (See Appendix B.)

The distribution of the Indian high school graduates in the six-State region was as follows:

<u>State</u>	<u>Number</u>
Idaho	19
Montana	134
North Dakota	130
Oregon	35
South Dakota	220
Washington	<u>88</u>
Total	626

Of the 626 identified, 12 were deceased and 44 refused interviews for reasons which were generally unstated. An available population of 570 was obtained. Within this number, 287 or

50.4 percent were interviewed, of which 145 were female and 142 were male. Those interviewed were scattered throughout a 13-State region with the largest and smallest concentration of interviews conducted in South Dakota and Idaho.

The Advisory Committee and the Study Director had originally wanted to complete the questionnaires for each of the target population. Thus, 100 percent contact with all the high school graduates was one of the original objectives of this study. Due to the mobility of the graduates, their wide dispersion, personal willingness, and the factors of time, distance, and money made, the 100 percent objective was unattainable. When it became apparent that a 100 percent completion would not be feasible, the Advisory Committee and Study Director concluded that a 50 percent return rate would suffice. This return ratio would give a good assessment of the factors related to high school graduates and the sample number would give a clear picture of some of the typical characteristics and self-perceptions for the total population.

Analysis

The major questions to which this study has addressed itself are: (1) What are some of the characteristics and self-perceptions of the Indian high school graduate; (2) What are some of the commonly shared self-perceptions and characteristics that might well be unique to this

group? To facilitate the analysis, the interviewed population was divided into two groups. The first consisted of those who, after high school graduation, continued formal education or training whether it was academic, vocational, or technical in nature. This study did not give too much consideration to whether this additional training or education was completed. This grouping is known throughout this study as the perseverer. The second group consisted of those students who, after high school graduation, did not pursue further training or education. These are referred to as graduates. Each of the categories was further subdivided into males and females.

Upon the completion and return of the interview guides, the data collected were coded by sex, perseverer, graduate, and by individual responses to requested information. Frequency tables were then developed using each of the earlier mentioned categories in relation to the individually asked questions. These results were expressed in frequency tables.

After a careful review of the original data, the writer was concerned about the significance of the results. While he believed the use of frequency tables would indicate a significant statistical difference between perseverers and graduates, it was necessary to determine what if any differences there were in the responses by sex.

It was determined for the purpose of this study that a Contingency Table of Chi Square be used (14, p. 276). The statistical formula used

to develop the contingency table of chi square is as follows:

$$X^2 = \frac{(fo-fe)^2}{fe}$$

Figure 1

The Statistical Consulting Services of Oregon State University concurred that this formula would provide the needed information.

A total of 84 contingency tables of chi square was computed from the frequency tables of responses in the categories of sex, perseverers, and graduates. Of this total, it was determined that significant statistical chi square differences appeared in 15 different categories. Five of these categories indicated statistically significant differences at the .05 confidence level. Ten of the 15 categories had a .01 confidence level. Each of these categories will be discussed in some detail in Chapter IV.

It was pointed out earlier in the study that some discrepancies in data collecting would be noted due to individual abilities of the interviewers. The same would be true when studying the frequency tables, particularly those related directly to responses made during interviews. There are instances where the total number of answers to any question do not always correspond precisely to the total number of interviews. Many of the interviewees responded with multiple answers to some of the questions. In other instances, a few of the interviewees could not or would not respond to the question.

CHAPTER IV
ANALYSIS OF DATA

In analyzing the data that had apparent statistical differences, only three of the 16 statistical differences were responses to those factors that are classified as biographical or demographic. (See Tables 1, 2, and 3.) These tables are related to information found in Appendix A. One specific question dealt with the effect on the individual in terms of residence on or off a reservation at the time of the interview. The Advisory Committee wanted to know if young Indians were leaving the reservation for employment. The various tribal councils had decried the lack of educated or trained young people who, they felt, did not return to the reservation where their acquired skills could be utilized for the betterment of all the Indians. It was within the female group that a significant difference was indicated.

Table 1. Characteristic Relating to Residence
On or Off the Reservation at Time of
Interview (Sample Females)

	On	Off
Perseverer	60	42
Graduate	17	26

Chi square value of 4.52 with one degree of freedom at the .05 level of confidence.

It appears in the study that the female perseverer tends to return to and live on the reservation in greater numbers than do the graduates. This may be due to what appears to be an increasing demand for special skills on the reservations. As the demands of the reservations for upgraded skills and education rise, a growing demand for employment opportunities can be utilized on the reservation where the individual prefers to live. The lack of jobs for the unskilled female on the reservation, together with lack of opportunity to contract a marriage, may be the reason why the graduate chooses to live off the reservation. The latter may account for the tendency of the female perseverers to marry males with less formal education than themselves. This appears to be contrary to what occurs among the general population (33, p. 16).

This may, in part, explain why perseverers, both male and female, tend to return to live on the reservation in greater numbers than do graduates of both sexes. The growing demand for specialized employment skills on the reservation may account for this increasing tendency of the sample in this study. The tendency seemingly refutes the general belief that the young Indian is leaving the reservation to make a living in the dominant society.

Table 2 attempts to determine the relationship of residence, whether the individual resides on or off a reservation, and whether there is some characteristic distinction within the two major

groupings. The statistical significance for males was not high enough for reliability; however, the case for the total sample shows a significant difference for those who lived on the reservation at the time of the interview.

Table 2. Characteristic of Residence On or Off Reservation at the Time of Interview (Total Sample)

	On	Off
Perseverer	125	77
Graduate	46	39

Chi square value of 33.35 with one degree of freedom at the .01 level of confidence.

The above table tends to confirm the earlier statement that the perseverer of both sexes returns to the reservation in substantially larger numbers to establish residence. Table 1 indicates that this return was true for the females of the sample. Increased demand for saleable skills on the reservations and considerable encouragement for the Indians to manage their resources and tribal enterprises were noted in the questionnaires. The Bureau of Indian Affairs' objective of total assimilation seems to remain in conflict with the goals of the Indian people. The Bureau's objectives have often been imposed upon the Indian without any prior consultation and nearly always without direct involvement in the initiation, planning, or execution of the programs. The original data strongly support this concept for nearly

everyone in the sample indicated concern about the lack of Indian involvement in the decision-making process.

The educated Indian who returns to the reservation often serves as a threat to the rigidity of the Federal government. In prior times, the Indians shared a feeling of helplessness stemming from the belief that they could not control their own destiny. Indians are aware that their communities and people are often held in low esteem by the dominant society. Many Indians wish to retain those Indian values considered to be superior to those of the dominant society but they also want to take advantage of the modern technologies. Many Indians feel that when a tribe approaches autonomy, those governing in the dominant society exert pressure on the Indians to join that society.

The sociological research during the past two decades indicates that changes imposed upon a community from the outside are very likely to be rejected. The members of the sample indicated that changes are more likely to be accepted if they are introduced through the existing social structure of the people. More important, the Indians must feel the primacy whereby they control their own destiny and thus develop their own viable identity. Such positive courses of action, if not allowed, will only compound the errors of bygone years. The past administrative errors of the Bureau of Indian Affairs are firmly entrenched and no significant change or progress has been made in alleviating the manifest problems of the Indian population. The

efforts of the Indian perseverers and graduates will be unrewarded and unfulfilled in bringing about any lasting improvements despite increased skills and knowledge unless the Indian has a greater voice in the management of his affairs. The Indian, by virtue of the educational skills acquired, should be able to compete on fairly equal terms with the dominant society in which he is forced to live and yet retain his identity.

One of the questions asked in Appendix B was the importance of speaking an Indian language. The question asked was related to the individual's ability to speak an Indian language fluently, with some knowledge, or none at all. The interviewee was then asked why he or she felt it was important to speak an Indian language. The greater number of responses indicated that speaking the language was necessary to preserve the cultural factors of the various tribes and to communicate with the elders of their tribe. When the responses were tabulated and subjected to statistical analysis, the total sample did not show significant statistical differences. This was also true of the males. However, the females of the sample did show a significant statistical difference and believed it was important for them to speak an Indian language.

Fluency in an Indian language was perceived as one of the obvious marks of retaining the Indian culture. It should be pointed out that approximately one-fourth of the total sample spoke an

Indian language fluently and these were predominantly females.

Table 3. Importance of Speaking an Indian Language (Females)

	Important	Unimportant
Perseverers	78	23
Graduates	24	18

Chi square value of 5.85 with one degree of freedom at the .05 level of confidence.

Table 3 tends to confirm that the female perseverer holds the self-perception that facility in an Indian language is important. It appears to hold true that females are the prime transmitters of a culture. If such is the case, then there is some small hope that the Indian language is not dying as has been predicted. Further, it seems that the female perseverer deems this factor to be important as she is the one who, in greater numbers, returns to the reservation to work, marry, and take up a permanent residence.

In considering the next table, one must properly assess the amount of information about post high school employment opportunities. Table 4 seems to indicate that a substantial number of female students possessed inadequate information on post high school employment opportunities on which to base decisions concerning their future.

In examining the specific responses on the original questionnaires, it would appear that the student felt the school was

emphasizing educational opportunities. Yet there was the feeling among these young adults that they were disillusioned and frustrated by the possible continuation of formal education in their adult life. The females, particularly, felt that they had been oversold and the high school diploma contributed very little to immediate employment. It would appear that insufficient stress was placed on education for individual development as a person. Many of the students in the sample have the self-perception that a high school diploma is the first step in future education or employment plans. The acquired self-perception is that the high school diploma provides the opportunity for interesting and secure employment. In reality, this is fallacious thinking.

Table 4 appears to confirm the concept that the amount of information about post high school employment is a source of disenchantment for the females of the sample.

Table 4. Need and Amount of Information Received About Post High School Employment. (Sample Females)

	Greater Amount	Lesser Amount	Adequate	Some	Little or None
Perseverers	10	4	25	21	42
Graduates	8	5	5	13	12

Chi square value of 9.84 with four degrees of freedom at the .05 level of confidence.

The frequencies in both the perseverer and the graduate are almost equal in categories one and two reading left to right. These two categories indicate that a substantial amount of employment information was lacking and the graduate felt the lack of realistic information to assist him in the decision-making process. It would appear that both the perseverers and the graduates have a legitimate complaint that the emphasis is unrealistic in terms of information on post high school employment.

Tables 5, 6, and 7 point up an unusual problem. There seems to be a statistical relationship in this category that encompasses the total sample, yet there appears a commonality of characteristics and self-perceptions unique to the sexes, the perseverers, and the graduates.

Table 5. Degree of Encouragement to Continue Education (Sample Males)

	Heavy	Moderate	None
Perseverer	127	229	226
Graduate	40	77	110

Chi square value of 6.31 with two degrees of freedom at the .05 level of confidence.

The total sample perceived their parents, relatives, friends, teachers, and counselors as major sources of encouragement to continue educational pursuits. Later tables will further support the

concept that sources of encouragement had a high degree of realism for the individuals.

Table 6. Degree of Encouragement to Continue Education (Sample Females)

	Heavy	Moderate	None
Perseverer	135	190	190
Graduate	58	52	92

Chi square value of 8.44 with two degrees of freedom at the .05 level of confidence.

Table 7. Degree of Encouragement to Continue Education (Total Sample)

	Heavy	Moderate	None
Perseverer	262	419	416
Graduate	98	129	202

Chi square value of 12.21 with two degrees of freedom at the .01 level of confidence.

About 70 percent of the Indian high school graduates used this encouragement to continue on in programs of post high school training or education. More students were exposed to counselors than were admitted. Students felt that counselor influence was negative in many instances.

This is the first time the total sample is represented by a statistical significance in the same category (Tables 5, 6, and 7). In considering the 1968 responses by the interviewees and reviewing

experiences acquired since high school graduation, it was perceived by the young adults that the greatest amount of encouragement to continue formal education came from their parents. This is in agreement with other research findings and tends to reinforce the influence the home has on the individual. It further appears that classroom teachers apparently have a secondary role in encouraging students to continue their education.

The generally held belief that the peer group exerts a substantial influence on the young adolescent seems to have very little discerned effect on the educational achievement and plans for the sample in this study (see later tables). It may be that any influence is so subtle in nature that few of the graduates were able to perceive or properly assess its effect.

It would appear in those cases where students received a heavy degree of encouragement, they very often did not perceive the encouragement as accurate or realistic. The students' self-image was not in harmony with individual desires in relation to the encouragement. There is some evidence, because of the large numbers of "moderate" and "none" responses by both sexes to the same questions, that other extemporaneous circumstances and influences intervened in the individual's decision-making process.

It seems to this writer that from this particular set of tables further research is necessary to determine the relationships and

relevance to this encouragement and the subsequent effect on the individual student and his ultimate decisions. The responses do not properly account for the individual's rather low self-image nor do they explain why 30 percent of the individuals reacted in a negative way to such realistic encouragement.

Tables 8 and 9 seem to confirm the earlier conclusion that peer group association has little effect on the further educational plans of individual students. Tables 5, 6, and 7 indicate that family, relatives, friends, teachers, and counselors exerted substantial encouragement in regard to future educational planning.

Table 8. Effect of Peer Group Association on Educational Plans (Sample Females)

	No Effect	Encouraged
Perseverers	77	25
Graduates	42	2

Chi square value of 7.87 with one degree of freedom at the .01 level of confidence.

Table 9. Effect of Peer Group Associations on Educational Plans (Total Sample)

	No Effect	Encouraged
Perseverers	155	47
Graduates	77	8

Chi square value of 7.41 with one degree of freedom at the .01 level of confidence.

Researchers in the area of adolescent behavior have made frequent reference to the powerful influence of the peer group. The research indicates that similarities of behavior patterns, the social code, and the jargon spoken are the most common explanations of this phenomenon. Yet, in reviewing the original data, it appears that the vast majority of the sample were socially inclined and very few were "loners" or had but one exclusive friend. The individuals appear to have horizontal movement into and out of Indian groups in general and association without binding allegiance to any particular group.

The decision to associate only with non-Indians reflects the attitude of upward mobility. The racially integrated groups did not associate exclusively with any clique of fellow students. The original responses lead this writer to conclude that when the peer group does influence the behavior or decisions of a group member, the influence is usually positive and beneficial. Certainly, this whole area of peer group influence should have a great deal more research done to validate or reject these findings.

One part of the interview guide asked the individual to respond to a question dealing with his or her own idea of what constitutes "success" in life. In this manner, the individuals' answers were related closely to their own individual concepts if they considered themselves in their own terms to be successes.

Table 10. Self-Perception of Attained Success (Sample Females)

	Yes	Partial	No	Undecided
Perseverers	44	15	40	2
Graduates	17	6	11	9

Chi square value of 15.98 with three degrees of freedom at the .01 level of confidence.

As expected, the females of the sample held some views of success that were different from the males of the sample. For instance, more females felt they had attained success. This was due largely to the self-perception that personal success dealt with marriage, children, and the home.

The self-perception held by the sample male was, indeed, as the provider. He is likely to feel unsuccessful and inadequate unless he is able to hold a well-paying, secure job which enables him to be the provider. The inference is drawn from the original material that the majority of the total sample viewed success in material terms rather than in non-material terms.

It was interesting to note that almost identical numbers of graduates, who would follow the same course of action after high school graduation, also considered themselves successful. In the male graduate group, almost identical numbers would pursue the same course of action after high school graduation yet half of the group perceived themselves as unsuccessful, while the other half perceived themselves

as successful. In almost similar numbers, they would choose a different course of study after high school graduation. Those who, in retrospect, would act differently, also perceived themselves to be unsuccessful.

Table 11. Self-Perception of Attained Success (Total Sample)

	Yes	Partial	No	Undecided
Perseverer	77	31	91	3
Graduate	32	15	29	9

Chi square value of 13.77 with three degrees of freedom at the .01 level of confidence.

Interestingly, the total group, with both sexes combined, showed that perseverers were almost evenly divided between those who perceived themselves as successful and unsuccessful. Noteworthy, too, is the self-perception of the graduate who felt unsuccessful. About equal numbers of the graduates characterized themselves as unsuccessful. Table 12 suggests the possibility that the Indians rather low self-concept was reinforced by the dominant culture. The low self-concept may be a result of stereotype rather than overt prejudice. In reviewing the original data, the responses seemed to indicate that if the Indians admitted prejudice, they also admitted inferiority to other people. Thus, many felt that success as defined had eluded them.

When asked to assess the degree of realism of the encouragement

to continue their education, no particular sex difference was noted with the statistic used. But when the sample group was divided into the perseverers and graduates, a statistically significant difference was indicated. A conclusion could be drawn from this that great differences do not appear in the self-perception of the graduates on the appraisals of their abilities made by others.

Table 12. Degree of Realism of the Encouragement to Continue Education (Total Sample)

	Excellent	Good	Fair	Poor
Perseverers	84	92	23	3
Graduates	36	32	11	6

Chi square value of 21.83 with three degrees of freedom at the .01 level of confidence.

In the discussion of Table 12, it would appear that the degree of realism to continue education was of high caliber. Both sexes and both the perseverers and the graduates felt that the truth of the advice was of benefit. It further appears that counselors and educational specialists identified the graduates as potential problems needing more of their professional skills. The total of the sample felt this tendency was balanced by the teachers who identified and encouraged the perseverers. Table 12 seems to re-affirm that the student's self-image of his abilities was in accord with the judgment of others. Yet the student did not always respond positively to this encouragement,

apparently because of circumstances and influences beyond his control. These influences and circumstances are not immediately identified by the researcher or by the individuals in the study. Much more research is called for to determine just what these unknown influences are and what could be done to compensate for them.

Further analysis of the responses does indicate that classroom teachers play a major role in encouraging the continuance of educational plans. Also, it further appears that the encouragement was aimed at getting the student into an academic setting. The employment opportunities of the individual appear severely limited due to preferences for a certain geographic location.

In the presentation of Tables 13, 14, and 15 dealing with the degree of effect of the encouragement to continue education, it is interesting to note that this is the second series (the first series is found in Tables 5, 6, and 7) where significant statistical differences appear in all the categories, male, female, and perseverer versus graduate.

Table 13. Effect of the Encouragement to Continue Education (Sample Males)

	Excellent	Good	Fair	Poor
Perseverers	51	20	18	11
Graduates	9	9	1	23

Chi square value of 35.20 with three degrees of freedom at the .01 level of confidence.

When examining this table where the effect of encouragement to continue education is under scrutiny, some very large differences exist between the perseverer group and the graduate group. It would again appear that the young males perceived the influence of parents and the home in fostering favorable attitudes toward continuing education. Seven out of ten responses indicated that the male perseverer felt that he was positively and substantially helped in reaching the decision to continue formal educational experience. It further appears that in the case of the graduate, about one-half of the graduates were substantially influenced by this encouragement to continue with their education. The possibility is that the graduate has an attitude quite in keeping with his self-perception of his own low esteem and low self-image.

Table 14. Effect of the Encouragement to Continue Education (Sample Female)

	Excellent	Good	Fair	Poor
Perseverers	47	31	16	8
Graduates	7	6	4	26

Chi square value of 47.03 with three degrees of freedom at the .01 level of confidence.

Table 14 clearly points out a basic difference between the female perseverer and the graduate. The female graduate definitely feels negatively about the encouragement to continue in some

educational pursuit in her post high years. It would appear that this encouragement was not very realistic when viewed five years later. The determination of the exact reason for this rather outstanding difference between the perseverers and the graduates should be a fertile field for further research.

Table 15. Effect of the Encouragement to Continue Education (Total Sample)

	Excellent	Good	Fair	Poor
Perseverers	98	51	34	19
Graduates	16	15	5	49

Chi square value of 78.82 with three degrees of freedom at the .01 level of confidence.

In retrospect, and considering the total sample of perseverers versus the graduates (Table 15), it appears that the effective encouragement to continue formal educational pursuits came largely from family, teachers, educational specialists, and administrators such as are found in the school setting. There is some evidence that Bureau of Indian Affairs' officials exerted some influence on students to continue formal education. This may be due to grants from the Bureau of Indian Affairs and financial aids available to individuals from local tribal sources.

In summary, it would appear that the individuals comprising the sample feel that individual and group counseling should provide

detailed and relevant information about the type and nature of post high school employment and educational opportunities. Such informational services certainly need to make parents, teachers, and counselors well aware of the employment and educational opportunities available to Indian students. It would seem that until the school and its resources have an unbiased understanding of the Indian students they serve, little can be done to assist the Indian student in self-discovery.

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

When reviewing the Indian students who comprised and provided the data for this study, a larger commonality appeared. Within the sample of this study, some shared characteristics of all Indian students need examination.

In 1900, official reports indicated that 246 Indian children attended public schools and the rest were in Federal schools or not attending. Statistics for 1956 show 71,956 were enrolled in public schools of the United States. The records indicate that 58.6 percent attended public schools, 32.3 percent attended Federal schools, and 9.1 percent attended Mission or other schools (35, p. 103).

Records for the year 1968 show 142,630 Indian students attending both public and Bureau of Indian Affairs' schools. Similar records for 1967 of Indian school attendance number 138,501. Of those enrolled in school, 61.3 percent attended public schools, 32.7 percent attended Federal schools and 6.0 percent attended Mission or other schools (40, p. 1). Comparable percentages for 1967 were 60.3, 33.6, and 6.4. For 1966, the percentages were 61.3, 32.6, and 6.1. For 1965, percentages were 61.4, 32.2, and 6.4 (39, p. 1).

For the Indian students who comprised the sample for this study, very similar results are indicated. When the sample members completed the questionnaire (Appendix A), the composition of the kinds of schools attended shows 54.7 percent in public schools, 32.4 percent in Federal schools, and 13.9 percent in Mission or other schools. This appears to be a shared commonality with other Indian students within the United States.

The literature on Indian education, with few exceptions, almost invariably echoes a universal dissatisfaction with the results. The causes of the near failure of Indian education can be traced to the assumption that assimilation is the basic purpose of the educational efforts. The two approaches to assimilation were coercion and persuasion. The Indian, it was reasoned, would be better off if he could be induced or forced to adopt the dominant society's habits, skills, knowledge, language, values, religion, attitudes, and customs (25, p. 810). The American experience with the absorption of millions of European immigrants, upon whom no deliberate or conscious assimilative pressures were exerted, would support this view.

The decade of the 1930's presented an opposing view with respect to the deliberate destruction of the Indian cultural heritage. This concept was more sympathetic to the Indian's retention of his identity plus such factors of his culture as he chose to perpetuate (9, p. 297).

The Indians themselves are on record as desiring assimilation

up to a point without the loss of identity. They look to the school to accomplish this objective. In a declaration of purpose in 1961, 490 representatives of 90 tribal groups felt it would be well if all Indian children would avail themselves of academic training. Other goals stipulated included adequate counseling and guidance opportunities, vocational training, better housing, medical facilities, employment, loan funds, and industrial development of the reservations (3, p. 47).

A review of the literature adds confusion as to just what attitude Indian parents hold regarding formal education for their children. In twenty years of public school experience, the writer suggests that the attitude may well be one of apathy. The attitude of apathy may have its wellsprings in the widespread and traditional reluctance of Indian adults to interfere in the affairs of others. The parents of the Indian high school graduates of this study probably have had considerable training in non-interference in inter-personal relationships. In this context, then, it is considered as decent and normal not to become involved except as spectators.

Many aspects of the various Indian cultures begin with a spiritual attachment to nature. The Indian adjusted his life style in accord with the elements. Indians have traditionally regarded the earth as a benevolent mother and thus indispensable to life. The users had an innate right to enjoy but not to abuse this benevolence. Indian values have not customarily included the amassing of valuables for private

benefit because of the ingrained tradition of sharing. A child's academic career imposed upon him by the dominant society plus his parents' attitudes of distrust of the institutions of the dominant society can hardly fail to have profound implications on the child's orientation.

Competition is a prominent feature of the American value system and it is conspicuous in the dominant society's school system. Many researchers imply that cooperation rather than competition is a characteristic of the Indian; thus there is an immediate conflict of values that impedes an Indian student's academic success (31, p. 177; 5, p. 10). The literature reveals references to a variety of other problems apparently related to the truism that often Indian children hold habits, values, and attitudes at variance with those of the schools. The problems of discipline, attitudes toward authority, motivation, achievement, and etiquette, to mention a few, remain unresolved (10, p. 150). Little has been done on the problem of how these factors impinge upon the individual and the school system.

There is an increasing determination by Indians to remain Indian and to take pride in their cultural heritage. If the Indian's self-concept and image are to be improved, some transformations in the dominant society's attitudes toward Indians are essential. The dominant society's real task is to replace ignorance and antiquated stereotypes with knowledge of and a deep understanding of the Indian as he really is (12, p. 260).

This particular study has a number of unique facets not usually available in the area of Indian education. There appears to be no data based on educational research developed specifically for Indians by Indians. The problem of Indian education, as determined by this study, includes all of the difficulties that Indians encounter in the dominant culture. Combined with this is the intangible factor of dissimilarity between two sets of values; one without a written language or alphabet where knowledge is largely transmitted person to person; and the other with an elaborate system of communication.

Conclusions

As the data were accumulated and reviewed, it was anticipated that there would be substantial differences between the graduate and perseverer of the sample. The apparent refutation of the first premise, which was that there should be statistically significant differences between those factors defined as characteristics (i. e. , blood quantum, residence at the time of interview, and ability to speak an Indian language), apparently is due to the fact that the Indian has accepted assimilation into the dominant society's values as desirable. It would further appear that this assimilation has been accomplished in greater degree than even the Indian realizes.

After the statistical analysis was made on the 84 different categories of responses and further reduced to those pertinent questions

that were classified as characteristics, only three of these showed significant statistical differences.

It should be noted that premise one is in large degree refuted. There is no fully satisfactory explanation why so few of the characteristic categories show so little difference.

While the evidence is heavily in favor of the perseverer of both sexes in terms of returning to the reservation after experiencing or completing post high school training, it also suggests that these individuals recognize the need for their skills on the reservation. Another suggestion is that perseverers see a greater need to return to the reservation for the maintenance of the Indian identity as well as to have greater opportunity for employment and economic independence than if they went into business and industry employment away from the reservation. Geographic preference and location of suitable employment opportunities can be taken into account as possible reasons for the return of perseverers to the reservation.

The conclusion can be reached that the factors of characteristics have been eroded and submerged into the cultural values of the dominant society. The end result is that not even the Indian can retain many vestiges of his culture no matter how hard he tries. A good example of this is that fluency in a native tongue and preservation of the language have almost been eliminated. Only 64 of the 287 in the sample have an Indian language fluency and these are, for the larger

part, from the perseverer group.

It has been pointed out that only three of the 15 statistically significant differences fall within the categories of characteristics of the sample. These are the sample females and their residence on or off reservations at the time of the interview, the total sample in reference to on or off reservation residence, and the importance of speaking an Indian language for the females of the sample. All the other differences are in the areas of self-perceptions. A fair conclusion can then be made that areas of self-perceptions (i. e. , need an amount of information received about post high employment, degree of encouragement to continue education, and effect of peer group association), show significant differences. In the remaining self-perception categories, then, there is significant variation between the graduate and the perseverer. This supports the second premise to a substantial degree as shown in Tables 4 through 15. The support found in these tables clearly delineates characteristics from self-perceptions. Six of the 15 total tables show significant differences for the total of the sample. The total sample in the areas in which statistical differences were noted are: (1) residence on or off reservation at time of interview; (2) degree of encouragement to continue education; (3) effect of peer group associations on educational plans; (4) self-perception of attained success; (5) degree of realism of the encouragement to continue education; and (6) effect of the

encouragement to continue education. In the case of the six tables showing total sample, the perseverer group carried the preponderance of differences and this supports the second premise. A close examination of the tables dealing with self-perceptions shows indications that there are oblique differences between the factors defined as self-perceptions as opposed to those defined as characteristics.

In the Tables 4 through 15, there are very noticeable differences in self-perception between the female and male of the sample. The sex difference in favor of the females of the sample are in areas of: (1) need and amount of information received about post high school employment; (2) degree of encouragement to continue education; (3) effect of peer group association on educational plans; (4) self-perception of attained success; (5) effect of the encouragement to continue education; (6) residence on or off reservation at time of interview; and (7) importance of speaking an Indian language. The sex difference is apparent for seven out of the total 15 tables favor the female of the sample. This fact strongly supports the third premise indicating that there would be substantial differences between the sexes.

Recommendations

The school system that is serving Indian students should serve as a bridge between these students and the adult world which they will subsequently enter. This adult world will be one of a dominant society

composed largely of Anglo-Saxon character. More often than not, this adult world will be of a mixed Anglo-Saxon-Indian culture. In either event, the school as a bridge must serve as a transitional experience and not a sudden leap into a foreign and conflicting set of values and practices.

The Indian continues to live within the margins of a dominant culture which has, in the past, attempted consciously or otherwise to instill in the Indian a sense of inferiority. It appears that very little has changed in this respect. This apparently discriminatory approach has been evolving for about four and one-half centuries. It seems imperative that the school must address itself to the task of bolstering and hopefully improving the self-image of the Indian students. Both Indian children and adults should be assisted in overcoming the psychological effects of centuries of conquest. This is an unusually difficult task when the continuing reality of life is considered. For the reasons above, the school system needs to formulate a set of strategies in consultation and collaboration with the local Indian community. If this is done, it should make the school system truly belong and be responsive to the people it serves and not to the people who operate it. The suggestions that follow should help bring about such changes.

The school environment should have some element of Indian character subject to the desires of the local Indian community. Such character can be created by depicting aspects of the Indian heritage,

the leaders of the local Indian ancestry, native arts and crafts, and the accomplishments of the Indians to serve as role-models which is relevant to the indigenous past. A resourceful teacher and school system can, with very minimum expense, become involved in projects which could have a positive effect in making the school everyone's school.

Teachers and administrators should be familiar with the dialects spoken in the student's home. They should be encouraged to utilize this language wherever appropriate to enhance communications with Indians, both students and parents. This would do much to help develop a positive self-image and self-concept on the part of the Indians.

Imaginative administrators and teachers may wish to further linguistic development by using the local language as a means for introducing language concepts for development of bilingual skills. .

If a native language or dialect is extensively spoken in the area, English as a second language may prove to be advantageous. When there is local interest, an Indian language might well be offered in lieu of European languages.

Supplementary materials utilized in the classroom, as well as library resources, should include numerous Indian-oriented items in order to provide cross-cultural experiences for all students and to provide an atmosphere to the Indian student's heritage. Every effort should be made to acquaint students and parents with the increasing amounts of literature now available pertaining to the native American.

For example, books by Indian authors should be readily available and given special prominence. The techniques to be used are limited only by the school staff's imagination.

Curricula in the school should possess a native dimension wherever appropriate. In social science courses where the development of the United States is being discussed, attention should be given to the Indian side of our history and to more recent Indian developments. Courses in Indian history might well be offered in some schools and these courses should not limit themselves just to the Indians of the United States.

Courses in literature should include readings in Indian literature, translated, if necessary, and works by and about various tribes or nations.

Curriculum in music and its symbolic meanings should have attention paid to it as a part of native American music. The ritual dance should appear as an area whereby many young Indians could easily contribute, thus adding enrichment to the school's program. The heritage of arts and crafts and adjustment to the environment should be provided whenever possible and related folk movements still in existence.

Since one of the objectives of educators is the linking of the school to the adult community, it follows that Indian adults should be involved as resource people, teachers' aides, supplementary teachers, and special occasion speakers. No elements of Indian culture should

be introduced into any school without the active participation of local Indians in the development of any such program.

Our Indian cultural heritage, whenever brought into the school, should be treated as an integral and valuable part of our common legacy. The local historical heritages of the West, for the most part, are almost wholly Indian prior to the 100 years of westward migration.

School personnel should receive special training in Indian culture and history as they relate to the local area. It may be well to have school personnel introduced to several weeks of intensive pre-service or in-service training in cross-cultural dynamics. Such training should actively involve persons from the local community.

A school serving an Indian community should become closely identified with the aspirations of the local community and, if possible, function within the framework of the local cultural patterns. This might well call for much re-orientation of the middle class school personnel whether of Indian or non-Indian ancestry. It follows, then, that there should be a re-examination of the curricula so the course content would deal with the real world perceived daily by the Indian children.

School personnel who believe that it is important to examine students periodically in an effort to provide data on ability for future counseling and placement should obtain the information from the use of tests which are relatively unbiased.

Maximum use should be made of techniques designed to enhance self-perception and involve the community in the life of the school including the use of parent-teacher aides, older students serving as tutors for younger students, and college students of minority background as semi-professional counselors.

If the school system is truly committed to develop a greater motivation for all being served and to impart useful skills and knowledge, then many method innovations plus curricula change are needed. If improved learning situations are designed to enhance the learning process, then all new programs should be readily available to all the students. The young of the dominant society, growing up in a world of prejudice, knowing little of minority groups and their contribution, may well, as adults, minimize the basic tenets and goals of public education.

The proposition that most public secondary schools could be developed into educational centers has a number of engaging possibilities. Such an action could only add to the educational resources of the community and surely improve school-community relations.

One approach might be to open up evening adult classes to any student regardless of age and develop such programs where none exist. The combination of some regular day and evening programs into late afternoon and Saturday classes might well be attractive to a number of community residents. Some provision could be made for nursery and

pre-school children in an effort to assist mothers to enroll in classes.

Teen-age students should be utilized wherever possible, in the nursery, pre-school, and in other projects to provide opportunities for individual development and self-confidence. Older teen-agers should be permitted to carry a partial school load and yet remain involved in the school's program. Such opportunities fit well into the encouragement of work experience programs.

A series of teacher-community workshops of intensive nature could be developed to create any awareness of the contributions and common goals of both groups. A teacher could be allowed to offer at least one seminar course on a topic of choice based on community relevance.

Serious consideration should be given to the possibilities of providing scholarships or grants to teachers who would take additional course work or design courses of study during the non-teaching months that would meet the needs of the multi-cultural classroom.

The best gauge of a school's total effectiveness is perhaps not so much the measurement of the progress of individual students along a particular curriculum path, but how the school system has enhanced individual self-perceptions; and how it has altered individual lives and life styles both individually and collectively in terms of self-direction, creativity, and flexibility consistent with individual goals and potential.

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APPENDICES

APPENDIX A

Parent's Family:

Your position in family (e. g. , 1st eldest, 5th eldest) _____

Number of older brothers _____

Number of older sisters _____

Number of younger brothers _____

Number of younger sisters _____

Eldest child in family was: boy _____ girl _____

Present Marital Status:

(a) Single, Separated, Widowed, Divorced: _____

(b) Married: _____

Number of children to whom you are providing support: _____

Your present occupation: Job (Specify) _____

Industry _____

Main occupation of father, if alive and not separated from family, at time of your high school graduation:

_____	Full-time _____	Part-time _____
Occupation		

If father deceased or separated from family prior to your graduation, his occupation and your grade at that time:

_____	_____
Occupation	Grade

Mother's main occupation at time of your high school graduation:

(a) Full-time homemaker _____

(b) Other occupation (Specify):

_____	Full-time _____	Part-time _____
-------	-----------------	-----------------

If mother deceased or separated from family prior to your graduation, her occupation and your grade at that time:

_____	_____
Occupation	Grade

SCHOOLS IN ORDER ATTENDED (Grades 8-12)

<u>NAME OF SCHOOL</u>	<u>Type</u> (Circle appropriate one in each of the boxes)	<u>Grades Attended</u>	<u>Years Attended</u>
1. _____ Location _____	Boarding Day Public Federal Private On Off Reservation	_____	_____
2. _____ Location _____	Boarding Day Public Federal Private On Off Reservation	_____	_____
3. _____ Location _____	Boarding Day Public Federal Private On Off Reservation	_____	_____
4. _____ Location _____	Boarding Day Public Federal Private On Off Reservation	_____	_____
5. _____ Location _____	Boarding Day Public Federal Private On Off Reservation	_____	_____

POST HIGH SCHOOL

Further training:

(a) Public technical-
vocational school _____

Type of Training

School	City	State	Month	Year	to	Month	Year
--------	------	-------	-------	------	----	-------	------

(b) Private technical-
vocational school _____
(e. g. , business school)

Type of training

School	City	State	Month	Year	to	Month	Year
--------	------	-------	-------	------	----	-------	------

(c) Federal technical-
vocational school _____
(e. g. , Haskell)

Type of Training

School	City	State	Month	Year	to	Month	Year
--------	------	-------	-------	------	----	-------	------

(d) University-
College _____

Type of Training

University	City	State	Month	Year	to	Month	Year
------------	------	-------	-------	------	----	-------	------

(e) Junior
College _____

Type of Training

University	City	State	Month	Year	to	Month	Year
------------	------	-------	-------	------	----	-------	------

(f) Correspondence
instruction _____

Type of Training

School	City	State	Month	Year	to	Month	Year
--------	------	-------	-------	------	----	-------	------

Financial Assistance: _____

Amount	Obtained From
_____	_____
Amount	Obtained From
_____	_____
Amount	Obtained From
_____	_____
Amount	Obtained From
_____	_____

Discontinued training before completion? Yes ___ No ___ How long? ___
 Returned to training: Same _____ Different? (Specify) _____
 After how long? _____

Employment after post high school training:

1. _____

Type of Job	Industry					
_____	_____					
City	State	Month	Year	to	Month	Year
_____	_____	_____	_____	_____	_____	_____

2. _____

Type of Job	Industry					
_____	_____					
City	State	Month	Year	to	Month	Year
_____	_____	_____	_____	_____	_____	_____

3. _____

Type of Job	Industry					
_____	_____					
City	State	Month	Year	to	Month	Year
_____	_____	_____	_____	_____	_____	_____

Out of work after completing or discontinuing training:
 (Include short-term seasonal and casual work)

_____	_____	_____	_____	_____	_____	_____
City	State	Month	Year	to	Month	Year

Employment (other than post high school training) following high school graduation:

1.

Type of Job		Industry				
City	State	Month	Year	to	Month	Year

2.

Type of Job		Industry				
City	State	Month	Year	to	Month	Year

3.

Type of Job		Industry				
City	State	Month	Year	to	Month	Year

Out of work following high school graduation:
(Include short-term seasonal and casual work)

1.

City	State	Month	Year	to	Month	Year
------	-------	-------	------	----	-------	------

2.

City	State	Month	Year	to	Month	Year
------	-------	-------	------	----	-------	------

Self-Employed

Occupation						
City	State	Month	Year	to	Month	Year

Armed Forces

1.

Location	Month	Year	to	Month	Year
----------	-------	------	----	-------	------

2.

Location	Month	Year	to	Month	Year
----------	-------	------	----	-------	------

Type of Training

APPENDIX B

Present Employment

- (e) Keeping house? _____
- (f) Going to school? _____
- (g) Permanently unable to work? _____
- (h) Voluntarily idle? _____
- (i) Other main activity? (Specify) _____

Probe 2 Do you plan to change your general line of work within the next year?

(a) Yes _____ (b) No _____ (c) Don't know _____

2A Exactly what occupation do you plan to go into?

2B How did you happen to decide on that occupation?

Probe 3 If you were to start over after high school, would you choose to follow the same course of action in regard to training and/or employment?

Yes _____ No _____

3A Why?

Education of Parents

Probe 1 What was the highest level of education completed by your father? (X out appropriate grade level)

(a) Grade

1 2 3 4 5 6 7 8 9 10 11 12

Education of Parents

(b) University or College Training (X out number of years)

1 2 3 4 Post Graduate: 1 2 3 4

(c) Did your father take any vocational, technical, apprenticeship or other training? Specify type and degree of training.

1A What was the highest level of education completed by your mother? (X out the appropriate level)

(a) Grade

1 2 3 4 5 6 7 8 9 10 11 12

(b) University or College Training (X out number of years)

1 2 3 4 Post Graduate: 1 2 3 4

(c) Did your mother take any vocational, technical or other training? Specify type and degree of training.

Encouragement to Continue Education

The interviewer should encourage the respondent to name at least one and not more than three persons who most encouraged him (her) to continue formal education or training. Check degree of encouragement received from others on the list, provided such persons were available to the respondent. If not available, leave the space blank.

Proble 1 Encouragement to continue education beyond high school was received from:

	<u>Most</u>	<u>Some</u>	<u>Little or None</u>
(a) Parents and immediate family	_____	_____	_____
(b) Relatives	_____	_____	_____
(c) Friends	_____	_____	_____

Encouragement to Continue Education

	<u>Most</u>	<u>Some</u>	<u>Little or None</u>
(d) Wife or Husband	_____	_____	_____
(e) Teacher (s)	_____	_____	_____
(f) Counselor (s)	_____	_____	_____
(g) Education Specialist	_____	_____	_____
(h) Administrator(s)	_____	_____	_____
(i) Other (Specify)	_____		

1A In your opinion, the advice and encouragement received from that one you indicated gave you the most was:

<u>Realistic</u>	<u>Effective</u>
(In accord with what you believed to be your capabilities and desires)	(Did the advice influence your decision?)
1. Excellent _____	1. Helped a great deal _____
2. Good _____	2. Was useful _____
3. Fair _____	3. Was of <u>some</u> use _____
4. Poor _____	4. Was of <u>little</u> use _____
5. Very poor _____	5. Was of <u>no</u> use _____

Probe 2 Your favorite subject in high school was:

English _____

Social Studies _____

Mathematics _____

Science _____

Shop or Home Economics _____

Business Education (typing, secretarial, etc.) _____

Other (Specify) _____

Encouragement to Continue Education

Probe 3 Did you participate in interscholastic athletics? Yes__No__

3A No. of years involved in high school athletics? 1 2 3 4

3B Were you active in high school social activities? Yes__No__

3C List the three activities in which you were most active in high school:

1. _____

2. _____

3. _____

3D Which was your favorite high school activity? _____

Probe 4 Did you ever repeat any grade or subjects in high school?

Yes_____ No_____

4A If yes: Which grades or subjects: Subject or Grade Year

4B Did repeating the grade or subject affect your desire or plans for continuing your education beyond high school?

Yes_____ No_____

4C If yes: How?

Probe 5 If you could, what things would you change in the high school you attended?

Encouragement to Continue Education

- 5A Which of the things that you would change, do you consider the most important?
- 5B In your opinion, what things did your high school do best for you?

Post High School

Probe 1 Were you aware, in high school, of the opportunities open to you for further training:

- (1) Had a great deal of information _____
- (2) Had quite a bit of information _____
- (3) Had adequate information _____
- (4) Had some information _____
- (5) Had little or no information _____

1A What were your prime sources of information:

- (1) Counselors _____
- (2) Teachers _____
- (3) Education Specialist _____
- (4) Parents _____
- (5) Other students _____
- (6) Other (Specify) _____

Post High School

Probe 2 Were you aware, in high school, of the employment opportunities available to you after graduation?

- (1) Had a great deal of information _____
- (2) Had quite a bit of information _____
- (3) Had adequate information _____
- (4) Had some information _____
- (5) Had little or no information _____

2A What were your prime sources of information:

- (1) Counselors _____
- (2) Teachers _____
- (3) Employment or relocation officer _____
- (4) Parents _____
- (5) Other students _____
- (6) Other (Specify) _____

Post High School Training

Probe 1 Why did you select this particular training?

OR Why did you decide not to go on to further training?

(Go from here
to next category
of probes, pg. 9
Post High School
Employment.)

Post High School Training

Probe 2 Did you discontinue further training before the completion of your program? Yes___ No___

2A If yes: Why?

Probe 3 Did you return to further training after discontinuing a program?
Yes___ No___

3A If yes: Why?

Probe 4 If you returned to training after discontinuing a program, did you return to a different program than the original?
Yes___ No___

4A If yes: Why?

Probe 5 Did you change training programs without discontinuing further training?
Yes___ No___

5A If yes: Why?

Probe 6 Was your initial employment after training directly related to your training program?
Yes___ No___

6A If no: Why was such employment sought and/or accepted?

Probe 7 Were you out of work (more than 30 days) after completing or discontinuing training?
Yes___ No___

7A If yes: Why, in your opinion, were you out of work?

Post High School Employment

(Ask only those who did not go on to post high school training in the fall of the graduating year)

Probe 2 What employment did you accept immediately after high school graduation?

2A Why did you choose this particular employment?

Probe 3 Have you changed employment since?

Yes ___ No ___

3A If yes: Why?

Probe 4 Are you self-employed?

Yes ___ No ___

4A If yes: Why did you choose this course of action over others?

Probe 5 Were you out of work (more than 30 days) following high school graduation?

Yes ___ No ___

5A If yes: Why, in your opinion, were you out of work?

Native Language

Probe 1 Do you speak Indian?

(1) Very well _____

(2) Somewhat _____

(3) Not at all _____

Probe 2 Would you like to speak Indian? Yes ___ No ___

Native Language

Probe 3 If interviewee does or does not speak Indian: Do you feel it is important to speak Indian?

Yes ___ No ___

3A Why?

Probe 4 Was Indian spoken in your home:

(1) All the time _____

(2) More often than another language _____

(3) About half the time _____

(4) Less often than another language _____

(5) Never _____

Achievement

Probe 1 You graduated from high school. Why, in your opinion, did some of your Indian friends or classmates not graduate?

Probe 2 What group did you mainly hang around with in high school? (The intent of this probe is to find out if the interviewee associated with those most nearly like himself: in typical behavior, in blood degree, location of residence, income, etc.)

2A How did the group you associated with affect you:

(1) Educational achievement?

(2) Educational plans?

(3) Attitude of others (teachers and students) towards you?

Achievement

Probe 3 Did you ever experience prejudice while you were in high school? Post high school training?
(Ask and note interviewee's definition of prejudice and/or illustration of prejudice.)

3A (If yes): Did it affect your education or educational plans?

Probe 4 Do you have any strong religious convictions?

4A In what way did these convictions affect your educational plans and/or experiences? Generally and/or illustrate.
(The intent of this question is to find out if religious affiliation encourages or discourages education or if it affects the attitudes of its adherents. If the interviewee indicates reluctance to discuss, do not push him.)

Probe 5 Do you consider yourself a "success"?
(By whatever definition the interviewee wishes to use. Ask and note interviewee's definition of success and/or illustration of success.)

EVALUATION OF INTERVIEW

APPENDIX C

EFFECT OF BLOOD QUANTUM
(Sample Males)

	1/4	1/2	3/4	3/4	F
Perseverer	5	25	28	20	22
Graduate	5	9	14	6	8

Chi square value 3.09. Not statistically significant with four degrees of freedom.

EFFECT OF BLOOD QUANTUM
(Sample Females)

	1/4	1/2	3/4	3/4	F
Perseverer	6	22	31	21	22
Graduate	4	12	7	10	10

Chi square value of 3.46. Not statistically significant with four degrees of freedom.

EFFECT OF BLOOD QUANTUM
(Total Sample)

	1/4	1/2	3/4	3/4	F
Perseverer	11	47	59	41	44
Graduate	9	21	21	16	18

Chi square value of 2.81. Not statistically significant with four degrees of freedom.

CHARACTERISTIC RELATING TO RESIDENCE ON-OFF
RESERVATION AT TIME OF INTERVIEW
(Sample Males)

	On	Off
Perseverer	65	35
Graduate	29	13

Chi square value of .216. Not statistically significant with one degree of freedom.

SELF-PERCEPTION OF ATTAINED SUCCESS
(Sample Males)

	Yes	Partial	No
Perseverer	33	16	51
Graduate	15	9	18

Chi square of .963. Not statistically significant with three degrees of freedom.

EXTENT TO WHICH AN INDIAN LANGUAGE
WAS SPOKEN IN THE HOME
(Sample Males)

	All the Time	3/4	1/2	1/4	Never
Perseverer	13	7	11	45	24
Graduate	5	2	11	14	10

Chi square value of 5.64. Not statistically significant with four degrees of freedom.

EXTENT TO WHICH AN INDIAN LANGUAGE
WAS SPOKEN IN THE HOME
(Sample Females)

	All the Time	3/4	1/2	1/4	Never
Perseverer	8	9	18	38	28
Graduate	2	2	9	16	14

Chi square value of 1.58. Not statistically significant with four degrees of freedom.

EXTENT TO WHICH AN INDIAN LANGUAGE
WAS SPOKEN IN THE HOME
(Total Sample)

	All the Time	3/4	1/2	1/4	Never
Perseverer	21	16	29	83	52
Graduate	7	4	20	30	24

Chi square value of 4.76. Not statistically significant with four degrees of freedom.

SUCCESS DEFINED IN TERMS OF SELF-PERCEPTIONS
(Sample Males)

	Achieving Personal Happiness	Setting a Goal and Reaching It	Holding a Good Job	Possessing a Good Education	Possessing a Good Education and Holding a Good Job	Having Personal Independence	Contributing to Society
Perseverer	42	45	27	13	25	11	5
Graduate	23	13	12	7	9	3	3

Chi square value of 3.64. Not statistically significant with six degrees of freedom.

SUCCESS DEFINED IN TERMS OF SELF-PERCEPTIONS
(Sample Females)

	Achieving Personal Happiness	Setting a Goal and Reaching It	Holding a Good Job	Possessing a Good Education	Possessing a Good Education and Holding a Good Job	Having Personal Independence	Contributing to Society
Perseverer	59	28	22	18	30	5	5
Graduate	27	13	6	2	8	2	1

Chi square value of 5.72. Not statistically significant with six degrees of freedom.

SUCCESS DEFINED IN TERMS OF SELF-PERCEPTIONS
(Total Sample)

	Achieving Personal Happiness	Setting a Goal and Reaching It	Holding a Good Job	Possessing a Good Education	Possessing a Good Education and Holding a Good Job	Having Personal Independence	Contributing to Society
Perseverer	101	73	49	31	55	16	10
Graduate	50	26	18	9	17	5	4

Chi square value of 3.63. Not statistically significant with six degrees of freedom.

PERCEPTIONS OF ENCOUNTERED PREJUDICE
(Sample Males)

IN HIGH SCHOOL			IN POST HIGH SCHOOL		
	Exp.	Did Not		Exp.	Did Not
Perseverer	10	90	Perseverer	13	87
Graduate	7	35	Graduate	9	33

Chi square value of 1.25. Not statistically significant with one degree of freedom.

Chi square value of 1.60. Not statistically significant with one degree of freedom.

PERCEPTIONS OF ENCOUNTERED PREJUDICE
(Sample Females)

IN HIGH SCHOOL			IN POST HIGH SCHOOL		
	Exp.	Did Not		Exp.	Did Not
Perseverer	29	73	Perseverer	31	71
Graduate	11	32	Graduate	7	36

Chi square value of .123. Not statistically significant with one degree of freedom.

Chi square value of 3.12. Not statistically significant with one degree of freedom.

PERCEPTIONS OF ENCOUNTERED PREJUDICE
(Total Sample)

IN HIGH SCHOOL			IN POST HIGH SCHOOL		
	Exp.	Did Not		Exp.	Did Not
Perseverer	39	163	Perseverer	43	159
Graduate	18	67	Graduate	16	69

Chi square value of .131. Not statistically significant with one degree of freedom.

Chi square value of .222. Not statistically significant with one degree of freedom.

IMPORTANCE OF SPEAKING AN INDIAN LANGUAGE
(Sample Males)

	Important	Unimportant
Perseverer	73	37
Graduate	24	8

Chi square value of .851. Not statistically significant with one degree of freedom.

IMPORTANCE OF SPEAKING AN INDIAN LANGUAGE
(Total Sample)

	Important	Unimportant
Perseverer	151	60
Graduate	50	26

Chi square value of .887. Not statistically significant with one degree of freedom.

EFFECT OF PEER GROUP ASSOCIATION ON
EDUCATIONAL ACHIEVEMENT
(Sample Males)

	No Effect	Encouraged to Achieve	Discouraged to Achieve
Perseverer	69	22	9
Graduate	29	10	3

Chi square value of .163. Not statistically significant with two degrees of freedom.

EFFECT OF PEER GROUP ASSOCIATION ON
EDUCATIONAL ACHIEVEMENT
(Sample Females)

	No Effect	Encouraged to Achieve	Discouraged to Achieve
Perseverer	69	22	9
Graduate	29	10	4

Chi square value of .034. Not statistically significant with two degrees of freedom.

EFFECT OF PEER GROUP ASSOCIATION ON
EDUCATIONAL ACHIEVEMENT
(Total Sample)

	No Effect	Encouraged to Achieve	Discouraged to Achieve
Perseverer	136	53	13
Graduate	67	15	3

Chi square value of 3.89. Not statistically significant with two degrees of freedom.

EFFECT OF PEER ASSOCIATION ON EDUCATIONAL PLANS
(Sample Males)

	No Effect	Encouraged
Perseverer	78	22
Graduate	36	6

Chi square value of 1.11. Not statistically significant with one degree of freedom.

PEER GROUP ASSOCIATION
(Sample Males)

	Indian	Non-Indian	Integrated	Loner	General Association
Perseverer	45	10	30	4	11
Graduate	15	3	10	1	13

Chi square value of 2.46. Not statistically significant with four degrees of freedom.

PEER GROUP ASSOCIATION
(Sample Females)

	Indian	Non-Indian	Integrated	Loner	General Association
Perseverer	48	11	25	0	18
Graduate	22	3	8	2	8

Chi square value of 5.78. Not statistically significant with four degrees of freedom.

PEER GROUP ASSOCIATION
(Total Sample)

	Indian	Non-Indian	Integrated	Loner	General Association
Perseverer	93	21	55	4	29
Graduate	37	6	18	3	21

Chi square value of 5.92. Not statistically significant with four degrees of freedom.

DESIRABLE CHANGES IN HIGH SCHOOL
(Sample Males)

	Emphasize Academic	Increase Extra-curricula	Other
Perseverer	57	45	11
Graduate	18	22	1

Chi square value of 3.64. Not statistically significant with two degrees of freedom.

DESIRABLE CHANGES IN HIGH SCHOOL
(Sample Females)

	Emphasize Academic	Increase Extra-curricula	Other
Perseverer	67	44	12
Graduate	20	15	3

Chi square value of .234. Not statistically significant with two degrees of freedom.

DESIRABLE CHANGES IN HIGH SCHOOL
(Total Sample)

	Emphasize Academic	Increase Extra-curricula	Other
Perseverer	124	89	23
Graduate	38	37	4

Chi square value of 2.97. Not statistically significant with two degrees of freedom.

PERCEPTIONS OF WHAT HIGH SCHOOL DID BEST
(Sample Males)

	Awarded Diploma	Aided Maturity	Improved Ability to Relate	Improved Vocational Skills English Self Discipline Individual Assistance	Increased Awareness Participation in Athletics
Perseverer	22	20	20	35	24
Graduate	11	7	10	10	4

Chi square value of 4.11. Not statistically significant with four degrees of freedom.

PERCEPTIONS OF WHAT HIGH SCHOOL DID BEST
(Sample Females)

	Awarded Diploma	Aided Maturity	Improved Ability to Relate	Improved Vocational Skills English Self Discipline Individual Assistance	Increased Awareness Participation in Athletics
Perseverer	13	21	19	22	27
Graduate	9	9	6	9	2

Chi square value of 8.58. Not statistically significant with four degrees of freedom.

PERCEPTIONS OF WHAT HIGH SCHOOL DID BEST
(Total Sample)

	Awarded Diploma	Aided Maturity	Improved Ability to Relate	Improved Vocational Skills English Self Discipline Individual Assistance	Increased Awareness Participation in Athletics
Perseverer	35	41	39	55	53
Graduate	20	16	16	17	8

Chi square value of 9.01. Not statistically significant with four degrees of freedom.

SOURCES OF INFORMATION ON POST HIGH SCHOOL
EMPLOYMENT OPPORTUNITIES
(Sample Males)

	Counselors	Teachers	Employment or Relocation Officials	Parents	Others
Perseverer	14	18	24	8	30
Graduate	10	11	9	7	11

Chi square value of 3.51. Not statistically significant with four degrees of freedom.

SOURCES OF INFORMATION ON POST HIGH SCHOOL
EMPLOYMENT OPPORTUNITIES
(Sample Females)

	Counselors	Teachers	Employment or Relocation Officials	Parents	Others
Perseverer	11	23	19	13	24
Graduate	5	8	9	7	8

Chi square value of .921. Not statistically significant with four degrees of freedom.

SOURCES OF INFORMATION ON POST HIGH SCHOOL
EMPLOYMENT OPPORTUNITIES
(Total Sample)

	Counselors	Teachers	Employment or Relocation Officials	Parents	Others
Perseverer	25	41	43	21	48
Graduate	15	19	18	14	19

Chi square value of 2.14. Not statistically significant with four degrees of freedom.

NEED AND AMOUNT OF INFORMATION RECEIVED ABOUT
POST HIGH SCHOOL EMPLOYMENT
(Sample Males)

	Greater Amount	Lesser Amount	Adequate	Some	Little or None
Perseverer	13	10	11	28	38
Graduate	6	4	9	7	16

Chi square value of 3.87. Not statistically significant with four degrees of freedom.

NEED AND AMOUNT OF INFORMATION RECEIVED ABOUT
POST HIGH SCHOOL EMPLOYMENT
(Total Sample)

	Greater Amount	Lesser Amount	Adequate	Some	Little or None
Perseverer	23	14	36	49	80
Graduate	14	10	14	20	27

Chi square value of 3.93. Not statistically significant with four degrees of freedom.

DEGREE OF REALISM OF THE ENCOURAGEMENT
TO CONTINUE EDUCATION
(Sample Males)

	Excellent	Good	Fair	Poor
Perseverer	43	45	10	2
Graduate	15	19	3	5

Chi square value of 6.53. Not statistically significant with three degrees of freedom.

DEGREE OF REALISM OF THE ENCOURAGEMENT
TO CONTINUE EDUCATION
(Sample Females)

	Excellent	Good	Fair	Poor
Perseverer	41	47	13	1
Graduate	22	12	8	1

Chi square value of 4.41. Not statistically significant with three degrees of freedom.

SOURCES OF INFORMATION ON POST HIGH SCHOOL
EDUCATIONAL OPPORTUNITIES
(Sample Males)

	Counselors	Teachers	Educational Specialists	Parents and Others
Perseverer	34	31	19	49
Graduate	18	14	7	18

Chi square value of .984. Not statistically significant with three degrees of freedom.

SOURCES OF INFORMATION ON POST HIGH SCHOOL
EDUCATIONAL OPPORTUNITIES
(Sample Females)

	Counselors	Teachers	Educational Specialists	Parents and Others
Perseverer	28	34	17	54
Graduate	20	13	4	16

Chi square value of 6.12. Not statistically significant with four degrees of freedom.

SOURCES OF INFORMATION ON POST HIGH SCHOOL
EDUCATIONAL OPPORTUNITIES
(Total Sample)

	Counselors	Teachers	Educational Specialists	Parents and Others
Perseverer	62	65	36	103
Graduate	38	27	11	34

Chi square value of 5.78. Not statistically significant with three degrees of freedom.

QUALITY OF INFORMATION ON POST HIGH SCHOOL
EDUCATIONAL OPPORTUNITIES
(Sample Males)

	Very Good	Good	Fair	Poor
Perseverer	15	10	25	50
Graduate	10	6	10	16

Chi square value of 2.70. Not statistically significant with three degrees of freedom.

QUALITY OF INFORMATION ON POST HIGH SCHOOL
EDUCATIONAL OPPORTUNITIES
(Sample Females)

	Very Good	Good	Fair	Poor
Perseverer	18	11	21	52
Graduate	9	5	5	24

Chi square value of 1.68. Not statistically significant with three degrees of freedom.

QUALITY OF INFORMATION ON POST HIGH SCHOOL
EDUCATIONAL OPPORTUNITIES
(Total Sample)

	Very Good	Good	Fair	Poor
Perseverer	33	22	45	102
Graduate	19	11	15	40

Chi square value of 2.17. Not statistically significant with three degrees of freedom.

WOULD ORIGINAL COURSE OF ACTION BE REPEATED
(Sample Males)

	Same	Different
Perseverer	46	54
Graduate	13	29

Chi square value of 2.76. Not statistically significant with one degree of freedom.

WOULD ORIGINAL COURSE OF ACTION BE REPEATED
(Sample Females)

	Same	Different
Perseverer	43	59
Graduate	18	25

Chi square value of .001. Not statistically significant with one degree of freedom.

WOULD ORIGINAL COURSE OF ACTION BE REPEATED
(Total Sample)

	Same	Different
Perseverer	89	112
Graduate	31	54

Chi square value of 1.42. Not statistically significant with one degree of freedom.

PLANS TO CHANGE EMPLOYMENT WITHIN A YEAR
(Sample Males)

	Change	No Change	Don't Know
Perseverer	53	42	5
Graduate	19	17	6

Chi square value of 3.66. Not statistically significant with two degrees of freedom.

PLANS TO CHANGE EMPLOYMENT WITHIN A YEAR
(Sample Females)

	Change	No Change	Don't Know
Perseverer	40	50	12
Graduate	13	26	4

Chi square value of 1.59. Not statistically significant with two degrees of freedom.

PLANS TO CHANGE EMPLOYMENT WITHIN A YEAR
(Total Sample)

	Change	No Change	Don't Know
Perseverer	93	92	17
Graduate	32	43	10

Chi square value of 2.00. Not statistically significant with two degrees of freedom.

FAVORITE HIGH SCHOOL SUBJECT
(Sample Males)

	English	Social Studies	Mathematics	Science	Manual Arts	Business Education	Other
Perseverer	12	18	31	14	7	7	11
Graduate	6	13	8	6	6	1	2

Chi square value of 8.03. Not statistically significant with six degrees of freedom.

FAVORITE HIGH SCHOOL SUBJECT
(Sample Females)

	English	Social Studies	Mathematics	Science	Home Ec.	Business Education	Other
Perseverer	23	13	16	11	8	21	10
Graduate	8	5	6	3	6	14	1

Chi square value of 5.96. Not statistically significant with six degrees of freedom.

FAVORITE HIGH SCHOOL SUBJECT
(Total Sample)

	English	Social Studies	Math.	Science	Home Ec.	Manual Arts	Business Education	Other
Perseverer	35	31	47	25	8	7	28	21
Graduate	14	18	14	9	6	6	15	3

Chi square value of 9.51. Not statistically significant with seven degrees of freedom.

FAVORITE ACTIVITY IN HIGH SCHOOL
(Sample Males)

	Athletics	Social	Music Drama Art	Student Council	School Paper	Other
Perseverer	61	2	15	3	3	4
Graduate	18	0	9	2	2	3

Chi square value of 4.41. Not statistically significant with five degrees of freedom.

FAVORITE ACTIVITY IN HIGH SCHOOL
(Sample Females)

	Athletics	Social	Music Drama Art	Student Council	School Paper	Other
Perseverer	23	29	17	6	7	6
Graduate	7	9	7	2	3	4

Chi square value of 1.40. Not statistically significant with five degrees of freedom.

FAVORITE ACTIVITY IN HIGH SCHOOL
(Total Sample)

	Athletics	Social	Music Drama Art	Student Council	School Paper	Other
Perseverer	84	31	32	9	10	10
Graduate	25	9	16	4	5	7

Chi square value of 4.40. Not statistically significant with five degrees of freedom.

REPETITION OF GRADES AND SUBJECTS
(Sample Males)

	Repeated Grade	Repeated Subject
Perseverer	26	18
Graduate	11	10

Chi square value of .261. Not statistically significant with one degree of freedom.

REPETITION OF GRADES AND SUBJECTS
(Sample Females)

	Repeated Grade	Repeated Subject
Perseverer	15	12
Graduate	16	9

Chi square value of .384. Not statistically significant with one degree of freedom.

REPETITION OF GRADES AND SUBJECTS
(Total Sample)

	Repeated Grade	Repeated Subject
Perseverer	41	34
Graduate	23	19

Chi square value of .000. Not statistically significant with one degree of freedom.

LEVEL OF EDUCATION COMPLETED BY PARENT-FATHER
(Sample Males)

	Grade School or Less	Some High School	High School Graduate	Some College	Completed College
Perseverer	53	22	18	7	0
Graduate	23	11	7	1	0

Chi square value of 1.39. Not statistically significant with three degrees of freedom.

LEVEL OF EDUCATION COMPLETED BY PARENT-MOTHER
(Sample Females)

	Grade School or Less	Some High School	High School Graduate	Some College	Completed College
Perseverer	54	22	17	9	0
Graduate	31	6	4	2	0

Chi square value of 4.68. Not statistically significant with three degrees of freedom.

ABILITY TO SPEAK AN INDIAN LANGUAGE
(Sample Males)

	Very Well	Some	None
Perseverer	24	29	47
Graduate	11	12	19

Chi square value of .079. Not statistically significant with two degrees of freedom.

ABILITY TO SPEAK AN INDIAN LANGUAGE
(Sample Females)

	Very Well	Some	None
Perseverer	24	25	52
Graduate	5	8	30

Chi square value of 4.47. Not statistically significant with two degrees of freedom.

ABILITY TO SPEAK AN INDIAN LANGUAGE
(Total Sample)

	Very Well	Some	None
Perseverer	48	54	99
Graduate	16	20	49

Chi square value of 1.75. Not statistically significant with two degrees of freedom.

COMBINED SOURCES OF ENCOURAGEMENT
TO CONTINUE EDUCATION
(Sample Males)

107

	<u>Unrelated to School</u>	<u>Related to School</u>
	Parents, Relatives Friends and others	Teachers, Counselors, Administrators, Education Specialists
Perseverer	304	278
Graduate	114	113

Chi square value of .265. Not statistically significant with one degree of freedom.

COMBINED SOURCES OF ENCOURAGEMENT
TO CONTINUE EDUCATION
(Sample Females)

	<u>Unrelated to School</u>	<u>Related to School</u>
	Parents, Relatives Friends and others	Teachers, Counselors, Administrators, Education Specialists
Perseverer	259	256
Graduate	105	97

Chi square value of .165. Not statistically significant with one degree of freedom.

COMBINED SOURCES OF ENCOURAGEMENT
TO CONTINUE EDUCATION
(Total Sample)

	<u>Unrelated to School</u>	<u>Related to School</u>
	Parents, Relatives Friends and others	Teachers, Counselors, Administrators, Education Specialists
Perseverer	563	534
Graduate	219	208

Chi square value of .000. Not statistically significant with one degree of freedom.