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PROBLEMS OF NAVAJO MALE GRADUATES OF
INTERMOUNTAIN SCHOOL DURING THEIR
FIRST YEAR OF EMPLOYMENT

JOE E. BAKER

1959

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SCHOOL DURING THEIR FIRST YEAR OF EMPLOYMENT

ACKNOWLEDGMENT

by

The writer wishes to acknowledge assistance to the persons
who gave assistance in this study and in the writing of this thesis.

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and to Mr. Thomas of the requirements for the degree
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Approved: of this thesis. Appreciation is also expressed to Dr.
as, members of my graduate committee.

Major Professor

Head of Department

Dean of Graduate School

UTAH STATE UNIVERSITY
Logan, Utah

1959

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INTRODUCTION

One of the primary objectives of education in the United States is to prepare young people for adult life. They are expected to become a part of the social and civic life of the community, and by working in a vocation to contribute to their own personal welfare and that of the society in which they live.

The above tasks are considered some of the most important and difficult ones facing all youth. If it is difficult for the youth who has had full advantage of the culture in which he lives, it is certain to be much more difficult for the youth who has not had the full opportunity to participate in and acquire this culture. This is the task faced by the Navajo youth who is uprooted from a culture and environment which is much different than that in which he is subjected to in a modern society. In a relative short time he is expected to acquire a new culture and participate successfully in it.

Purpose of the Study

The purpose of this survey is to make a follow-up study of selected male graduates in their first year of employment after graduation from the program of the Intermountain School to determine their relative success in adjusting to a new environment. It is hoped that the data compiled can be used in improving the program of training for all Navajo and other Indian youth.

Statement of the Problem

This study is concerned with the problems Navajo youth feel they have during their first year of employment. Answers to the following questions were sought:

1. What types of problems do the Navajo youth feel they have specifically related to their job.
2. What are the difficulties they encounter in making social adjustments in the community.
3. What do they recognize as important financial problems.
4. What are some other problems that these youth feel they have which may or may not be related to the above areas.
5. How do these youth feel their previous training could have helped them to be better prepared to enter the society in which they now live.

Delimitations of the Study

The subjects of this study were male graduates of the Special Navajo Program at Intermountain School, Brigham City, Utah. They were placed by the school and had been working for approximately one year.

Method of Gathering Data

In the initial planning of this study it was decided that the personal interview method would be used. This was felt necessary because of the necessity of establishing rapport with each subject interviewed. It was also recognized that the subjects to be studied in most cases were not capable of interpreting the questionnaire if it were mailed to them.

After considerable thought, inquiry, and investigation, the writer

formulated the checklist which he felt covered most of the problem areas in which the subjects might have difficulty. The Problem Check List, High School Form, by Ross L. Mooney was also utilized to a great extent.

The checklist covered five main categories:

1. Types of problems recognized by the graduates in connection with their jobs.
2. Types of problems recognized by the graduates in connection with their social adjustment.
3. Types of problems recognized by the graduates in connection with their finances.
4. Free response questions.
5. Areas in which the graduates felt they needed more training.

The personal interview required much time and travel. The graduates were working in an area extending from the west coast to Denver, Colorado, and as far north as the Canadian border.

It would have been very difficult for the writer alone to contact the 60 graduates included in this study. The assistance of the Placement Officer and vocational instructors was solicited. They were informed of the objective of the study and the checklist was reviewed with them. These people then interviewed some of the subjects for this study when they were on follow-up visits.

Sixty graduates were contacted, interviewed, and checklists completed, in the following areas:

Los Angeles, California - - - - - 21
 Salt Lake City, Utah - - - - - 24
 Denver, Colorado - - - - - 6
 San Francisco, California - - - - - 4
 Miscellaneous locations - - - - - 5
 Total - 60

At the beginning of the interview the subjects were told the purpose of the study. They were assured that their anonymity would be respected. Considerable care was taken to be sure that the subjects understood each question. It is felt that by taking these precautions the answers obtained have a high degree of validity.

The writer fully realizes that there are other factors that might influence the responses given by the subjects of this study. Therefore, the study is not conclusive. As stated in the Purpose of the Study, the objective was to determine what students felt their relative success was in adjusting to a new environment.

The Study's Objectives

In conducting the study, the writer was interested in determining the degree of adjustment of students from various geographical areas to the Salt Lake City area. The study was designed to determine the degree of adjustment of students from various geographical areas to the Salt Lake City area. The study was designed to determine the degree of adjustment of students from various geographical areas to the Salt Lake City area.

BACKGROUND OF THE STUDY

Population Data and Location of Navajo People

The Navajo is the largest Indian tribe in the United States. It is estimated that they number about 70,000 and are increasing at the rate of 1,500 each year.

The lands available to the Navajo consists of about 25,000 square miles and extend into three states--Arizona, New Mexico, and Utah. The reservation is about the size of the state of West Virginia or New Hampshire, Massachusetts, Connecticut, and Rhode Island, combined. Many live along the railroad, camping on land which they do not own. The Navajos belong to the great Athabaskan language family which extends from the Dene tribes in the Yukon valleys of Alaska, south to the Apachean groups, some of which extend to the borders of Mexico. The Navajo were first encountered by the Spanish in Northern New Mexico near the present Jicarilla reservation. They appear to have moved westward on to the desert when they acquired horses about the time of the Pueblo rebellion in 1680.

The Navajo Culture

To understand the Navajo problem one must understand Navajo culture: the ways of life with which these people have developed over centuries of experience in their natural and human environment in the American southwest. A glimpse of Navajo daily life immediately gives one some understanding of their culture and especially a sense of difference of the ways the Navajo do things as compared to the ways in which white Americans live from day to day. Changes in recent years have been so rapid and have gone at such different rates in different parts of the Navajo

country that no series of brief statements will hold exactly for all Navajos. In general, we have in mind the older pattern, but the one to which the majority of the Navajos still conform.

Most white visitors in Navajo country find Navajos interesting and attractive, both in physique and in costume. There is by no means a single Navajo physical type as can be seen in the photographs. The range of physiques is great.

The prevailing dress of Navajo men and boys is a colorful variation of the cowboy costume, that is blue denim pants, bright shirts and scarves, and large felt hats. Fancy cowboy boots are prize possessions but heavy work shoes are more common. The women's long, fluted calico skirts and bright calico or velveteen blouses reflect Spanish influence as well as the fashions worn by the wives of American Army officers in the 1860s.

During the first several months of their lives babies are kept in cradle boards which are effective devices for caring for the infant under the circumstances of Navajo life. The cradle can be easily carried by the mother on horseback and it keeps the baby from crawling into the open fire. The cradle can be propped up against a tree or wall of a hogan, giving the infant a chance to watch what is going on around him.

Navajo families live in hogans made of logs and mud. There are no windows in the hogan, only a door which faces east and a smoke hole in the center of the roof. The people sleep on sheepskins with their feet to the fire and their heads to walls like the spokes of a wheel. The family typically arises at dawn. The men go out to round up the horses, and the children take the sheep and goats out to grass in the cool of the morning while the women take out the ashes and start preparing a breakfast of bread, coffee, and sometimes mutton. When the men return with their horses, breakfast is served the family on the floor of the hogan.

After breakfast the men work in the fields or haul wood and water. The children take the sheep and goats out to grass again while the women remain at home to care for the babies, weave rugs, and attend to general household tasks, such as washing dishes or sweeping out the hogan. A noon meal may be prepared, but often is omitted altogether.

On occasion there is a trip to the distant trading post usually by wagon or horseback unless the family is fairly well off and can afford a pickup truck. The trip

usually takes all day. At the trading post the family purchases such staples as flour, sugar, coffee, and lard and sometimes luxuries such as candy, pop and canned tomatoes. While at the trading post they visit with other Navajos and the trader and exchange gossip before starting home.

About once a week the men of the household take sweat baths in a sweat house located in the woods at some distance from the hogan. This sweat house is conical in shape and constructed of upright poles and covered with earth. Like the hogan, the door faces east. Rocks are heated in a fire and placed inside the sweat house. The men then disrobe and enter the house, first shouting an invitation to the holy people (Navajo divinities) to join in the bath. Sacred songs are sung during the bath and afterwards the men rest and talk as they dry and cool off by putting sand on their bodies. In the winter they will roll in the snow. (8, pp. 1-2)

The medicine man plays a very important role in the culture of the Navajo people today. If an illness occurs in the family, one of the first thoughts of the immediate family and relatives of the ill person is to call in the medicine man. It is the belief of the Navajo that the medicine man has supernatural powers to heal and to alleviate their suffering. He is also used to banish real or imagined ill fortune of a family. Modern medical doctors agree that the medicine man, through his use of chants, sandpaintings, and other therapy contributes much to the relief of the sick and suffering of his people.

Forces Being Exerted for Change

George A. Boyce, Educational Specialist, Bureau of Indian Affairs, points out that J. A. Krug, former Secretary of the Interior, in his report on the Navajo in March 1948, dramatized the extreme poverty, disease incidence, malnutrition, and low income of the Navajo and led to the long range program and intensification of effort on the part of the government to remedy these conditions. This program was bound to have

a tremendous effect on the Navajo people. At the same time it necessitated some immediately effective new measures in order to at least partially salvage the present generation of Navajo youth before the full effects of the long range program could be felt.

Another force for the improvement of the Navajo was World War II. The young men of the Navajo tribe readily volunteered or were drafted into the armed forces. Here they were exposed to or observed people living in a modern culture off the reservation. When they returned to their homes they felt a tremendous desire to improve the living standards of their people. Many of the adult Navajos were employed during the war in defense plants. They were also exposed to and for a time lived in a modern culture. Most of them returned after the war to the reservation where they also realized the need for higher health standards, sanitation, and the over-all improvement of the living standards. They also realized that education was very essential to the progress of their people.

Economic Conditions of the Navajo

The resources now available to the Navajos consist of a large area of poor grazing land; a small area of irrigated land; some timber; and undetermined amounts of coal, oil, and other minerals; a special skill in the production of arts and crafts; and a supply of manpower, largely unskilled and illiterate. It is estimated that this resource base, when developed to its potential maximum, could support 35,000 persons on the reservation at a minimum subsistence level. Yet today, there are 70,000 Navajos, most of whom are trying to make a living from the Navajo lands. In the present undeveloped state of these resources, the reservation can support not more than 20,000. The support of 35,000 persons on the reservation anticipates the development of the resources of the reservation. A substantial number of Navajos must seek a living outside the reservation boundaries.

The great majority of the Navajos live at a very low economic level and enjoy very few of the advantages commonly associated with the American standard of living. There are few exceptions. There is some variation in conditions among different parts of the Navajo country, but by and large, the people live in abject poverty.

When the situation of the Navajos first attracted National attention about fifteen years ago, the economic level of this group was considered the lowest of any such group in the United States. The annual income for a Navajo family in 1933 averaged only \$400. Although the average family income went up during the emergency work period of the 1930s, it had again dropped by 1940 to approximately \$410 per family. During the war years, the average family income rose once more and by 1945 had reached \$1200. Since the war however the average family income has plummeted to less than \$400.

Beautiful as the Navajo land may be, it does not favor the survival of large numbers of people who have limited technologies and remain isolated from the main arteries of commerce. Flowing water is rare and rainfall is scanty in most parts of the reservation. In nearly half of the land of the Navajo, rainfall averages only eight inches per year. High temperatures during the summer and sub-zero weather during the winter, high winds, and frequent sand storms are characteristic.

In this isolated and precarious environment the Navajos have developed an economic system based upon agriculture, livestock, wage work, weaving, and silver-smithing. Of these activities, livestock has provided in recent years nearly half the total income of the Navajo but tends to be concentrated in a small number of families. Agriculture with maize and squash as staple crops is the basis of the subsistence economy. As it has been for at least three hundred years almost every family raises some of its food, and many families live for weeks at a time chiefly from the produce of the gardens and fields. Throughout the reservation agriculture and wage work are the mainstays of life for all save the most prosperous families. (6, p. 6)

With the end of World War II a movement back to the reservations commenced—first the service men and women, and then the men and women who were losing their jobs in the contracting war industries. During the early 1940s reservation resources were less sorely tried due to the absence of people in the armed services and in war industry and many families on the reservation were being materially assisted by allotments from the service pay of members of the family away in military service. The

serious economic needs on Indian reservations began to be recognized increasingly from 1945 on. Reservation resources were either static or in a process of depletion and reservation populations were increasing steadily. (4)

The Need for Off-Reservation Employment of the Navajo

The whole problem of growing population pressure on Indian reservations was dramatized for the American public by the plight of the Navajo in Arizona and New Mexico. While Bureau officials were in the process of assembling data to justify a long-range rehabilitation program on the Navajo, articles on the extremely serious situation of this tribe began to appear in National magazines, Sunday editions of metropolitan newspapers and on national radio programs. Public opinion was aroused and Congress took cognizance of the needs of the Navajo by authorizing a ten year rehabilitation program for the Navajo in April 1950.

Comprehensive as this program was for the economic development of the reservation, range improvement, irrigation, development of timber and mineral resources, etc., it was estimated at the time that only 6,950 of the reservation's 7,500 families could be accommodated through the proposed extensive development of the reservation resources.

In the fall of 1950 the Bureau decided that it should launch a full scale relocation program for those Indians who wished to seek permanent opportunities away from reservations.

In November 1951, a field Relocation office was opened in Chicago; the placement staff on the Navajo was incorporated into the Relocation program and the Navajo placement officers in Denver, Salt Lake City and Los Angeles were converted to Field Relocation Offices to serve not only Navajos but members of tribes in all states mentioned. Included in the appropriation for this fiscal year were funds to underwrite the cost of transportation, shipping household effects, subsistence enroute to the Relocation destination and subsistence during the first few weeks at the new location for Relocates. (4)

The Special Navajo Program

Fitting Education to Life.—Education by broad definition of the word means preparation to live. To live is to enjoy and participate in the society and culture of one's own group as well as to make a living.

One must devote a reasonable, if not a large, proportion of one's time to obtaining food, clothing and shelter, but to live for that alone is merely to exist. Just what form the desirable life and making a living take, depend upon the customs, the society, the language and the resources of the group to which a person belongs. (1, p. 101)

Pretty Good, for an Indian.—No phrase betrays more completely an attitude of white superiority and fundamental hopelessness about Indians, than the commonly heard comment, that something is "pretty good, for an Indian." Be it a piece of craft work, the building of a house, a painting, or the carrying out of a responsible task, a thing which is only "pretty good" is relatively worthless. If we add to this condemnation, the further reservation that it is above the expected performance of Indians, we have indeed damned the Indians.

Where their training has been adequate, Indians are today driving caterpillar tractors, maintaining complicated road machinery, repairing automotive equipment, making intricate airplane parts, cutting and laying stone, designing and sewing clothes, and doing dozens of other things as well as whites, true, not a sufficiently large proportion of Indians demonstrate such skills today. Frequently their training is at fault; many times the teachers in our Indian schools, expecting little, are satisfied with much less than their students are capable of producing. At other times expecting too much at first, and not recognizing that Indian children do not have a background similar to their own, teachers of Indians become discouraged, and begin to lower their standards of ultimate achievement. And in many other cases, the objectives which we assume to be adequate reason for the expenditure of energy, are meaningless to Indians in the light of their racial inheritance. (1, p. 63)

The Guiding Principles and Philosophy of the Special Program.---

George A. Boyce, Educational Specialist, Bureau of Indian Affairs, and Superintendent of Intermountain School from 1949 to 1957 states: "The special Navajo program has been, in many ways, epoch-making, yielding some of the most amazingly fruitful educational achievement in the history of Indian Affairs."

The special program was designed especially to meet the needs of -

over-age Navajo students who had been denied schooling because of lack of facilities. Broad social-economic studies have established the considerable magnitude of the Navajo plight--extreme poverty, disease incidence, malnutrition, and high mortality. Illiteracy was very high. Lack of acculturation to modern living was indescribable. There were in 1949 approximately 24,000 children of school age (6-18), and school facilities were not available for nearly three-fourths of that number. As of this writing there still remains a need for additional school facilities. However, great strides have been taken in furnishing school facilities for all Navajo children of school age.

The program is based upon the unique needs of the students. Graduation is aimed for near the eighteenth birthday. Their age at entrance, academic ability, and degree of acculturation is taken into consideration. The minimum number of years in school, regardless of age, was set at five years. This minimum was set because it was felt that it would require at least that long to teach them the skills necessary to take their place in a modern society.

The Objectives of the Program.--The major objectives of the special program are as follows:

1. To enable adolescent Navajos with little or no previous schooling to become self-supporting adults,
2. To interest them especially to become permanent constructive citizens in the area of employment in which the school is located,
3. To provide each student with a marketable vocational skill for earning a living.

The Basic Content of the Program.--Students in the special program

are classed to two major categories:

1. Prevocational level--students who have not chosen a vocation and who have not started their junior year.

2. Vocational level--junior and senior students who have chosen a vocation and are in their last two years of the program. They spend one-half of each school day enrolled in vocational training classes.

The special program has three major subdivisions, namely, the five-year program, the six-year program, and the eight-year program. The student is placed in one of these programs according to his age at entrance in order to graduate him near his eighteenth birthday.

Example: A student 12 years of age would be placed in the six-year program and would be 18 years of age when he finishes school.

The Five-year Program.--Enrollees who are 13 years of age or older would be placed in this program. They would have three years of academic and prevocational shop classes. Their shop time consumes one-fourth of the school day, and three-fourths of the time is spent in academic studies. During their last two years of the program, one-half day is spent in the vocational shops studying their chosen vocation and one-half day is spent in the academic classroom.

The Six-year Program.--Students who are 11 or 12 years of age are placed in this program. They spend the first year in the academic classroom and then have three years of prevocational training as described above. They would choose a vocation at the end of their fourth year and spend one-half day in the vocational shops and one-half day in the academic classroom as outlined previously.

The Eight-year Program.--Students who are ten years of age at entrance are placed in this program. These students spend the first

three years in the academic classroom. They then go into the pre-vocational shop program for three years. At the end of their sixth year they choose a vocation and spend one-half day in vocational training and one-half day in academic training.

As compared to academic and vocational skills, social development and student adjustment assume major importance at all times. Minimum essential goals have been written for each of the programs as outlined above. These were written and prepared by educators in the Branch of Education, Bureau of Indian Affairs. They are constantly being studied and revised for improvement.

Some of the major goals which are emphasized during the pre-vocational years are listed: use of written and oral English; good personal grooming, and upkeep of personal clothing; good health and safety practices; general, basic academic learnings; good work habits; proper behavior in various social situations; getting along with other people; keeping surroundings clean, orderly and attractive; discussing problems with a group; drawing conclusions, making, and acting upon decisions; budgeting personal funds, purchasing wisely, and using the school bank for safekeeping; using hand tools for simple construction, maintenance and repair; preparing simple meals; developing hobbies and other appropriate leisure-time activities; and holding successfully weekend jobs off the campus for which they receive pay.

Teachers make maximum use of those teaching materials which have been especially prepared for this program. In addition, an adequate supply of commercially prepared instructional materials and equipment is provided.

During the last two months of their senior year, students live

off the campus for several weeks, doing work in which they have had vocational training at the school. This phase of their vocational training is called "on-the-job" training. They receive wages at the prevailing scale. School staff members visit them and their employers frequently in order to evaluate the progress made by the students, and to assist them in making necessary adjustments.

The Major Goals of the Special Navajo Program at Intermountain School.--Four phases of student development are considered essential to success:

The success of the Special Program depends upon satisfactory development of the student along four lines. They are:

1. The development of desirable attitudes, right habits, and high standards of behavior.
2. The development of other knowledge and skills which will enable him to live successfully in a culture different from that in which he was born; adjusting himself to home living in houses equipped with modern facilities; buying economically and selecting foods which will give him a balanced diet and assuming his responsibilities in community life as well as sharing in its advantages.
3. The acquisition of sufficient knowledge of the fundamental subjects to enable him to learn vocational skills, and to talk with other people who are English speaking.
4. The development of vocational skills sufficient to make him employable in the field which he has selected.

No person connected directly or indirectly with the education of these students is entirely free of responsibility in any of the above four phases of the educational program.

The first phase, that in which desirable attitudes, right habits, and high standards of behavior are stressed permeates the entire program. It is one which must be emphasized in the dormitories, the classrooms, the shops, the home living laboratories, in fact in EVERY department of the school. A large share of the responsibility,

however, falls upon the advisory staff. The members of this group meet the student when he arrives at the school; they give him his first orientation; they supervise his home living; they give him guidance and counseling. Only with the active and continuous work of the advisory staff can education in this phase of the program, which is most essential, be entirely successful.

Responsibility for the second phase is shared jointly by the academic teacher, the vocational teacher, and the advisers.

Primary responsibility for the third and fourth phases is assumed by the academic teacher and the vocational teacher.

Emphasis throughout the five years on:

Good health, social adjustment, desirable attitudes, good work habits, English, basic academic learnings, and wise use of money.

Vocational emphasis on:

1st year - Proper use and care of simple hand tools.

2nd year - Handy man skills, useful on or off the reservation.

3rd year - Experience leading to choice in vocation.

4th year - Development of special skill.

5th year - Perfecting skill and gaining speed in production. (2, p.5)

Placement Services Offered.--The responsibility of the Intermountain School does not end with the training of the student in the special program. One of the major responsibilities is to place the student in his trade in gainful employment. Intermountain School has two full-time placement officers who coordinate this program. One is responsible for the placement of prevocational and vocational students in part-time jobs, after school, and on weekends. The other placement officer is responsible for the placement of vocational-level students only.

Instructors of the vocational-level students play a major role in the location and placement of their students in suitable jobs. The vocational placement officer also locates job openings and coordinates the entire placement program. An effort is made to place the seniors in fulltime positions in their trade. The juniors are placed on summer jobs in their trades in order to gain valuable experience and to earn money for their senior year. The following factors regarding job opportunities are considered before students are placed in jobs: environment, working conditions, duties of the job, wages, living conditions, and employer attitude.

The Follow-up Program.--Regularly scheduled follow-up visits are made with the students and employer after the student is placed on a job. The visits are usually made about every six weeks, but more often if the need arises. The follow-up is to be conducted for three years after graduation, with less frequent visits as the graduate adjusts and becomes more independent.

The purpose of the follow-up program is to help the student adjust to his new environment, to help him solve any problem that may arise, to offer aid to the employer in making the student a better employee, and to obtain information for school records regarding change of address or job.

Follow-up trips are made by members of the instructional and guidance staffs. These staff members get a first-hand view of the student problems and therefore gain a better insight into the needs of the student. This information can be utilized to a good advantage in their instructional program.

Christiansen, in a study of employer opinions on Navajo student

employees stated:

Possibly the most significant factor brought out by this study is that very few student characteristics such as: sex, academic achievement, shop or Home Economics grade, number of years in school, previous working experience off the reservation, and chronological age are significantly related to success or failure on the job. Few characteristics prove significant when predicting favorable or unfavorable opinions on any one phase of employee's success. Success seems to be individualized, and based on many factors. (3, p.84)

Christiansen stated that the boys were outstanding as employees in the following areas:

Most outstanding is the boy's record for honesty with property, 100% positive; getting to work on time, 100% positive; friendliness, with employers, 100% positive; liked by employers, 100% positive; ability to express himself in written English, 100% positive; and ability to accept constructive criticism or suggestions, 100% positive. (3, p.84)

Christiansen also found that Navajo boys showed weaknesses as employees in:

Ability to show definite signs of leadership, 45.5% positive; amount of voluntary English spoken by the student employees, 56.2% positive; students telling their employees personal problems for advice on these problems, 36.8% positive; and students asking questions about better ways to do a good job, 38.3% positive. These are all related to the language handicap and the lack of confidence of the students when confronted with white man's society. These percentages are not extremely low when considering the background and opportunities for an education for these students. In no case did these cause a failure of a student employee on the job.

It can be said that these students were successful on their jobs during the summer of 1954, and do qualify favorably as employees. No questionnaire returned reported an opinion of failure when considering all characteristics of the student employee. Employer opinions expressed 63.9% definitely successful, 36.1% partially successful, and 0.0% failure. (3, p.87)

Developmental Tasks to be Mastered by Adolescents in Our Culture.

The following developmental tasks must be mastered by adolescents in our culture if they are to be happy and well-adjusted:

1. Achieving new and more mature relations with age-mates of both sexes;
2. Achieving a masculine or feminine social role;
3. Accepting one's physique and using the body effectively;
4. Achieving emotional independence of parents and other adults;
5. Achieving assurance of economic independence;
6. Selecting and preparing for an occupation;
7. Preparing for marriage and family life;
8. Developing intellectual skills and concepts necessary for civic competence;
9. Desiring and achieving socially responsible behavior;
10. Acquiring a set of values and an ethical system as a guide to behavior. (5, p.5)

The Adolescent-Youth Period Defined.---Landis has defined this period as:

Chronologically, the adolescent-youth group is made up of persons twelve to twenty-four years of age; psychologically, of those terminating a prolonged period of infancy; sociologically, of those who are trying to bridge the gap between dependent childhood and self-sufficient adulthood. Childhood, from a social viewpoint, is that period of life when society, usually the family, assumed full responsibility for one's conduct, support and guidance; adulthood, the period when the individual is responsible for his own conduct, support, and choices.

Viewed from sociologically perspective, adolescence and youth comprise that period in life when the individual is in the process of transfer from the dependent, irresponsible age of childhood to the self-reliant, responsible age of adulthood; the uncertain period when parents begin to relax their hold and shift responsibility from their own shoulders to those of their off-spring and during which the maturing child seeks new freedom and in finding it becomes accountable to society. It may be a period of social crisis -- a prolonged siege of agonizing adjustment which tests the metal of the initiate -- sometimes leaving him broken and defeated; or conversely, it may introduce the individual to no major social decision

and challenge him with new problems of social adjustment.
(7, p.21)

Characteristics of the Male Enrollee in the Special Navajo Program

The author realizes that because of individual differences no two persons are alike; therefore, no individual would be average or typical. The writer will attempt to give a brief description of the type of student enrolled in the special program.

He is from 10 to 18 years of age and has had little or no previous schooling. He can speak little, if any, English. He has had no acculturation to modern living; therefore, he knows nothing about the use of modern living facilities such as plumbing, electrical appliances, and other household furnishings. He has lived all his life in a one-room hogan with the barest of furnishings. He may be suffering from malnutrition and be very lethargic. His diet of mutton, fry bread, and so forth has been lacking in essential food elements. He has to develop a taste for many new foods. He has had little or no experience in eating with silverware at a dining table. Because of scarcity of water on the reservation, his personal hygiene development has been seriously handicapped. He has in his possession possibly one change of clothing. He has had very little contact with people other than his family group.

He has traveled some 600 miles away from a familiar culture and environment, family and friends and is, in most cases, homesick. Because he realizes that over-population on the reservation has caused serious economic problems, he is willing to leave it and learn to live in a new culture and attempt to take his place as a self-supporting citizen in our modern culture. He, therefore, is an eager student and usually progresses rapidly. Usually he does not create discipline problems but is very modest and respectful.

The Subjects Included in this Study.—He has spent five to eight years in intensified learning experiences designed especially for him. He has an academic achievement of possibly fifth grade. He has acquired a marketable vocational skill and knows the proper work habits. His use of English, while still not fluent, is sufficient for him to understand directions and ask pertinent questions. He now understands how to use modern living conveniences. He is well groomed and healthy. Thanks to weekend and summer jobs he has been able to purchase a wardrobe sufficient to his needs. He has saved enough money to purchase necessary tools and to support himself until his first paycheck. He has acquired social skills and is usually friendly. In most cases he does not want to return to the reservation but desires to take his place as a self-supporting citizen in our metropolitan society.

The ages of the subjects were as follows:

<u>Age</u>	<u>Number</u>
Nineteen	25
Twenty	23
Twenty-one	5
Twenty-two	4
Twenty-three	1
Twenty-four	<u>2</u>
	60

PRESENTATION AND ANALYSIS OF DATA

The checklist used in this study contained four major areas in which the graduate might have had problems. The data is analyzed under the following headings:

1. Types of Problems Recognized by Graduates in Connection with Their Jobs.
2. Types of Problems Recognized by Graduates in Connection with Their Social Adjustment.
3. Types of Problems Recognized by Graduates in Connection with Their Finances.
4. What would you like to learn more about if you could take your schooling over again?

Problems in Connection with the Job

To determine what problems students had concerning their jobs the following explanation was given the student before he was asked to respond to the statements in the checklist. "I am going to read several statements to you concerning things which may have been difficult for you on your job this past year. If an item that I mention was a problem to you, please answer 'yes.' If it was not a problem to you, answer 'no.' These are problems that you may have had during the period of time in which you were actually working at your job."

Figure 1 shows the percentage of graduates who gave positive responses to the various items.

Of the 16 items in the category of Problems in Connection With

Problems Related to Work

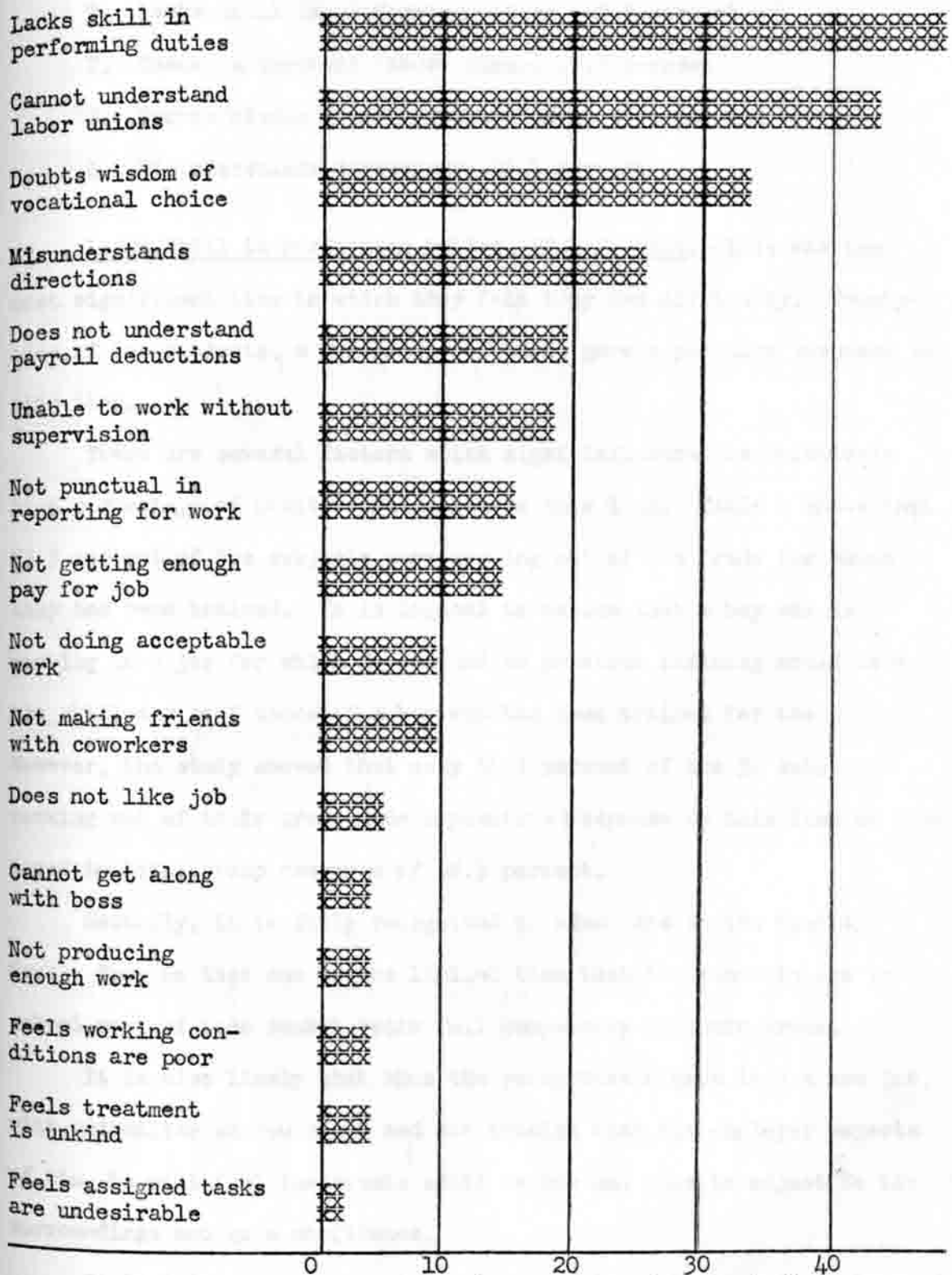


Figure 1. Types of problems recognized by graduates in connection with their jobs

Their Jobs, four were particularly noticeable. They were:

1. Lacks skill in performing duties, 48.3 percent
2. Cannot understand labor unions, 43.3 percent
3. Doubts wisdom of vocational choice, 33.3 percent
4. Misunderstands directions, 25.0 percent

Lacks Skill in Performing Duties, 48.3 Percent.--This was the most significant item in which they felt they had difficulty. Twenty-nine of the subjects, a percentage of 48.3, gave a positive response to this item.

There are several factors which might influence the relatively high percentage of positive responses to this item. Table 4 shows that 53.3 percent of the subjects were working out of the trade for which they had been trained. It is logical to assume that a boy who is working in a job for which he has had no previous training would lack the skill and confidence of a boy who had been trained for the job. However, the study showed that only 56.3 percent of the 32 subjects working out of their trade made a positive response to this item as compared to total group response of 48.3 percent.

Secondly, it is fully recognized by educators in the Special Navajo Program that due to the limited time that the students are in school most of them cannot reach full competency in their trade.

It is also likely that when the young Navajo goes into a new job, with unfamiliar surroundings and not knowing what his employer expects of him, he will feel inadequate until he has had time to adjust to the surroundings and gain confidence.

It is felt, however, that due to the relatively high percentage of positive responses to this item, an evaluation of the teaching methods

TABLE 1

RESPONSES OF SUBJECTS TO VARIOUS ITEMS PERTAINING
TO JOB, BY NUMBER AND PERCENTAGE

Problems Related to Work	Yes	No	Percentage of Positive Responses
Lacks skill in performing duties	29	31	48.3
Cannot understand labor unions	26	34	43.3
Doubts wisdom of vocational choice	20	40	33.3
Misunderstands directions	15	45	25.0
Does not understand payroll deductions	11	49	18.3
Being unable to work without supervision	10	50	16.6
Not being punctual in reporting for work	8	52	13.3
Not getting enough pay for job	7	53	11.7
Not doing acceptable work	5	55	8.3
Not making friends with co-workers	5	55	8.3
Does not like job	3	57	5.0
Not getting along with boss	2	58	3.3
Not producing enough work	2	58	3.3
Feels working conditions are poor	2	58	3.3
Feels treatment is unkind	2	58	3.3
Feels assigned tasks are undesirable	1	59	1.7

and curriculum content in the vocational trades is needed and more attention should be given in placing students in jobs for which they have received training.

Cannot Understand Labor Unions, 43.3 Percent.--This is an area in which most of the boys have not had previous experience as they have never had a permanent job before graduation. It is an area in which more emphasis could be placed in the vocational and instructional program. An attempt should be made to familiarize the students with the purpose and the operation of labor unions.

Doubts Wisdom of Vocational Choice, 33.3 Percent.--The study shows that 20 subjects gave a positive response to this item. It also showed that 19 of these boys were not working in the trade for which they had been trained. An analysis of the data showed that 59.4 percent of the 32 boys working out of their trade gave a positive response to this item.

There is a definite indication that a boy who is working out of his vocation has doubts about the value of the training he has received. It further emphasizes the importance of placing the boys in jobs for which they have been trained.

Misunderstands Directions, 25.0 Percent.--The 25 percent of the positive responses to this item reflects the graduate's difficulty in mastering the use of English. This is not surprising, however, when one considers that most of the subjects were non-English speaking when they entered school. None of the subjects studied had been fired because they could not understand directions. They felt, however, that understanding and speaking English fluently had been a difficult task

for them.

The acquisition of basic English skills is emphasized throughout the Special Navajo Program. The results of this study indicate that a continued emphasis is needed.

Table 1 gives a breakdown of the exact number of positive and negative responses, with the exact percentage of graduates giving positive responses to each of the 16 items in the category of Problems Pertaining to Their Jobs.

Some of the items in which the subjects experienced little difficulty and which contributed much to their success are as follows: feels treatment is unkind, 3.3 percent positive; not producing enough work, 3.3 percent positive; not getting along with the boss, 3.3 percent positive; does not like job, 5.0 percent positive; not making friends with co-workers, 8.3 percent positive; not doing acceptable work, 8.3 percent positive.

One of the most difficult habits for Navajo students to learn is punctuality. This is difficult because in the environment from which they came they never had to follow time schedules. In most cases they probably never had a timepiece in their home. The results of the study were very encouraging as it showed only 13.3 percent of the subjects indicating they had difficulty with this item.

Types of Problems Recognized by Graduates in Connection with Their Social Adjustment

In order for the subjects to have a better understanding of the area covered by the items in this section of the checklist the following explanation was given: "What problems did you have concerning your social adjustment? This would be problems that you had when you were

not working, as in the evenings and on weekends. I will read several things which you may have found difficult. If it was a problem to you, please answer 'yes.' If it was not a problem, you will answer 'no.'"

Figure 2 shows the percentage of graduates giving positive responses to the items in this section of the checklist.

Of the 18 items in this category many subjects indicated four areas to be of particular concern. They were:

1. Lacks knowledge about matters of sex, 63.3 percent positive.
2. Doesn't know procedures for marriage, 60.0 percent positive.
3. Lacks conversational skills, 41.6 percent positive.
4. Awkward in meeting people, 40.0 percent positive.

Lacks Knowledge About Matters of Sex, 63.3 Percent.--It is probable that the majority of the subjects giving a positive response to this question had not necessarily encountered any problems, but felt that they did not have adequate knowledge about sex. The results of the study definitely indicated that our graduates feel a need in this area. Since this study was begun, the school has taken steps to put more emphasis on sex education. This is being accomplished by the use of audio-visual aids and carefully selected literature. Regularly scheduled classes of instruction are held for the vocational-level students. The boys and girls are separated for this instruction.

Doesn't Know the Procedures for Marriage, 60.0 Percent.--This is also an area in which most of the subjects had not encountered any problems, but one in which they felt a need for more knowledge. The school is definitely taking steps to improve the instruction in this area. Since this study was instigated, a booklet on the subject has

Social Adjustment Problems

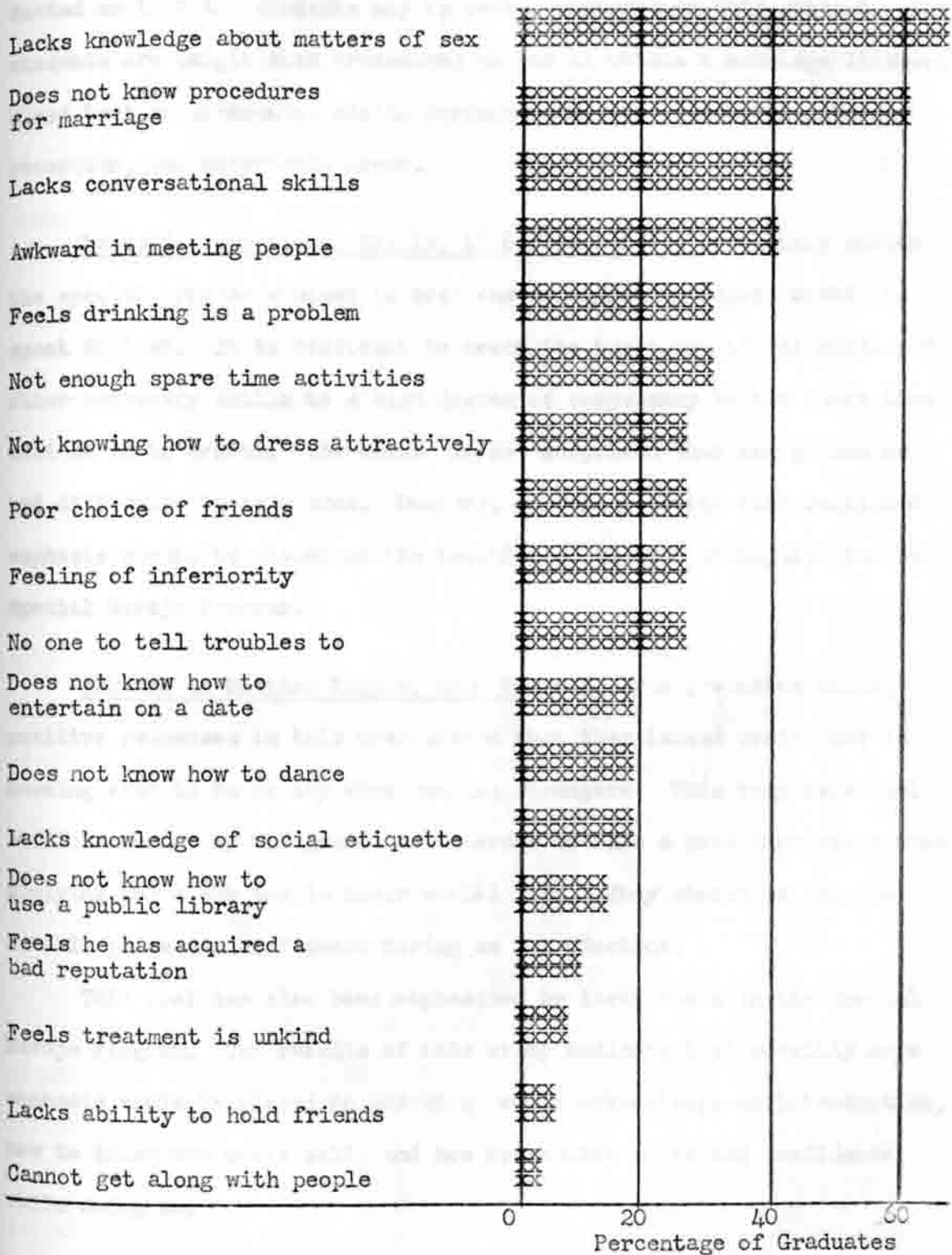


Figure 2. Types of problems recognized by graduates in connection with their social adjustment

been published, and mock weddings and other activities are being conducted so that the students may be better informed on this subject. The students are taught such procedures as how to obtain a marriage license, blood test requirements, making arrangements with church, planning a reception, and acceptable dress.

Lacks Conversational Skills, 41.6 Percent.—As previously stated, the special program student in most cases, starts to school unable to speak English. It is difficult to teach the boy a vocational skill and other necessary skills to a high degree of competency in the short time that he is in school. The writer is not surprised that the graduates had difficulty in this area. However, it does indicate that continued emphasis should be placed on the teaching of the use of English in the Special Navajo Program.

Awkward in Meeting People, 40.0 Percent.—The graduates making positive responses in this area stated that they lacked confidence in knowing what to do or say when meeting strangers. This very essential skill is needed by the graduates in order to make a good impression when applying for a job and in their social life. They should be able to exhibit poise and confidence during an introduction.

This goal has also been emphasized by instructors in the Special Navajo Program. The results of this study indicate that possibly more emphasis could be placed on teaching how to acknowledge an introduction, how to introduce one's self, and how to exhibit poise and confidence while doing so.

Feels Drinking is a Problem, 28.3 Percent.—Of the 60 subjects questioned, 28.3 percent felt that drinking had been a problem to them.

They had either been arrested, missed work, or had become involved in situations which were difficult for them. They stated that in most cases they were influenced to drink by someone offering it to them. They admitted that they were too easily influenced and did not know how to refuse without offending. This percentage of positive responses indicates a need for further emphasis in teaching the dangers of alcohol.

Use of Leisure Time, 28.3 Percent.--Twenty-eight and three-tenths percent felt that they did not have enough spare time activity. They did not know where to go to find wholesome recreation during their non-working hours. Many of the boys had joined athletic clubs which required them to pay nominal dues. They were very happy with this activity. Some of them participated in city, neighborhood, or industry-sponsored athletic teams. Movies, television, and swimming were other activities participated in. Some of them dated Intermountain School female graduates frequently. Church-sponsored centers were contributing to their leisure-time activities in several of the cities.

Intermountain School places emphasis on the development of hobbies and leisure-time activities of the students. The prevocational students spend one hour each week in a hobby club of their choice. Social dancing and parties are conducted frequently in the evenings.

The results of this study indicate that the emphasis on this phase of student development is well justified and probably could stand further emphasis.

Table 2 gives a breakdown of the exact number of positive and negative responses, with the exact percentage of graduates giving positive responses to each of the eighteen items in the category of Problems Related to Social Adjustment.

Problems Pertaining to Finances

Of the eight items in the category of Problems Pertaining to Their Finances, the subjects indicated four to be of particular concern. They were:

1. Cannot learn to save money, 46.7 percent.
2. Lacks skill in spending income wisely, 36.7 percent.
3. Lacks skill in budgeting income, 33.3 percent.
4. Cannot fill out an income tax return, 31.7 percent.

Cannot Learn to Save Money, 46.7 Percent.—Some of the subjects did not seem to understand how to save through the payroll savings plan. In most cases they were not using the savings account at the bank as a means of systematic saving. The majority were not even utilizing the services of a bank checking account.

This indicates that more emphasis should be placed on instruction in methods of saving money in the training program. The reasons for saving part of one's income should also have more stress.

Lacks Skill in Spending Income Wisely, 36.7 Percent.—Many of the boys had purchased automobiles before their income was sufficient to do so. In many cases the payments were not made or expense and upkeep was so great that the installments were not paid and the automobile was repossessed. The subjects had a tendency to obligate themselves too heavily on time payment purchases and encountered difficulty in making the periodic payments.

More emphasis could be placed upon teaching the wise use of money during their training in the Special Navajo Program. The students should be taught the folly of trying to live beyond their incomes. They

TABLE 2

RESPONSES OF SUBJECTS TO VARIOUS ITEMS PERTAINING
TO SOCIAL ADJUSTMENT, BY NUMBER AND PERCENTAGE

Problems Related to Social Adjustment	Yes	No	Percentage of Positive Answers
Lacks knowledge about matters of sex	38	22	63.3
Doesn't know procedures for marriage	36	24	60.0
Lacks conversational skills	25	35	41.6
Awkward in meeting people	24	36	40.0
Feels drinking is a problem	17	43	28.3
Not enough spare time activities	17	43	28.3
Does not know how to dress attractively	14	46	23.3
Poor choice of friends	14	46	23.3
Feeling of inferiority	14	46	23.3
No one to tell troubles to	14	46	23.3
Does not know how to entertain on a date	11	49	18.3
Does not know how to dance	11	49	18.3
Lacks knowledge of social etiquette	11	49	18.3
Does not know how to use a public library	8	52	13.3
Feels he has acquired a bad reputation	6	54	10.0
Feels treatment is unkind	5	55	8.3
Lacks ability to hold friends	4	56	6.7
Cannot get along with people	2	58	3.3

Financial Problems

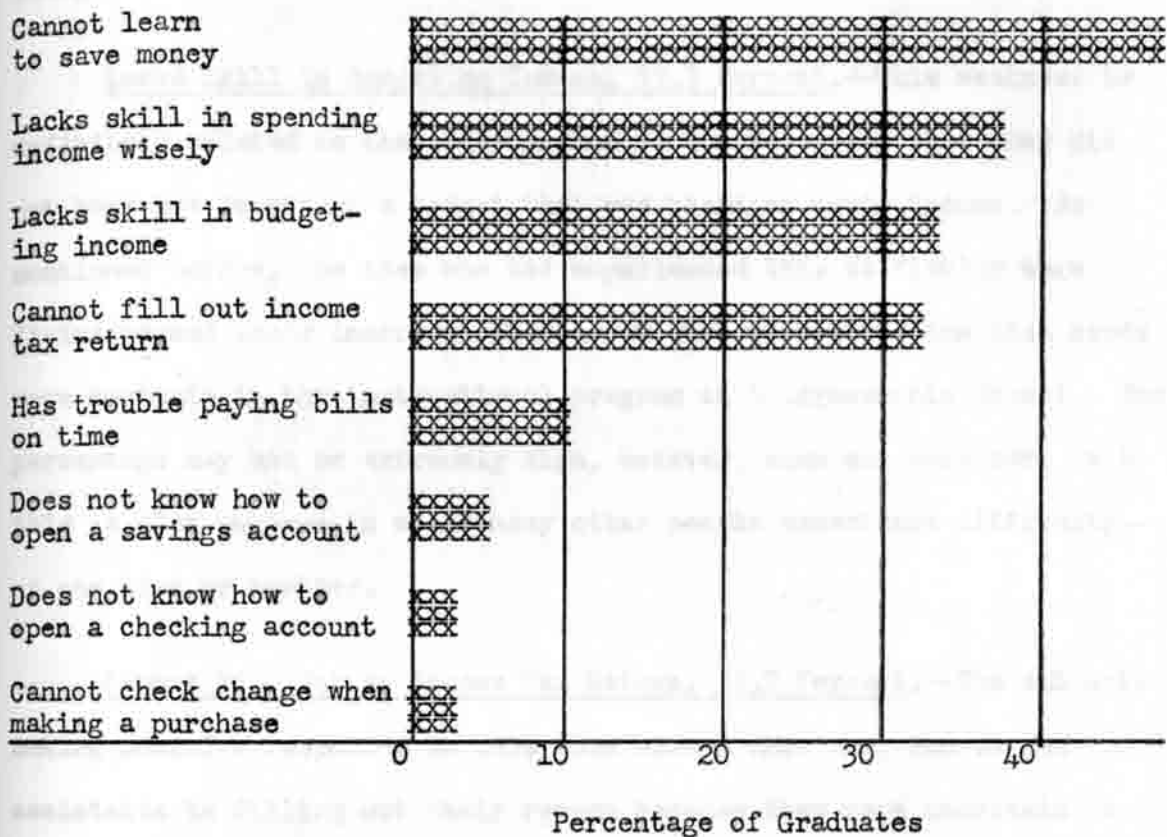


Figure 3. Types of problems recognized by graduates in connection with their finances

should be taught the expensiveness of paying interest and carrying charges on loans.

Lacks Skill in Budgeting Income, 33.3 Percent.--This weakness is definitely related to the preceding one. The boys felt that they did not know how to set up a budget that was based on their income. As mentioned before, the ones who had experienced this difficulty were living beyond their incomes. This is an area of instruction that needs more emphasis in the instructional program at Intermountain School. The percentage may not be extremely high, however, when one considers that this is also an area in which many other people experience difficulty at one time or another.

Cannot Fill Out an Income Tax Return, 31.7 Percent.--The subjects making positive responses to this item stated that they had to get assistance in filling out their return because they were uncertain as to whether or not they could do it correctly. It is a difficult area in which to give instruction as the forms are changed rather frequently. However, the over-all concept and purpose of the income tax system and withholding tax should be stressed more in the instructional program.

Some items in which the subjects gave a low percentage of positive responses in the area of finances were:

Has Trouble Paying Bills on Time, 10.0 Percent Positive.--This low percentage is in conflict with the higher percentage of positive responses on the item of Skill in Spending Income Wisely. It is possible that the subjects had over-obligated themselves at some time but had managed to pay most of their bills on time. Perhaps through experience

they had learned to live within their incomes.

Does Not Know How to Open a Savings Account, 5 Percent Positive.--

This low percentage indicates that most of the subjects learned how to open a savings account. But as indicated by the high percentage of positive responses to the item of Learning to Save Money, they either did not believe in a savings account or did not have the desire to save part of their income.

Does Not Know How to Open a Checking Account, 3.3 Percent Positive.

The majority of the subjects did not have a bank checking account. The low percentage of responses on this item indicates that they knew how to open an account but did not yet realize the value or convenience of having one.

Table 3 gives the exact number of positive and negative responses to the items in this area of the checklist. It also gives the percentage of positive responses.

TABLE 3

SUBJECT RESPONSES, PROBLEMS PERTAINING
TO MANAGEMENT OF FINANCES

Problems Related to Financial Management	Yes	No	Percentage of Positive Answers
Cannot learn to save money	28	32	46.7
Lacks skill in spending income wisely	22	38	36.7
Lacks skill in budgeting income	20	40	33.3
Cannot fill out income tax return	19	41	31.7
Has trouble paying bills on time	6	54	10.0
Does not know how to open a savings account	3	57	5.0
Does not know how to open a checking account	2	58	3.3
Cannot check change when making a purchase	2	58	3.3

If You Could Take Your Schooling Over, What Would You Like to Learn More About?

The subjects were asked to consider this question carefully before giving a response.

A summary of their responses to this question is found in Table 4.

TABLE 4

SUMMARY OF RESPONSES IN AREAS IN WHICH STUDENTS
FELT NEED FOR MORE TRAINING

Response	No. of Students Mentioning	Percentage of Graduates
How to speak, read, and write English better	49	81.7
More about chosen vocation	24	40.0
Would like to learn something about other vocations	8	13.3
More about academic subjects	7	11.7
How to use a typewriter	1	1.7
Dangers of drinking	1	1.7
Leisure time activities	1	1.7
Married life	1	1.7

Two of the items mentioned most frequently were:

How to Speak, Read, and Write English, 81.7 Percent.—As previously stated, the subjects were 10 to 18 years of age when they entered school for the first time. Most of them could speak little or no English. During the five to eight years that they are in training they must learn a marketable vocational skill and also learn sufficient English to get along successfully both on and off the job. English usage is stressed constantly during the training program. However, because of the short time the subjects attend school and the many skills they must acquire, they do not learn to speak, read, and write English fluently.

This high percentage of free response to this item indicates that the subjects felt a serious inadequacy in this skill. It indicates that continued emphasis on the teaching of English usage is needed and that

an evaluation of the teaching methods would be justified.

More About Chosen Vocation, 40.0 Percent.—This percentage shows a relationship with the relatively high percentage of positive responses to the item Insufficient Skill to Perform Duties in Figure 1. The 40 percent giving this response felt a need for more skill and knowledge about their chosen vocation. This does not necessarily mean that the instruction program is weak. Because of the short time that the boys are in their vocational training shops, they are not expected to reach full proficiency. They attend shop approximately 1,072 hours during the last two years of school in which they are studying their chosen vocation.

However, due to the high percentage of responses to this item, the teaching methods and curriculum content should be evaluated for the purpose of improvement.

Other Problems That You Have Had

In addition to the 50 items on the checklist, the subjects were given the opportunity to volunteer any other problems that they may have had. The following question was asked: "Are there any other problems that you may have had that I have not mentioned?"

The following is a summary of their responses:

<u>Item</u>	<u>Number of Subjects Giving This as a Problem</u>
Transportation in a city	7
How to read blueprints	4
Learning safety practices	3
Learning to talk to employer about problems	2
Absenteeism from work	2
Understanding terminology of trade	1
Purchasing adequate insurance	1
Learning to say "no" without offending	1
Learning way around in a large plant	1

None of the above items was mentioned too frequently. It would appear that the school is doing a creditable job in the above areas. It also appears that due to the negligible responses to this question that the checklist adequately covered the problems that the subjects had encountered.

It appears that a boy working out of his trade tends to have a few more problems than a boy working in the trade or vocation for which he has been trained. The writer found that 53.5 percent of the subjects were employed in a trade for which they had little if any training. Of course the acquisition of certain basic skills and habits learned in one

TABLE 5

AVERAGE RESPONSES OF SUBJECTS, WORKING IN OR OUT OF TRADE, TO ALL ITEMS ON CHECKLIST
and
NUMBER OF RESPONSES OF EACH GROUP TO PROBLEMS IN CONNECTION WITH JOB

Area	Number Interviewed	Working Out of Trade					Working in Trade				
		No.	Pct.	Ave. No. Responses	Responses Probs. Related to Job		No.	Pct.	Ave. No. Responses	Responses Probs. Related to Job	
					No.	Ave.				No.	Ave.
Salt Lake City, Utah	24	12	50.0	9.7	30	2.5	12	50.0	10.4	32	2.6
Los Angeles, Calif.	21	14	66.7	14.1	51	3.6	7	33.3	8.1	8	1.0
Denver, Colorado	6	5	83.3	15.4	15	3.0	1	16.7	12.0	3	3.0
San Francisco, Calif.	4	0	00.0	0.0	0	0.0	4	100.0	4.3	2	.5
Misc. Locations	5	1	20.0	7.2	1	1.0	4	80.0	7.3	7	1.9
Summary	60	32	53.3	12.4	97	3.0	28	46.7	8.6	52	1.8

SUMMARY AND CONCLUSIONS

The purpose of this study was to make a follow-up survey of selected male graduates of the Special Navajo Program at Intermountain School to determine the problems most frequently encountered by them in adjusting to a new environment. The majority of the items on the checklist received a low percentage of positive responses. The large majority of the subjects studied could be considered successful in adjusting to their new environment. When one considers that these boys came from an entirely different culture and environment than that in which they are now living and have acquired the necessary skills to be self-sustaining, it can be said that the program of the Intermountain School is highly successful.

The majority of the subjects felt a need for more training. Many of them were going to night school in order to improve themselves and to become more competent.

Only 2 of the 60 subjects indicated that they had no problems during their first year of employment.

Following are items which received a relatively high percentage of positive responses:

	<u>Percent</u>
1. Use of English	81.7
2. Lacks knowledge about matters of sex	63.3
3. Does not know procedures for marriage	60.0
4. Lacks skill in performing duties	48.3
5. Cannot learn to save money	46.7

	<u>Percent</u>
6. Cannot understand labor unions	43.3
7. Lacks conversational skills	41.6
8. Awkward in meeting people	40.0
9. Lacks skill in spending income wisely	36.7
10. Doubts wisdom of vocational choice	33.3
11. Misunderstands directions	25.0

In reviewing the data of this study, the author concludes that the two factors contributing most to the subject's feeling of inadequacy were: (a) inability to speak, read, and write English, and (b) being placed on a job for which he had not received technical training. An example of this is as follows:

Forty-eight and three-tenths percent of the subjects stated that they had insufficient skill to perform the duties on their jobs. Twenty-nine of the 60 subjects gave a positive response to this item. In reviewing the data, we find that 18 of these responses were made by boys who were working out of their trade. This emphasizes the desirability of placing the graduates in trades for which they have been trained.

Some of the areas in which the subjects felt that they had very little trouble and consequently received a low percentage of positive responses are as follows:

1. Not making friends with co-workers, 8.3 percent positive.
2. Not doing acceptable work, 8.3 percent positive.
3. Not getting along with boss, 3.3 percent positive.
4. Feels working conditions are poor, 3.3 percent positive.
5. Feels treatment is unkind, 3.3 percent positive.
6. Feels assigned tasks are undesirable, 1.7 percent positive.

Recommendations for Improving the Program

It is felt that the majority of the graduates studied were making a successful adjustment. However, the results of this study appear to have implications for possible revisions of curriculum and instructional methods in the Special Navajo Program. It is recommended that an evaluation be made of the effectiveness of the methods used in the teaching of English, vocational skills, sex, marriage, and other areas in which a high percentage of subjects indicated problems.

Since a large percentage of the subjects indicated lack of vocational skills due to placement out of their trade, it is further recommended that greater care and a concerted effort be made to place qualified graduates in their trades.

In-Service Training

The boys who are placed by Relocation Services can obtain additional vocational training if it is determined that they lack sufficient skills to hold a job. This is financed by government funds.

If the boys apply for and are accepted into a union, they will receive training while serving as an apprentice in their trade.

They can enroll at their own expense in evening classes in high schools, trade schools, or junior colleges.

Recommendations for Further Study

1. It would be of great value to have a similar study made of the female graduates to determine whether or not there is a similarity in the problems confronted by them and the subjects of this study.

2. A study of married and unmarried graduates could be made to determine the effect, if any, marriage has upon their adjustment and

success.

3. A follow-up survey of the subjects of this study, or a similar group, could be made two or three years after graduation. This could be done to determine whether or not they have been successful in solving the problems mentioned frequently in this study.

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APPENDIX

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APPENDIX

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2. [faded]
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FOLLOW-UP QUESTIONNAIRE
1956 Graduates
Intermountain School
Brigham City, Utah

_____ 1957

This is a survey of the problems confronted by the 1956 male graduates during their first year of employment, as conveyed by the students themselves. The results of the survey will be used in curriculum development, vocational guidance, and evaluation of the program at Intermountain School.

Name of Graduate _____ Age _____ Class of _____
 Vocation studied at Intermountain _____ Program _____
 (5, 6, or 8)
 Present employer _____
 Employer's address _____
 Duties on your job _____

* * * * *

I. WHAT PROBLEMS DO YOU HAVE CONCERNING YOUR PRESENT JOB? Put a check (✓) if it is a problem.

1. Insufficient skill to perform my duties - - - - - _____
2. Understanding directions - - - - - _____
3. Being on time for work - - - - - _____
4. Getting along with my boss - - - - - _____
5. Working too slowly - - - - - _____
6. Turning out work that is acceptable - - - - - _____
7. Making friends with fellow workers - - - - - _____
8. Working without supervision - - - - - _____
9. Not enough pay for my job - - - - - _____
10. Do not like my job or work - - - - - _____
11. Unsatisfactory working conditions - - - - - _____
12. Doubting the wisdom of my vocational choice - - - - - _____
13. Understanding the purpose of labor unions - - - - - _____
14. Understanding payroll deductions - - - - - _____

- 15. Being treated unkindly because I am Navajo - - - - - _____
 - 16. a. Being treated unkindly on the job - - - - - _____
 b. If so, do you think it is because you are Navajo? _____
 - 17. Being given undesirable or hardest tasks to perform - _____
- Other problems concerning my job _____
-
-
-

II. PROBLEMS CONCERNING OTHER JOBS YOU HAVE HAD SINCE GRADUATION:
 Need not be completed if interviewee has not changed jobs

- 1. Why did you change jobs? _____

- 2. What problems did you have on your previous job that were the same or different from those encountered on present job? _____

III. PROBLEMS CONCERNING YOUR SOCIAL ADJUSTMENT:

- 1. Awkward in meeting people - - - - - _____
- 2. Unsure of my social etiquette - - - - - _____
- 3. Not getting along well with other people - - - - - _____
- 4. Losing friends - - - - - _____
- 5. Getting a bad reputation - - - - - _____
- 6. Being treated unkindly because of my race - - - - - _____
- 7. Feeling inferior - - - - - _____
- 8. No one to tell my troubles to - - - - - _____
- 9. Being isolated from family and friends - - - - - _____
- 10. Being ill at ease at social affairs - - - - - _____

11. Wanting to learn how to dance - - - - - _____
12. Want a more pleasing personality - - - - - _____
13. Concerned over military service - - - - - _____
14. Picking the wrong kinds of friends - - - - - _____
15. Drinking - - - - - _____
16. Slow in getting acquainted with people - - - - - _____
17. Unskilled in carrying on a conversation - - - - - _____
18. Not knowing how to dress attractively - - - - - _____
19. Not knowing how to entertain on a date - - - - - _____
20. Insufficient knowledge about sex matters - - - - - _____
21. Nothing interesting to do in spare time - - - - - _____
22. Having no hobby - - - - - _____
23. Not knowing how to use the public library - - - - - _____
24. No knowledge of proper preparation and procedures for
marriage - - - - - _____

Other social problems:

1. _____
2. _____
3. _____
4. _____

IV. PROBLEMS CONCERNING FINANCES:

1. Learning how to save money - - - - - _____
2. Learning how to budget my money- - - - - _____
3. Knowing how to open a savings account - - - - - _____
4. Knowing how to open a checking account - - - - - _____
5. Paying my bills on time - - - - - _____
6. Learning how to spend my money wisely - - - - - _____
7. Knowing how to check my change when making a purchase - _____

8. Knowing how to make income tax returns - - - - - _____

Other financial problems:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

V. OTHER PROBLEMS YOU HAVE HAD:

- 1. Transportation in a city - - - - - _____
- 2. Trouble with landlady or landlord - - - - - _____

Other miscellaneous problems:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

VI. IF YOU COULD TAKE YOUR SCHOOLING OVER, WHAT WOULD YOU LIKE TO LEARN MORE ABOUT?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

(Interviewer)