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THE FORMAL EDUCATION OF
MENOMINEE CHILDREN AT THE HIGH SCHOOL LEVEL:
TEACHERS

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FIELD WORK BACKGROUND

Prior to beginning research in May, 1969 two researchers met with High School teachers to discuss the NSAIE's purpose and establish cooperation between teachers and the study. Several teachers who attended expressed hostile attitudes toward the study and it's objectives. In May, Menominee County Students and Parents for Better Education were meeting and confronting the district. This situation made teachers more suspicious of the study. Perhaps the rumor which circulated during research at the Middle School also stimulated the negative teacher attitudes. The rumor - NSAIE researchers were disseminating the taped interviews and questionnaires completed by Middle School teachers to Menominees. Ms. Karon Sherarts who directed the research in District Eight schools, addressed the rumor in a letter. She also found the High School administration to be generally disinterested in the study but minimally cooperative. One study participant confirmed Ms. Sherarts observations:

The study's a good thing. Unfortunately the faculty has been misled by the administration. They had a meeting designed to make us uncooperative and scotch the study before it got here. Otherwise I like this school system. There could be improvements. But the faculty seems to be trying hard.

To insure anonymity teachers' names were not used on any data. Interviews and questionnaires were given arbitrary numbers and these numbers were not identified with names.

Sixty teachers were on the High School faculty, twenty (33%) returned forms indicating they would not participate, seven who said they would participate did not show up for their scheduled interview. Twenty teachers (33%) actually participated in the study. Well over half of those who did not participate wrote "No!" or "Prefer not to be interviewed!" on their form, sometimes in large capital letters or

circled. One non-participant commented:

I prefer not to be interviewed. I have very few of these students at the present time and feel that they must be treated as individual persons.

Even teachers who participated were skeptical about the NSAIE. Their responses to questions were often guarded and deliberately vague. Two teachers' comments are representative of several participants skepticism:

I have reservations about this study. If it will filter back to us. We know about it, we can see it. People coming from other parts of the country don't understand them [Indians]. We have to live with them. Outsiders can't tell us what to do. They're not [Indians are] really different as a group.

The study goes against what we should be trying to do in America by pointing out one group. It should be a melting pot. I question the validity of this study. I don't like having one group singled out. [Respondent raised his voice] I hope this study is fruitful. I wonder about results. What will we find out? I am interested in seeing a copy of the study.

The fieldworker at the High School commented on teacher participation:

I would say of all the teachers I talked to the ones that seemed most interested in the Indian education problem were the physical education teachers and possibly the industrial arts teachers. It is gratifying to note that we did get a high teacher participation ratio in these areas.

As a layman it would seem to me that the teachers who would be most interested in this study would be in the areas of English and history. However, the statistics don't support me.

HIGH SCHOOL TEACHER CHARACTERISTICS

The twenty participants in the NSAIE were caucasian. Seventy percent (14) were male, thirty percent (6) were female. Most respondents (85%) were married, fifteen percent (3) were single. Teachers ranged from twenty three to sixty five years old. Thirty percent (6) were thirty or younger, twenty percent were over forty.

Age Range of High School Teachers

<u>Age</u>	<u>N</u>	<u>%</u>
23	1	5%
25-30	5	25%
31-35	3	15%
37-39	3	15%
40	2	10%
46-49	2	10%
53	1	5%
65	1	5%
No Data	2	10%

Sixty-five percent (13) of the participants held B.S. or B.A. degrees. One-fourth (5), had M.A. or M.S. degrees. One respondent did not have a college degree.

One-fourth of High School teachers spoke foreign languages: French (10%), Spanish (10%), and French and Spanish (5%).

A few teachers (15%) were completing their first year of teaching, others had from three to twenty-eight years of experience:

Total Years of Teaching Experience

<u>Years</u>	<u>N</u>	<u>%</u>
1 year	3	15%
3 years	2	10%
4 years	1	5%
6 years	1	5%
7 years	2	10%
8 years	3	15%
9 years	2	10%
10 years	1	5%
11 years	2	10%
16 years	2	10%
28 years	1	5%

One-fourth of the participants were completing their first year at High School, nearly half had taught there for seven years or longer:

<u>Years at High School</u>		
<u>Years</u>	<u>N</u>	<u>%</u>
1	5	25%
2	1	5%
3	2	10%
4	1	5%
6	2	10%
7	1	5%
8	4	20%
11	2	10%
12	1	5%
27	1	5%

Thirty percent (6) of the respondents had taught Indian students before they came to High School.

Respondents Who Had Previous
Experience With Indian Students

<u>Years</u>	<u>N</u>	<u>%</u>
One year	3	15%
Two years	2	10%
Three years	1	5%

Unfortunately, data do not indicate the nature of these teaching experiences.

Teachers were asked to indicate the subject area and grade levels of the courses they offered. Grade level data is incomplete. Twenty-five percent of the respondents taught social sciences, five percent language, one-fourth science and/or math, five percent art, twenty-five percent vocational education, ten percent physical education and five percent drivers education.

	<u>Subject</u>	<u>Grade Level</u>	<u>N</u>	<u>%</u>
Social Science:				
	History	9	1	5%
	U.S. History	10	1	5%
	World History	11	1	5%
	Social Problems	12	1	5%
Language:				
	English	9	1	5%
Science/Math:				
	Physical Sciences and General Math	9	1	5%
	Chemistry and Physical Science		1	5%
	Science		1	5%
	Biology	10-11	1	5%
	Math		1	5%
Art:	Art		1	5%
Vocational:				
	Vocational Home Economics		1	5%
	Vocational Education		1	5%
	Agriculture	9-12	1	5%
	Business	9-12	1	5%
	Woodshop	9-12	1	5%
Physical Education:				
	Boys Physical Education	9-11	1	5%
	Girls Physical Education		1	5%
Other:				
	Drivers Education		1	5%
No Data:			1	5%

HIGH SCHOOL TEACHERS' KNOWLEDGE OF
AND CONTACT WITH MENOMINEE PEOPLE

Assessments of the Problems Facing Menominee People

Thirty percent of the respondents had little knowledge of Menominee people or their communities. These teachers had not been in the county and had only in classroom contact with Indian youth.

As you see it what are the major problems of the Indian people in this area?

I don't know. Something is, because of their apparent lack of success even though they're progressing a lot.

Maybe they should work a little harder.

[This is my] first contact with Indians. I couldn't really say.

Fighting prejudice in community to a degree. It's not as bad as with Negroes. I can see it in school. Indians rarely "cross the line". They go in groups of all Indians. Prejudice not all one-sided either.

Lack of initiative and industry. The environment of county itself.

As I said before, I think one of the things is getting an awareness of what the world outside is like in a complete scope. Things are changing in Menominee County. The development program will have a good effect. Not that I feel the influence of the White man is what's necessary but to compete. They are going to have to compete in the White man's world. It looks like there is little chance that this will be avoided. It does seem to me this is what they should work for. [Menominees] will still maintain control of their area, yet outside influence will rub off and broaden their views a little bit.

Fifteen percent (3) Middle school teachers indicated limited experience with the Indian communities in Menominee county. Although these teachers had visited Menominee County and had some out of school contacts with Indian people, they had not made a concerted effort to become knowledgeable about Menominee people.

As you see it, what are the major problems of Indian people in this area?

I grew up here. I see very little change. They go back to Menominee county, don't worry about jobs, children, etc. What we should do is cut out handouts, survival of the fittest, don't expect charity. I didn't. Indians haven't had to work. If they didn't, work was given them.

It's getting better. On the whole, they don't understand what we as educators sometimes are trying to teach their particular child. They get upset with us when we don't know actually what we're doing wrong. We're trying as teachers to be interested in their culture and the individual as much as possible. We're trying very hard to teach their children as well as others as individuals. Sometimes I don't think they understand what we're trying to do for them. A lack of understanding is the phrase I'd like to use there. I've been at the Keshena work center. I filled in for one of the teachers and went up there a couple times on my own. The study center is terrific in many respects because children don't have reference materials at home. I wish we could have more control over the center. Sometimes I feel it isn't fair. The community center is beneath a bar and they have a tendency to go down there instead of studying. I don't know if this is good or bad. They would study for an hour and go down. The idea is good because they need the reference materials and special help they get at the student center. Lighting is adequate. It's better than they have at their homes.

When I taught in the elementary school I visited a few homes. They were very gracious, hospitable. I only went in extraordinary situations. I don't know what their problems are.

Fifteen percent (3) of the teachers were somewhat more knowledgeable about Menominee people.

As you see it what are the major problems of the Indian people in this area?

Home, family life. [There are] two different types [of families]. (1) Good homes, well disciplined. (2) No discipline at home, so school takes over discipline function. The problem is, why is a home like this? I don't know. Parents raised them this way. Their way of life is primitive. Maybe this is what they like. I see many similarities with Sioux.

Indians need the right kind of guidance. They are quite acceptive to free money. They need to get out and do work on their own. I don't think being a county will help. They pay twenty five percent of taxes, seventy five percent is paid by the federal government and that's our money. Something should be done about it. They have no pride. They won't take part in sports because they want to earn money for wine, and cigarettes. It is a lot the same with White boys too, though.

We have a very fine situation [in District eight]. We are making progress. Look at the record. In Shawano, Indian children have an opportunity to come here. I would hope the transition could be made much faster, if our rules are the ones [suppose to be the ones] set up as reference point. As compared to other places there, they just keep them on the reservation. These people have come a long way compared to other Indian groups. They would agree that education has gotten better since they were in school. Realizing that whites are majority, and have made the rules.

One third (30%-6) of the respondents had fairly frequent contacts with Menominee people. They were quite well informed about Menominee County and displayed a good understanding of the dilemmas facing Menominee people.

As you see it, what are the major problems of the Indian people in this area?

Communication, transition from old ideas to modern White man's society. There are three groups: 1) those who met the transition, 2) traditional, 3) middle who are between two aspects of the community. There are some challenges between

these three groups. We should not change the whole way their kind. [I've been in Menominee homes] on inservice calls for summer school. I take kids home after sports, and I've been received quite well, but get some animosity from older Indian parents, who don't trust the White man completely. I don't know what Indian culture is. Because it is their way of living, I can't agree with their way of living. If we let them go as they please, how will we get them to fit in an organized society later? How will we get them to respect law and order? We're too permissive as a society. If Menominee culture is pride in their past, that's something different. Is culture their history or their way of living? If it's the latter, I find it hard to accept. Look at our welfare roles. I don't want them to go fishing on my money. How to stir interest in assimilation? I don't know. I picked one boy up at night and took him home. I was well received, they were basically very friendly and like to have people drop in.

Their culture is different. They have different ideas. We've molded this Menominee County. They live off the land and don't understand our jungle-type society. We would be better if we did. Theirs is a culture of not caring much about tomorrow. Yes, I lived here all my life. I've been to school with their parents. I have no problems getting along with parents, actually, I get along with anybody. I don't hold a grudge.

I grew up here. In the last 15 years, there has been good leadership ability, but the leaders have left Menominee County. There are still fine leaders up there, but many have left, who could have been assets to the community. Money isn't there. I visited one home, since I have been a teacher. I visited a student who broke his leg. I still maintain friendships in Menominee County, and make social visits.

I visited several families. I feel very welcome. Closeness within family is lacking in many White homes. Indian boys made a point to introduce their parents to the coach. They are proud of their parents. Parents have not discussed academic problems with them. I like them to talk to [Indian kids] because I think kids need it, due to lack of attendance and not making up work.

I'm not sure I can do anything but generalize- It would seem to me that they're not quite sure if they want to be part of the dominant culture or not. I think they do not want to destroy, or have us destroy what is considered by some the reservation. The hesitancy to accept outsiders. Some say, we need this [the Lakes of the Menominees Project] for an economic base, if nothing else, [in order] to raise the economic level of the county and get a new tax-paying base in there. Some would turn around and say, "Yes, but, ... Some of the kids will say, "You know what they're doing to the lake-front! My God! You used to be able to hunt down there! I can't hunt there anymore." They feel this impact has destroyed something. What do they want to do? Do they want to retain this county area as almost reservation status, or do they want to open it up to the outside? Which way do they go? Do they want to continue to live as a segregated group? Is it self-segregation? I don't know. What I started to do a few years back, if I had kids from Neopit and Keshena who were failing, I would drop the parents a line saying, "All right now, it's difficult for you to come here. I'll be at the night center on such a night. Let's get together." I'll meet them on their grounds. I've had some very interesting conversations with these people. I attend many of their social events. Two weeks ago, we buried Lon Dickensen, a GI. These kids knew I'd be there. Some of them came in and said, "Can we ride up with you?" They knew I was going. On Sunday, I go to church at St. Michael's in Keshena. I used to attend most of the PTA meetings up there.

I've seen how Pueblo, Navajo, Apache live. Menominees are in much better shape than others. They have more material things. A large number have color T.V.'s. Lots have cars even though they're beat up.

I've had occasion to be in some homes. I have student council. When the Dicenson family burned out in Neopit...the Shawano High School student body had a clothing drive and money drive. It picked up \$100. We loaded my station wagon and I took it over. Other than that, I've been to the Dodges [an Indian family's]. I don't know what other occasion I've had to visit the homes.... You don't visit a home unless you're invited openly. I think these people are somewhat hesitant to do it.

High School Teachers Contact With Menominee Parents

Fifteen percent (3) of the High School teachers had no contact with Indian parents. They had not met them or even talked with them via telephone:

Have you met the parents of your Indian students at school?

I don't think so. No parents have called. [Two responses]

No. Not at PTA. I've had no parent teacher conference in High School. I've made some references through guidance department, but had no personal contact.

One third of the respondents (6) had met a few parents, usually informally (i.e. after sports events) rather than in a conference situation.

Have you met the parents of your Indian students at school?

I met a couple parents at ball games.

Yes. After ball games. Downtown. Parents are very interested, especially in athletics. Parents are vitally interested in how students (kids of theirs) are doing in school both academically and in sports.

Yes. Downtown, at activities, but very few at Open House.

Very few at Open House. Sometimes the parents are in audience.

I met two sets of parents at Open House. They were interested in what their children were doing.

I've met one parent. It was not a nice meeting. I had talked to her child and mother was upset with me. The girl talked back. I put my hand on her shoulder and said I wanted her to stay after class and talk to me. The girl has progressed some and I don't think I'll have another run in like that again. I have met no other parents. The girl had friend in class who was good and I gave her opportunity to demonstrate.

Twenty percent (4) of the respondents had contact with several Indian parents during the year. However, these meetings were informal - after games, Open House.

Have you met the parents of your Indian students at school?

Yes. A half dozen families. I met three or four on parents night. Not because of discipline just at football games. No parents have called me.

Yes. I met several at Open House. [Two responses]

Yes. Some. I've been here all my life. I've been to their homes, too.

One third (6) of high school teachers had opportunities to meet most of the parents of their Indian students. Again, most of the contacts were informal - Open House, athletic events.

Have you met the parents of your Indian students at school?

Yes. Some of them had their fathers on teams. We're good friends. I have good rapport.

I met many of them at Athletic events, and banquets. I went to school with many of their parents.

Yes. Last summer I worked the summer school program and was up in Menominee County and made home visits. I have met several parents in school and also went up to their homes.

Open house. Other than that, little. Some (60%) are interested. I've seen ten parents all year.

Yes, several. At Open House we always get the parents of good students. Not as many Indians as I'd like to see come. Parents never call me regarding students academic progress.

You've found the parents cooperative and generally concerned?

I've met most of the parents. I don't think they're any different than any other parent. I say a parent's a parent.

There are three groups of parents. The first group feels schools should take all responsibility for kids. These parents were in boarding schools. The second group are the same in Menominee County as in White society. They come to school meetings and are more interested in the world about them. The third group is a small number with traditional [Menominee] views.

* * * * *

Little Indian kids, seven years old, are out at 9:30 p.m. smoking. The family structure is very loose.

Teachers' Perceptions of Menominee Family Life and
Its Relationship to Education

Questionnaire data provided insight into teachers' perceptions of Menominee family life. Fifteen percent of the respondents felt Indian people were "incompetent concerning practical things." Half felt this was not characteristic of Indians. Again, fifteen percent believed Indians let other people take advantage of them. Nearly half (45%) rejected these opinions. Fifty-five percent of the teachers felt that the love and respect Indian parents offered their children was equal to that given by White parents to their children.

	<u>True</u>	<u>False</u>	<u>Neither</u>	<u>No Data</u>
Indian people are not competent concerning practical things.	3-15%	10-50%	6-30%	1-5%
Indians tend to let others take advantage of them too much of the time.	3-15%	9-45%	7-35%	1-5%
Indian parents treat their children with love and respect equal to that given White children by their parents.	11-55%		7-35%	2-10%

Teachers were asked to identify factors which caused Indian students to drop out of school. [No data were available for three (15%) teachers]. Thirty percent (6) of the respondents attributed dropping out to an incompatibility between school structure and Indian students attitudes or personality traits: "laziness, doing things by mood - not time, and no concern for education." The environmental situation or homelife of Menominee youth were regarded as dropout provoking factors by one-fourth of the teachers: i.e. lack of parental interest, poor home life, parental

[Interviewer: You mentioned that religion leads to a lack of purpose among Menominees]

There is confusion. Some of the old Indian beliefs are still with us. The Catholic missionaries up there at Menominee County are trying to teach them Christian values, when I think Christian values are contrary to Indian values. Different values are taught by school, church and parents. Kids cannot easily make the choice [between them]. It's not logical to split it up so it's confusing to the children.

Comments: In the last few years there has been more and more agitation...

unemployment and lack of job responsibility were mentioned. Five percent (1) of the respondents regarded the failure of school to meet the educational needs of Indian students as the prime cause of dropouts.

A combination of factors was cited by fifteen percent (3) of the teachers. These factors included: poor home environment, differences in values, transportation problems, study habits, and peer group pressure.

Unable to identify factors:

I only had one (Indian student) I'm not familiar with rate or why they drop out.

I don't know why they don't want to continue their education. I don't understand why they're not interested in going to college for nearly free.

Characteristics and attitudes of Indian students:

I would think it's improved; formal education not important to them.

We are too sophisticated for them. We do things by time. They do things by moods, whether they feel like it.

Laziness. They don't want to come to school. They just come to school for warmth not learning. Its best they quit because they may influence other students.

I would go back to being immediacy-oriented. Assuming I'm correct in that premise! Now-oriented, not future-oriented. So why stay in school? Why education? Can they see that this is a means to an end? So I tell the kids, "Do you know that if you finish high school you earn \$250,000 a year more than the kids that don't?" Big deal. That doesn't mean anything to them. Does it? Maybe I can see why kids drop out of school...because I quit myself --- as a sophomore in high school. This garbage is for what? And my father very nicely said, you want to drop out? Yes! OK. They put me in the woods, with a crew of men, all winter, and you know - I haven't stopped going to school ever since!

I see nothing tragic about a kid dropping out if,

through dropping out a year, he can see that what he is doing holds very little in the way of a future for him. I've talked to a lot of these kids, who have dropped out. How are you coming? I won't say come on, get back to school. I say, how are you coming? Do you like what you're doing? Not really. Can you see a different way of going at it? For heaven's sakes, if you're interested in coming back, come on in, we'll talk about it. Leave it open to the kid to make the decision. He knows if he wants to come back he can go and talk to someone.

This isn't something you're ashamed of doing. But that there is a source available that will talk to you.

Lack of success in school, several aspects. Attention span very short. More restless, different to contain and hold his attention. Lack of proper study modes. Doesn't know why he's studying or what he's looking for.

Some students have to be pushed harder than white students. Not all Indian students. Indians tend to be lazier. They crave attention, recognition and encouragement to stay on. Craving is due to being underprivileged.

Environmental-home situations:

Lack of a good home situation, parents aren't interested in child making good, and lack of home discipline.

Indians feel too confined in school. They are used to being free, without responsibility. Home life is different. Indians have inherited love of freedom. They all detest school. Parents didn't care, so they drop out, especially when discipline problems crop up.

Particularly because I don't push them like many of the other teachers. I don't like to talk about races and White people do. If their parents would stick behind them and motivate them to do better and give them some direction I don't think we'd have this high dropout rate. The same thing is true with White kids whose parents don't stick behind them. Maybe Indian parents do stick behind them. I've got a hunch if a parent is behind her child they usually do succeed and the parent understands the child better.

Aren't aware of outside world, in long run employment, ignored and exposure to outside areas. School can only do so much rather than try the unfamiliar. The Indian should try it. Parents don't take responsibility how do you find what parents do the job and what ones don't (same with Whites).

Not in the middle school. High absenteeism, get behind. It happens to whites too. Indian parents don't put their foot down.

Failure of School:

Failure to have successful experience in school. We don't provide enough meaningful experience for them.

A Combination of Factors:

Home environment, lack of supervision, broken homes, different values in life, transport problems, not meeting needs of kids by school. We have been traditional. This happens years prior to actual dropout date. We should adjust to see that we do meet their needs.

Background, home or school. I don't know, the child gets frustrated. Peer pressure. A combination of factors.

Intelligence, study habits, home, influence by peers. There are lots of bad homes up there. Getting in wrong peer group.

Many parents are on relief and get paid all the time. They don't encourage students to study because they got paid for not working, and didn't have to learn anything. Students see this and emulate it. Parents say kid can quit. I gather this. I don't know this. Before termination Menominees were given everything. Now they can't manage money. Termination just dumped them on their own. They [Menominees] have taken good steps, but need time. I'd rather have them clean my locker room than just get welfare. They must learn that to be paid you must work. To improve status you must work harder. And to do more than dig ditches you have to get an education.

Thirty-five percent of the respondents indicated the existence of a conflict between "what Indian parents taught their children and what the high school tried to teach them. One fourth were unable to determine if such a conflict existed. A larger proportion of teachers (45%) felt they were often forced to counteract what Indian children were taught "at home [in order] to prepare them [for life] in today's society." Twenty percent were unable to determine if this was true. Despite the existence of value conflict, only 25% of the respondents felt teachers should encourage Indian students to become more independent of parental control. Twenty percent of the teachers regarded Indian culture as an impediment to learning, five percent regarded "tribal" religious beliefs" as an impediment.

	Strongly Agree	Agree	Unde- cided	Dis- Agree	Strongly Disagree	No Data
There is a conflict between what most Indian parents teach their children and what this school tries to teach.	3 15%	4 20%	5 25%	6 30%		2 10%
It is often necessary that a teacher must counteract what the Indian child is taught at home so as to prepare him to live in today's American society.	3 15%	6 30%	4 20%	6 30%		1 5%
The teacher should not encourage Indian students in becoming more independent of parental control.	4 20%	7 35%	3 15%	2 10%	3 15%	1 5%

Teachers Assessment of Menominee Parents Commitment to Education

Questionnaire data assessed teachers perceptions of Indian parents interest in the education of their children. Half of the respondents felt Indian parents "wanted to keep their children in school," less (40%) regarded Indian parents as "anxious for their children to learn" and only 30% believed the "family background of Indian students was supportive" of education. High School teachers believed Menominee parents commitment to education decreased as the level of parental commitment changed from a desire to help children learn to actually creating and maintaining an environment which stimulated learning. The inverse trend was verified. Teachers selected "False" as the level of parental commitment increased. Fifteen percent felt parents did not want to help their children in school, one-fourth believed Indian parents were not anxious for their children to learn and one-third regarded the family background as unsupportive of learning.

<u>Question</u>	<u>True</u>	<u>False</u>	<u>Neither</u>	<u>No Data</u>
Indian parents want to keep their children in school.	11-55%	3-15%	5-25%	1-5%
Indians are very anxious for their children to learn at school.	8-40%	5-25%	5-25%	2-10%
The family background of Indian children is supportive of their learning in school.	6-30%	6-30%	7-35%	1-5%

I've seen an improvement in students in my years of teaching, as far as caliber. Next year I may have a couple Indians practice teaching. It's good for them and for students. It might help them [Indians] understand what our problems are.

Now next year we're going to have sixty five additional [Indian students] brought in because of the closing of seventh and eighth grades at St. Joseph [A Catholic school in Keshena]. I'm sure that there isn't a teacher in this building of the high school who wouldn't like all the help he could get to teach them. Because they [Indians] are one of the hardest problems. These fast kids 130 to 140 IQ are no problem... I mean you can talk to them. We need all the help we can get. If things like this in the end help us to better teach them and if we are going to assimilate them into our society, I certainly think it's important. I don't like being a frustrated teacher.

I tried to get a kid to do a paper on the Menominee language. He never did. He was absent most of the time.

HIGH SCHOOL TEACHER ATTITUDES TOWARD ASSIMILATION AND PLURALISM

Several questions on the interviews and questionnaires were designed to assess teachers attitudes toward assimilation.

Questionnaire data provided a more accurate indication of teachers' assimilation attitudes. Thirty percent of the respondents agreed that Indians should become completely assimilated with the larger American society, 4 percent disagreed, while 20 percent remained undecided.

The Indian people should become completely assimilated with the larger American society.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Agree</u>	<u>No Data</u>
2-10%	4-20%	4-20%	6-30%	2-10%	2-10%

Teachers were also asked to indicate which of several assimilation positions most clearly expressed both their attitude and the Middle School attitudes toward assimilation. Teachers regarded the school as more assimilations oriented than their individual opinions. While one-fourth indicated the school was oriented toward Indians "assuring

Indians adaptation to White ways of doing things," only 5% personally endorsed this position. A somewhat more liberal position - orienting "Indian students to respect some Indian ways, yet change predominately toward White "ways," was endorsed by 10% of the teachers, and attributed to the school by one (5%) respondent. Five percent agreed that their opinion and the school's opinion on assimilation fell somewhere between the above discussed opinions. Nearly half of the respondents agreed that they accepted the man of two cultures view and 40% indicated this was the position of the Middle School. The most Indian oriented assimilation position (IV) was selected by 10% of the respondents as a reflection of their opinions, one teacher viewed her position as a combination of II and IV.

Teachers selections of their own and the high schools assimilation positions.

<u>Assimilation Positions</u>	<u>Own</u>	<u>Schools</u>
I. Orient the Indian students to slowly lose identification with Indian "ways" to assure adaptation to "white" ways of doing things.	1-5%	5-25%
II. Orient Indian students to respect some Indian ways, yet to change predominately toward White ways.	2-10%	1-5%
I and II.	1-5%	1-5%
III. Orient Indian students to combine both ways.	9-45%	8-40%
IV. Orient Indian students to accept some white "ways" but to remain predominately identified with the Indian "ways."	2-10%	
III and IV.	1-5%	
No data.	4-20%	5-25%

Comments:

Are you really sure Menominees have Indian "ways" or just characteristics of under privileged people reflected all over the country.

There is prejudice in Shawano. But not in schools, out in town or jobs. Yet, they [Indians] don't qualify. Is it them or discrimination? I'm convinced that those worthy of it will get respect. But they must earn it. There is militancy in Menominee County. They tell me they're going to stand together against the White man. I say, "Stand for what?" "Another hand-out?" My brother-in-law is nearly full blood Indian. He is very proud of his achievement. He doesn't like to come here because they [Indians] are categorized. He's earned respect. Other Indians should also. You'll succeed no matter what color.

Interview data was also designed to access teachers attitudes toward assimilation. The data is not as precise as the questionnaire data. Teachers were asked to identify what Indian students needed most in their education. Forty-five percent of the respondents (9) did not directly address the assimilation issue. They specified the goal of education as equipping students with the skills and knowledge which are necessary to compete in Modern America.

What Do Indian Students Need Most in Their Education?

Skill Oriented Responses:

The experiences we provide are less meaningful to them than to other students.

Like anybody else they have to compete in same world. Skills.

Desire to work and learn. Maybe slightly harder to motivate.

Find what his needs are. Basic skills, reading, learning, writing are a must.

To read, express himself. Basic skills.

A lot more Math. English and science should be pushed, instead of shops.

Some way of succeeding in life.

To develop knowledge and what it will mean to him. To realize necessity of self discipline.

I feel that Indians are making progress. They do things with their hands, because they have difficulty concentrating on books.

Ten percent (2) of the respondents identified the Indian students' immediate need as motivation from parents. Parental interest, guidance and support of education were regarded as having the greatest motivating potential.

What Do Indian Students Need Most in
Their Education?

Parental interest. It pays off.

Guidance from home. The normal Indian child is well adjusted. I speak here of the problem child. I lived here my entire life. Indians are tremendously good in art.

One fourth (5) of high school teachers directly addressed the influence Indian culture had on education and indicated their opinions about assimilation. Three teachers (15%) expressed strong assimilation-oriented opinions. They discussed Indian students lack of respect for authority, nonconforming behavior in the school system which was perpetuated by the values of Menominee culture:

What Do Indian Students Need Most in
Their Education?

Motivation... I would say they need to see what education is for. I think they are immediacy-oriented. I think by their own culture they're immediacy-oriented. Not future oriented. As they go through the years of school ... What is this all for? Life is now. Life has meaning for now. That's how I've always felt ... You keep in front of this kid an immediate objective, and don't worry about 10 years from now. You go with the immediacy because they are immediacy oriented. If you can establish in their thinking, "Look, this is what it is all for! But you can't hold this way out here." Teachers keep telling people, "This will do you good in college." But what's it for now? This is what you have to resolve.

Cultural

Direction. I'm not sure the school can give him that. I got it from home. Indian parents are different. Children aren't looked for if missing. They don't dominate children. They give them a free hand. The drawback is that [Indian children] do not conform to structures outside the home. We can't tolerate it in a school this size. Indian culture can.

I don't know. All students need an understanding and need to be understood. But all students have to know what authority is. Maybe if we're from a different culture we don't have certain rules and regulations. But by the same token, if we're going to have to have our culture sometime we should adapt ourself toward accepting authority. I don't see how the Indian child differs from any other student in that respect.

Two teachers (10%) recognized value differences between Menominee culture and the school structure. They also believed that "White ways" were not always best for Indian youth and their response expressed support for the "Man of two cultures" position:

What Do Indian Children Need Most in
Their Education?

This is not really related to education totally. But it would be my impression that the entire Shawano area must relate more to the "outside world" than we do now. I'm not implying in any way that we should break down Indian tradition or any thing of this nature. But try to create an awareness of what does exist in the areas into which many of them will go after high school.

Convince student and parents that our White ways are not always right. Indian parents and teachers should work together for the child's education. Menominee parents are very concerned in attending PTA, faculty things, and ward night. I try to recognize students for doing things.

[Interviewer: Is there resentment on the part of Indian students to the high school? What about the demonstration last fall?]

[It was a] mixed groups confrontation. Menominees and Whites lost their nerve and backed down. There is some animosity but isolated cases. Generally, I think Indian students are satisfied that they are treated fairly. I'm pleased with school here. There is little friction. But teachers get along with all groups.

[Interviewer: Why are you quitting teaching?]

I want to start a small business. I'm tired of working for others. I see teachers, administration, parents friction over the next twenty years and I want to avoid it.

HIGH SCHOOL TEACHERS' PERCEPTIONS OF THE RELATIONSHIP
BETWEEN MENOMINEE CULTURE AND CURRICULUM:
ACTUAL AND IDEAL

None of the teachers who were interviewed included aspects of Menominee in their curricula, nor did they use Menominee resource people. One respondent commented on the lack of utilizing Menominee resource people:

I think we probably could do more than we are. I think up to this point we haven't seen the need for it. But I have a notion we will be developing along these lines because at the Title III meeting, we definitely talked about [a Menominee resource person] coming in and either cutting tapes or speaking. I would think that what we should do is video-tape this three-day pageantry they have up north. Get a video tape on that thing. My goodness! It would be beautiful! I think this can be utilized as part of the curriculum.

You know, why study tribal dances in Africa if you have some beautiful cultural tribal dances in the area. There's relevance to me.

A few respondents occasionally mentioned something about Indian culture during the course of the year.

In what ways have the study of Menominees
or other Indians been included in your
course?

Not really, I thought of making totem poles and putting them on the reservation. Indian boys rebelled. They didn't like it.

Not intentionally, but I refer to Indians often. That is Indian babies have more hair when born, etc. They don't mind if you're respectful about it.

Not other than westward expansion, etc.

Life time sports skills, to make up deficiencies of previous training or lack of it.

Not really . The curriculum covers many activities and we try to give them as many as they can and teach skill so this will carry over. This may change. Modern dance with tomtom in background may be possible. Indians and their parents like archery and do it too. Our physical education program is good.

Q. Have you scheduled anything in your Instrument program primarily because there are Indian students?

In the beginning grades to a degree I cater to pop music which they have more of an aptitude for to establish interest to get it started. From there on we can modify the music used.

Do you include studies of Indian life, contemporary or otherwise?

Not as such. My reading list is 250 to 300 books that I've read. I spend the first 2 or 3 days of school doing nothing more than going over the reading list. These are books I would encourage you to read. American problems is something that is living. Here are people who take the biographical approach, or the problematic approach or some such. Here are people who have had problems. You understand the nature of their problem. I don't care if you're talking about Jim Thorp. They enjoy Bill Sand's books. Here are people who had problems, and look at how they came out of it. To me, a kid can learn something by reading this.

This year, I had many, many read Bill Sand's book. Bill Sands happened to be at Stevens Point so I took a bunch of kids over to Point to hear Bill Sands. This I will do with kids. If there's something interesting on the college campus, we go!

When you say, a straight historical or Indian culture, not as such...but they can draw meaning. I do have books that relate to everyone...You can learn from anyone's experience, be it Negro, Caucasian, or Mongoloid.

In a questionnaire, teachers were asked to respond to the idea of including Menominee history and culture in the curriculum. Sixty percent

regarded the idea favorably, thirty percent opposed it, and ten percent were undecided about its value. The possibility of using "local cultural materials" as subject matter in basic courses was regarded less favorably. Forty percent supported the idea, thirty percent did not and one fourth were undecided.

There should be courses in the curriculum which teach the local Indian history and culture.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
3-15%	9-45%	2-10%	5-25%	1-5%

Courses such as math, reading, English, etc., should use local cultural materials as subject matter.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>No Data</u>
2-10%	6-30%	5-25%	6-30%		1-5%

Six teachers who wanted aspects of Menominee culture included in the curriculum made additional comments:

It is fine to include such studies if you have someone qualified to teach. If it is taught by a snob, there would be more damage than good. I treat them all the same, as individuals. I don't think of them as a group.

The curriculum should include history and culture of both the Menominee and Shawano county.

I favor the idea. I'm interested in it myself, and would enjoy knowing more about history.

The aspects of the Menominee culture might be interesting as an elective. It's a shame that many sub-cultures go by the way. We're in danger of losing them. Why not include language? They teach French, and Latin. It might be nice to know.

Q. What do you think of the idea of including Indian culture and history in social studies?

I think there should be some introduced. On the amount I haven't any say. What parts of history are more important than others. You'd have to talk to the social studies people. I wouldn't know.

I'm a member of the state curriculum committee. There's about 30 of us. We held a meeting last week at the U of Oshkosh. I was asked to identify 2 or 3 Indians in the state of Wisconsin that might be considered for committee membership on the state level. When we sit down on the state level and start talking social science curriculum on the state level. I think it's rather essential that maybe we have a few Indians on that committee who can say "Hold the Phone, Charlie. Relevant to my group, can you show me the type of history we're studying? Or where do my people fit into American history. Are we zeroing in on this?" Assuming that we made a contribution, and we certainly did, the textbooks look nice, but they never explain the role of the Indian in history. The true role. This is why, I think, on the state level, we're even making a spurt in the right direction.

I think this can help us feedback on the statewide level. That's what we're trying to do.

I think this type of thing...if you go with the larger state group. . . it can feed back. . . Not necessarily to the local. . . So let's teach the role of the American Indian to all students, not just those in Shawano, right? Let's get it bigger.

Two respondents who didn't want aspects of Menominee culture taught in high school made the following comments:

If we did it with the Menominee, the Oneida's would want theirs to be taught. Also, there are many Germans in the area, so we should teach that. I think they would think so. Where do you find qualified people?

If we are going to have one group create a study of their historical background, then if we do this for one group of American society, then what basis would we have for denying any study of Germanic background (my own) or Italian of anything. I'm not saying to deny it simply because if one group asks for it, others will. But what significance would it play for the future? The fact that Germany was in many wars and was a strong military nation actually does me very little good at the present time. Now applying this to the Negro situation, a statement made by a prominent Negro in regard to the push for Negro studies in college was, "What the hell do we need soul courses for? We need math, and the knowledge to write correct sentences." What are the needs? True, these people are a minority group and perhaps of necessity need their own identity. But, yet, percentage wise, what is their relationship to the entire United States?

I taught at State institution for 1 year. [It had a] good percent of Indians and Negroes. I taught slow learners for most of my career. This experience has helped me with Indians. This thing would get to me more if I didn't have this--experience.

[Interviewer: What should parents of Indians do?]

Because [Menominees] have been living on the reservation, which was disbanded five years ago, life centered around the reservation. With work on the reservation, they don't deal with whites as much, and don't have the interest or concern for education and with a large family size you can spread yourself only so far.

* * * * *

[From talking] to other teachers, they have the same basic problems with Indian students as I do. In fact with all Indians, not just Menominees. Indians lack discipline and a desire to work. I talked to Glacier people and South Dakota people.

HIGH SCHOOL TEACHERS' PERCEPTIONS OF MENOMINEE STUDENTS

Overall Perceptions

Teachers Perceptions of Indian Students

One-fourth (5) of the respondents held many stereotyped perceptions about Indians and Indian students. Thirty-five percent (7) were uninformed about Indians, but remained open-minded, avoided stereotyping Indian students and made genuine efforts to understand the students and their individual differences. Twenty percent (4) recognized individual Indian students' abilities and problems (including a little knowledge of family background) and while these respondents did not have a good understanding of American Indians as a cultural group, they demonstrated insight into Indian students as individuals. A few teachers (15%-3) viewed Indian students as individuals and as members of a unique cultural group.

Selected questionnaire data also indicated teachers held stereotyped perceptions of Indian students. Responses can be categorized as positive, negative, and neutral. A few teachers regarded Indian youth as more brave, and courageous than white youth, one-fourth rejected the statement, while half refused to stereotype Indian students. Nearly half of the respondents characterized their students as shy and lacking in confidence - 10% did not share this opinion. Forty percent did not stereotype their students in regard to behavior, 10% agreed Indians were well behaved, 40% indicated they were not well behaved, while 45% refrained from stereotyping their Indian students.

Responses to Character-Stereotyped Questions

	<u>True</u>	<u>False</u>	<u>Neither</u>	<u>No Data</u>
Compared to White children, Indians are brave and courageous.	3-15%	5-25%	11-55%	1-5%
In the classroom Indians are shy and lack confidence.	9-45%	2-10%	8-40%	1-5%
Indian children are well behaved and obey the rules.	2-10%	8-40%	9-45%	1-5%

In boxing, the Indians are more aggressive. I've worked as a study director in Menominee County. Physical force is a good measure of stature. They express masculinity and get recognition. But they don't tend to keep training rules like they have to in high school athletics.

The study center is not valuable. It's structure is wrong. There is no way to keep third and fourth graders from disturbing the rest of the group. The center is above a recreation hall. So [it has] a bad atmosphere. There is not much direction. I couldn't differentiate if they really had work to do. Tutors should have been aware of the high school courses and what they involved. Correlation to school is lacking: 1) Not tied to school, 2) College students fact-oriented, not attitude oriented. In my opinion, "Education is what's left when all the facts are forgotten."

Attitudes Toward Teaching Menominee Youth

Twenty percent (4) of High School teachers expressed negative attitudes toward teaching Menominee students. It was their opinion that Menominee youth were difficult to teach, and the experience was unrewarding:

Indians are less receptive, introverted, and non-communicative. It's hard to understand them. They grunt a lot.

It's harder to establish rapport. There is some excessive absenteeism.

Any time you have a minority group, which you usually do, [it is harder].

Indians are harder [to teach]. I'm not sure I'd encourage a friend to teach here. It's up to him. I'm not sure I'd encourage him to teach at all.

Half of the respondents identified factors which made teaching Menominee youth more difficult than teaching other students. These respondents regarded their teaching situation as a challenge and felt that with understanding Menominee children were not much more difficult to teach:

[Indians] like to work with their hands. But don't like to read. They can't get a lot out of it. They can do a lot of scientific (logical) thinking and make good judgements. But they don't like to sit in chairs so I keep them active. It's harder to win their confidence. I get on their side and let them know I'm for them, not against them. Some of my Indian students don't like me. I can't get through to them.

[Indians are] as easy [to teach] as Whites. Indians are not dressed as well. It takes time for them to get proper gym suit. [Indians are] late because of transportation problems. A larger percent don't have money and possibly lack guidance at home.

I'd encourage friends to teach a mixed grade. I wouldn't like all Indians because you have to understand them real good to get along. I never know what's going to happen. But they are not that bad in a mixed group. If you treat them fair, they treat you fair.

It's about even. As a group Indians have a good percentage of misbehavers. This is true with Whites, too. I don't know if I'd encourage friends to teach. I don't know if I'd prefer to teach in an all-Indian school.

I don't see Indians as a big problem.

I'd encourage a friend to teach here because once you establish rapport with these types of individuals and get them involved, there's no differences.

In some instances it is easier. Indians respond to new situations different than old students. Their response is more positive. [It's harder because] they are easily discouraged if they don't grasp. So you must provide experiences where they can see success relatively quickly. Indians don't make a difference.

I don't differentiate. Techniques seem to work the same for both. I treat as individuals. It is harder because some Indians missed the boat. Their background is not what I would like it to be. I have to do remedial work with some.

Whites are more outspoken. It is easy for Indians to get lost in the classroom. They may feel left out.

[It is harder.] Vocal barrier may be related. It decreases from freshman to senior.

One fourth (5) of the teachers expressed neutral attitudes about teaching Menominee youth. They found the experience neither harder or easier. In fact, Indians were "no different" than other students:

Indians are just another student. [Two respondents]

I don't find any difference.

As far as I'm concerned, there's no difference. I've lived around Indians all my life. [I'd] never discourage [anyone from teaching here]. Indians shouldn't matter.

[Indians are] not easier or harder on the average. I have [encouraged people to teach here].

Fifteen percent (3) teachers enjoyed working with Menominee youth.

In certain areas Indians want to be superior in strength. When you have these units (physical fitness, tests involving strength, track, shot put) the Indian children don't have to be as motivated as other kids because they feel superior. There are Menominee Indian children who have done well.

I have never felt there was any difficulty. I find them very original. I really do. I find them sensitive in many ways. I enjoy their originality.

[I get] a lot of satisfaction from teaching Indians.

Right now in Menominee County there is alot of criticism that we don't treat them [Indian students] with respect in high school. When I went to high school here it seemed more integrated and friendly. White girls really dug the Indian boys. There was a real mixture. The last two years Indians group off. It may be due to the colored situation in Milwaukee. Now they realize that they're a minority, and expect to be treated as such. There is no antagonism. It's unwritten. About the parent-student group: it's bad to feel that we're against Indians down here, but it's good for them to talk about high school. It interests parents in school. I can't buy it when they say we are prejudiced against Indians. Indian students have a long day and no good meals probably before school. They may be gone twelve hours a day, if they go out for sports. "Indians have more energy than White people" is my deduction. They must have to get through their day. Town kids tire more easily. I tutored at Neopit. Indians are different to some extent because of their background. But I don't think they should be treated any different. And I don't think they are in high school.

Perception of Students Interest in the Academic Aspect of School
Questionnaire Data

Questionnaire data offered insight into teacher-perceptions of Indian students attitudes toward the academic aspect of school. Forty percent of the respondents felt Indian students preferred having a good time to "working hard to get ahead," (only one-fourth disagreed). None of the teachers regarded Indians as "eager students," over half (55%) felt they were not eager students.

<u>Question</u>	<u>True</u>	<u>False</u>	<u>Neither</u>	<u>No Data</u>
Indian pupils would rather spend their time having a good time than working hard to get ahead.	8(40%)	5(25%)	6(30%)	1(5%)
Indian children are eager students with a highly developed desire to learn.		11(55%)	8(40%)	1(5%)

Interview Data

Ten percent (2) of Shawano High School teachers regarded Indian students as basically disinterested in the academic aspects of school.

What Do Indian Students Enjoy Most at School?

They enjoy getting together with friends and appear to be happiest with other Indian friends. In Biology some like to draw. Some are interested in microscope work. They like designs of slides, etc. Most do extra drawings. Kids like field trips. They like to go to Menominee County. I like to see them have pride in their county.

I don't know how to answer. I don't know what they enjoy most. I'd like to say physical education. It depends on teacher. If they like teacher, they probably enjoy his course.

Half (10) of the respondents characterized Indian students as interested in less-academically oriented courses such as physical education, and art, and uninterested in academic subjects.

What Do Your Indian Students Enjoy Most at School? What do They Dislike?

Like

Physical education and shop.

Athletics. They are active in all athletics and excellent in track.

They like woodworking and art. They are very skilled with their hands.

Athletics. They tend to do well in classwork if they do well in athletics. A smaller percent of Indians in athletics discourage easily if unsuccessful.

I don't know. They seem to catch on more in welding.

Physical education, sports, health. This may be apple polishing: shop, science, art. Where they can do something with their hands.

Anything in which he can succeed. It's different for different pupils. Art, physical education, vocational program. Many have definite feeling for art. [There is] a natural ability in many of them because of a closeness to nature. I don't know why. Some are very perceptive.

Dislike

English.

Reading, math. They have trouble with these. They are embarrassed to be put in a reading class.

I don't know [what classes they like]. I don't hear kids talking about it too much.

I don't know.

I don't know.

Like

Dislike

Hot lunch. Being inside on cold winter days. Sports. Boxing has taken a lot of them away. Shops. Art.

Thirty-five percent of the teachers (7) felt Indian students were mildly interested in education. In their opinion, students liked some academic courses at least as well as the less academically oriented courses.

What Do Indian Students Enjoy Most About School? What do they Dislike?

Enjoy Most About Being in School/Courses

Dislike

I don't know. It's individual and depends on the teacher. They like history and the study of Indians in American history most. They flinch at the mention of BIA and reservation. I think this is a sore spot. This is especially true with Sioux. It's not so true of Menominees, but then they're a county, not a reservation.

Reading, Math.

I would say many of the boys are athletically oriented. They just naturally are. You know, the outdoor bit, the physical...I think the athletic program is definitely appealing to the kids. Because as you look at what pain they're going through to be part of the athletic program. Can you imagine getting out of here at 6 and riding a bus to Neopit ... I know some of the boys who come to the Night Center don't get home until 6:30 or 6:45. And by the time they get oriented towards schoolwork,

Like

2

it's pushing 8:00. I always think of [a Menominee] who said "Indians really don't do well in American history because they lost everything." I kind of feel that American problems appeals to them.

Physical education and noon hour...Communicating with friends. Menominees cluster together by choice. They enjoy science. In shop they are handicapped because they don't work hard. I have not seen too many projects that are good. I change my program to deal with low achievers. Menominee kids are big factor in necessity for this change. They like to work with hands.

It's true of any kid that wher-ever he finds success, where he excels, he likes best. They like you to watch over them. They don't enjoy doing things on their own. They like hand-work things best.

I don't know what they like best. They seem to enjoy business, and have about average performance.

Sports. It varies. I haven't given it too much thought. It depends on individual, not on being Indian or White.

It depends on how well he's doing. I'd say active things like physical education and the fellowship of being here. Some enjoy experience of being with White students. Low ability students enjoy the special math class and biology.

Dislike

English, civics, social studies, listening, reading and writing.

Math. Science. The response varies.

Shorthand, maybe.

It's hard to say.

History. English.

Two respondents (10%) were unable to make generalized statements about Indian students academic interests. The teachers' comments are presented below:

What do Indian Students Like Most
at School? What Do They Dislike?

It's difficult to say. It depends on individual students. I can't make a generalization. It depends on individual and their emphasis for study in their work load. Most Indians are concentrating on vocational type classes rather than fine arts or enrichment.

Summary of Menominee Students Classroom Behavior and Participation

High School teachers were asked to comment on several aspects of Indian students classroom behavior and participation: quietness,, frequency and ease in volunteering information and raising questions in class discussions, consulting teachers regarding personal matters and questions and problems on classwork. Unfortunately data were not sufficient to enable comparisons for each aspect.

Forty percent (8) of the respondents felt Indian students tended to be quiet and withdrawn. An equal percent agreed that this accurately described some, but not all Menominee students. One High School teacher characterized Indian students as "boisterous". Teachers assessments of classroom participation varied. Ten percent indicated that Indians frequently participated, five percent felt they were reluctant to participate, 15 percent characterized their participation as "infrequent", and thirty percent felt participation varied among Indian students.

The twenty percent of the respondents (5) suggested that the number of Indian students in a particular class determined the classroom behavior of the Indians in that class. In classes with several Indians, Menominees were less withdrawn and more active classroom participants.

High School teachers perceptions of classroom behavior and participation catagorized by teacher perception of Indian students academic interest, are presented below:

Teachers' Summary of Classroom Participation and Behavior:

Uninterested:

The ninth graders are playing before they get to gym. They are no different than other ninth graders. The 11th grader Indians are more sophisticated and wait for instructions.

Indian students are quiet. Now they are more responsive than before. They ask questions and volunteer frequently and easily. Recently they have become more involved in education and more outgoing. They don't ask about personal matters. They don't want anybody to feel sorry for them, so they don't discuss personal problems.

Prefer Less Academic:

They are not quiet and withdrawn. They are often boisterous, over play and are as energetic as anybody else.

[no data = 1]

Some do ask questions and volunteer. Some don't, maybe due to absenteeism. They are a little reluctant to discuss personal matters. I often ask them because it may bear on their classwork if they have a problem at home.

Half are quiet in class. They don't volunteer or ask questions too much, unless they're talking about someone else.

They are reserved and withdrawn and seldom volunteer. They respond when they are asked. They don't discuss personal matters.

Sometimes they are quiet. Sometimes they are not. They discuss personal matters.

Most are not quiet. They are free to talk in Art class. [They talk to me] about personal matters. Because this is a more casual class, I can develop rapport easier. It's referred to by some teachers as "Psychotherapy."

They are quiet and don't ask questions or volunteer unless they group together. But they do mingle. There is no discrimination. They are generally reluctant to discuss personal matters.

Mild Interest:

[No Data = 1]

Quietness depends on the individual. They raise questions and volunteer. In one class they're leading the pack. I would have to say, you can't make a generalization, that it's an individual thing. Some students come with problems on classwork. Here is where I think they're no different than any other kid. Some will sit back in the weeds. And you can permit them to sit back in the weeds if you elect to. But you can work on drawing a kid out. That's the name of the game in this business, I hope. I think your Indian student is hesitant, in some ways, to be an active participant in class. If you talk about teenage jargon, I don't think there's much difference. The vocabulary of the peer group is there... Active participation in the class is something you work on with the kids. They're very inclined to sit in class without being an active participant. Being aware of this, you can work on it. In my one small class I would say the Indian students I have in there do a real good job in leading the class. They discuss personal problems with me because I think my situation is different than most teachers. Having worked with the kids, in counselling, they'll come to me with their personal problems and their hangups. If they come to

me with their hangups, they'll come to me with their classwork. I see many Indian kids with personal problems not just those that are class oriented. I think I've reached the point where kids will come to me and say, "I've got a hangup." "O.K. Come on in." And the kid does not necessarily have to be in my class.

They are no more quiet than Whites. Most participate rather nicely and ask about classwork.

They are quiet and withdrawn and ask questions and volunteer reluctantly with urging. They don't ask about classwork. I try to avoid discussion of personal matters. I'm not qualified to deal with their personal problems. Much harm can be done if you encourage them to come to you. I'll send them to guidance counselors. They're better capable.

Some are quiet like anyone else. The majority don't volunteer or ask questions. But there is little discussion in our class. They ask about classwork, but not personal matters.

Whether they are quiet or participate in class depends on how many Indians are in the class and the level of the class. [Do they ask questions about classwork?] It depends. I go around and make sure they do understand.

At first they are quiet and withdrawn because they know they're in a minority. An Indian student may not raise his hand, but he'll let you know if he knows the answer if you walk over to him. Some are quite withdrawn. I've never found them to not want to communicate or talk. You know this difference and work with it. [Do they discuss personal matters?] No, I don't think so. Only one White student has come.

It depends. Probably Indians are no more quiet than others. If there are only two or three Indians in class, they may be quieter. They speak up and volunteer information as good as any others. They come individually with questions and problems on classwork. But not too much on personal matters, nor will whites.

Teachers Who Were Unable to Generalize

They are withdrawn to a degree until something strikes their fancy. This field is different than academic classes. It is not based on a daily work, assignment preparation basis. Indians participate almost as well as others, and ask questions about classwork, and personal matters. They create very little in the way of problems, just a joking state that they may make to friends.

They represent a mixture. A full range of classroom behavior.

Menominee Students and Discipline

Half (10) of the respondents indicated Indian students created discipline problems in the classroom.

Do you feel there are special kinds of discipline problems with Indian students?

No. [Two responses]

No, no difference. Just kids.

No, they are not over exuberant on athletic fields but are part of the team.

No, I have problems with Whites and Indians both.

I have few discipline problems but if class is interesting enough, no discipline problems. If he's bored he'll fool around, it makes no difference whether white or Indian.

Not in my class. I have a few discipline problems dividing between Indians and Whites.

No, none for me. Oh, once a boy swore, so he wrote a letter to his parents. If kids are interested in class and keep busy, there are no problems.

No, one fellow is treated the same as the next in my class.

I've always felt that if you're consistent in working with young people and as long as you're consistent and fair that's all they ask. That's all the kids ask of the teacher and as far as the academics are concerned, the kids identify mine as one of the roughest. I am very demanding but I am also very fair.

One-fourth (5) of the teachers indicated they experience more frequent and some unique discipline problems with Indian students. Fighting, accusations of discrimination, and horseplay were mentioned:

Do you feel there are special kinds of discipline problems with Indian students?

I have slightly more discipline problems with Indians. I'm not sure why. Maybe it's a home problem but I haven't studied the home problem.

I have had a good week. I don't know how to answer. In lower grades there are some differences. A few want the feeling of being secure (all of them do) and if they don't have the ability to feel secure or feel like they are accepted by their peer group, they tend to fight me and say, "I'm too hard," or "why do we have to do this," but once they succeed they don't fight so hard. If the Indians fight maybe this part of his culture to fight to survive. He fights harder than most of my other students. If he can find even a little way in which he can succeed he'll begin to work also. But he has to feel accepted and secure.

Indians like to stay in groups with friends. They are quiet as a group, not as an individual. Then they are overactive and horseplay.

I had some trouble with two girls thinking I was discriminating in study hall. They either accept authority or leave.

I send a few to the office. I shake them up here, talk it over then they understand why they were disciplined. I don't really hit them too often; I've never had problems with parents getting on my back for discipline. I talk to kids, try to find reasons for their behavior.

We should be able to do more here than at all Indian schools. One way to speed it up is to take teachers, and give them more background in tribal customs, roots, etc. Another way is to get people who've been working with them to do brainstorming.

My life goal is service. I'm trying to get them [Indians] to go to vocational school. It's easy because I think they can get money to do it. Indians are floundering. Even after high school graduations, at least one half have no goals. They go back to reservations. I try to get them away from the reservation. They get no guidance from school up there or from their parents.

I'm very concerned about all students in general. People are concerned about the underprivileged in the area, not only Indians but Whites. I hope anything that is going to be done would be a consideration of all students, not just Indians.

I don't think it helps to call attention to the [Indian] problem by doing special things for Indian students. You should work with them like you do with any other people.

TEACHERS EVALUATION OF SUCCESS WITH MENOMINEE STUDENTS

Teachers Evaluation of Their Effectiveness with Menominee Students

Seventy percent of Shawano teachers felt they communicated effectively with Indian students, thirty percent felt they did not.

Teachers of Indian children do not really know how to communicate with these pupils.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly disagree</u>
	6-30%		11-55%	3-15%

HIGH SCHOOL TEACHERS' RECOMMENDATIONS FOR IMPROVING MENOMINEE EDUCATION

Teacher Preparation

Thirty-five percent (6) of Shawano teachers felt special courses, experience or guidance were unnecessary for teachers of Indian children. These teachers regarded Indian children as "no different" from other children. One respondent in this category recommended special training for Indian parents, not teachers:

Give parents an education. They're jealous of white people and try to keep them out. Indian parents should have courses on how to take care of homes, hygiene and kids.

Thirty-five percent (6) indicated some type of minimal training or education would be helpful, but was not necessary for effectively teaching Indian youth.

It would be helpful.

It probably would be helpful.

Yes. All ability groups, especially low ability students.

Yes. Background course on Indians, what to expect.

I plan to take one this summer, a workshop for cultural disadvantaged. It's definitely beneficial. I understand them and respect them more than others because I grew up here.

I'm still studying them [the Menominee County Student and Parents Group]. I would be hesitant to venture an opinion on this, because I'm not sure when or where this came about. And I don't even know how much [of what is] in the newspapers is relevant... I'm not even sure as to the nature of the group or how it represents the mainstream Menominee. I've just been sitting back looking at this whole thing. What forces are in play here? If it is representative of mainstream, then where do we go from here? I think many times people who get involved in working with others in Menominee County get involved emotionally, and they can't remain objective. To me, when you lose objectivity and become emotionally involved, you can't think anymore. This is the thing I've always tried to do: be objective. The Indian kids know I'll go with understanding, but I won't go with sympathy. Because sympathy they don't need anymore of. It's understanding as to the individual problems. To me, that's a hangup many people have. Sympathy will never help you resolve the problem. While understanding is a means to an end.

Aids for Less Successful Menominee Students

Teachers were asked how they could help "less successful Indian students acquire the qualities of their best Indian students." Respondents suggestions were catagorized: individualize instruction (7-35%), involve students (3-15%), "teach them control" (1-5%), improve Indian-White relationships (1-5%), create parental interest in education (1-5%), establish rapport (1-5%), and teach them skills (1-5%). Four teachers (20%) offered no suggestions. Respondents suggestions are presented below:

How do you feel you can help less successful Indian students acquire the qualities of your best Indian students?

Individual Instruction:
More individual help.

Individual instruction.

Take more time interpreting reading assignments. More individual help.

Create interest. Work with them individually.

Classes here are sectioned according to ability, that helps individualize. I have both upper and lower. More Indians are the lower one half, but many are in the upper also.

Classes are grouped according to ability. I have two lower groups. You do more one to one work, more in class work and teacher help. It doesn't work to give assignments. They need to be moved along slowly whether Indian or White.

Individualized. All should be able to find success in Art. Indian kids particularly are good at this.

I don't think Indian [children] have been exposed to the tools of education in their homes. I don't think they have what you might call the library facilities or get the newspaper. I have kids who come into me after the first week of school. I require the knowledge of page 1 of the daily paper. They say, "We don't get the paper." So, O.K. The library gets about 6 copies of different papers. Let's arrange with the library so you can take the paper home... They don't have, in the homes, the normal tools of education.

[Interviewer: How would you attempt to get the less successful students involved?]

That's the nightmare of every teacher. How do you do this? You have to work with them individually, the same way you work with Caucasians. You pick him up where he is and you move him.

Involve Students

In the past when I had non-college chemistry. I involved them in activities. The course has been dropped since. Other Science courses for low achievers are elective courses. I got higher ability students in college chemistry and aviation.

I try to get them out of the background. I can see age groups maturing and getting more sensible, over the years.

I give them every opportunity to come in for help. They may get an A even if their written work is poor. I give the objective of the unit each time I introduce it, and encourage them. Indians like team sports better than individual sports. In Neopit and Keshena, they have gyms available for team sports, but not individual sports. In gymnastics it varies. Some want to be good gymnasts. This is an area they can be super excellent in because of their strength. But then, you have a few girls who are lazy and won't give themselves a chance because they don't want to be inferior. This year there is a good group in gymnastics. It's a mixed group (Indians, Catholics, Whites). It was video taped. This turned on the kids. Some are out to outdo their friends.

Control

Teach them that control is necessary.

Improve Indian-White Relationships

"Color makes no difference." I try to get good White boys to help poor Indian boys to get better relations between them. Art is elective.

Involve Parents

I don't think teachers can fill the gap caused by lack of parental interest. Get parents to understand and get their kids interested in education. Not just Indians, also Whites. I met Indian parents. If they are really interested, their kids are too.

Establish Rapport

In one class, I have 14 kids. I'm 5 years older than they are. We talk alot and belong to the same generation. I work to get rapport with them. We talk about jobs. I tie it in with their racial heritage. The county slogan is "We will make it." They want to help build the county for others and they want to come back to Menominee County eventually.

Build Skills

Teach them mechanical techniques.

Recommendations for Change

In addition, thirty five percent of the teachers recommended changes designed to improve their effectiveness with Indian students. Unfortunately, most comments were wistful or vague and could not readily evolve into program changes. Two respondents (10%) indicated their ambivalence about including "Indian culture" in the curriculum:

Are there changes you would make or
programs you would recommend for helping
you in teaching your Indian students?

I don't see any. There is alot of talk about Indian culture classes. But this is discrimination against the rest. Where do you draw the line? But I haven't made up my mind.

[The curriculum] might have something that would pertain to his [Menominee] culture. It would take lots of thought to apply it to business.

One teacher addressed the high school's rigid structure. He supported the proposed change to modular scheduling but because students and teachers were not adequately prepared for the change he was skeptical about its success:

Modular scheduling would do a great deal if its carried out as it should be. But I don't think it will be. The emphasis on greater responsibility will be taken by interested students. Detention and study hall are meaningless. They generalize to the rest of school. If students can learn on their own, modular scheduling is tremendously suited for business and vocational studies where they can work on their own. It will be a help to white kids also. I don't know much about home situations of the Indian students. But if they are given an opportunity here it will be much better. They will have more than that 1 hour to learn in class. The library is run as a prison. It's a place to send kids when teachers don't know what else to do with them. It is not used as a resource center. A school shouldn't be this way. There is not enough academic freedom. Students are treated like a stoupe. "We'll take care of you." And do not develop responsibility. Next year will be a mess because the responsibility will be new. They will not know what to do. If next year looks bad, modular scheduling may be dropped because it looks like a mess. No one is being prepared for modular scheduling. The administration has failed in this respect. [There has been] no development of room use time. A movie from the University of California on modular scheduling was shown. The movie was aimed at administration, not teachers. And the administration never saw the movie. Students don't know what's going on. They are scared and they want to know how it will be set up. There is no planning, no correlation, and no communication about the changes in modular scheduling.

Two respondents (10%) recommended improving reading materials:

Providing high interest reading materials for groups with low ability.

It would be nice if Indian students could read better and retain. They forget quickly.

One respondent (5%) felt, "new techniques, not materials" were needed to improve teachers effectiveness. Other comments are presented below:

Are there changes you would make or programs you would recommend for helping you in teaching your Indian students?

I wish I knew. We should have a large agricultural department because agriculture is important. I have brought in a course for non-farmers to broaden knowledge. This broke a barrier. Three or four years ago farmers were discriminated against more than anyone.

I handle all the students the same.

The statements by the parent group are misleading. Especially, the right to participation in all activities. Indian students don't know what it means. It was put in because they might want it later. They are able to participate in all activities. Some of the statements have legitimate points. Maybe courses on Indian history aren't needed. But [schools] should show the Indian role in history. I don't know what the school is doing regarding this. Most points are good for all students, not just Menominees, i.e. smaller class size. The group says [the school board] doesn't help Menominees. I wonder if that's merely because they're not getting what they ask for and using it [the statement] as a crutch. When really it is "Inability to convince someone else of your convictions."

* * * * *

In regard to the Menominee Bill of Rights. We've always had these problems. We've made progress.

CONCLUSIONS

Conclusions to be drawn from this study, the fourth in a series, are contained in these sections dealing with specific aspects of Menominee education. All conclusion here are data specific, and all are provisional to the extent that the five remaining reports in this series may alter the overall assessment.

It is anticipated that the remaining reports will be published during June and July, 1972. The last report will be an overall summary volume. Previous reports by title and date of publication are:

The Formal Education of Menominee Indian Children:
Socóultural and Socioeconomic Background Factors,
July, 1970.

The Formal Education of Menominee Indian Children:
Recent Educational Background Conditions, July 1970.

School Teachers and the Education of Menominee Indian
Children: A Study of Two Elementary Schools, September,
1970.

Appendix I

HIGH SCHOOL
STUDENT HANDBOOK

Loyalty

We're loyal to you, _____ High
We know you're true blue, _____ High
We know you're the best, of all
Schools, East and West.
And we greet you with zest,
_____ High, Rah! Rah! Rah!
So stand up for right, _____ High
With red, white, and black unfurled,
We'll back you against the world
We're loyal to you, _____ High

Effort

If you want to live in the right kind of a school
Like the kind of a school you like,
You needn't slip your clothes in a grip
And start on a long, long hike.
You'll only find what you left behind
For there's nothing that's really new.
It's a knock at yourself when you knock the school;
It isn't the school! It's you!
Real schools are not made by men afraid
Lest someone else get ahead.
When everyone works and no one shirks,
You can raise a school from the dead.
And if you make yours a personal stake,
Your neighbor can make one, too.
Your school will be what you want to see-
It isn't the school! It's you!

Student Code

We, the students of _____ High, in order to assure our privileges, do hereby, recognize our responsibilities toward our school and community.

We feel that the following student code contains fundamental standards of behavior which should be the goal of every student.

To achieve these standards, a responsible student should:

1. Support and participate in school activities.
2. Maintain high standards of sportsmanship.
3. Respect the rights and possessions of others.
4. Show proper respect for authority.
5. Attend classes regularly and promptly.
6. Promote high moral standards for himself and others.
7. Conduct himself in a manner so as to bring respect to himself, his school and his community.

Student Conduct

High school students are always expected to conduct themselves as teen-adults. In high school, it is your privilege and duty to get an education. Getting an education is a "full-time" job. As in any good organization, there are certain things every good student will do:

1. Walk, do not run, in the corridors or to the cafeteria.
2. Get to classes promptly.
3. Keep noise at a minimum with no shouting or whistling.
4. Respect the facilities of the school by not defacing school property.
5. Keep halls neat and clean.
6. Put waste material in the containers provided.
7. Keep lockers locked; do not permit any other person to use your locker.
8. Always act properly in speech, dress, and general conduct.
9. Obey all school rules.

Good Sportsmanship

_____ High has always been proud of its athletic teams and the student body has supported them wholeheartedly in victory and defeat.

We are members of the Mid-Eastern Conference and compete with other members in football, cross country, basketball, wrestling, baseball, track, tennis, and golf. In addition to athletics, the Mid-Eastern Conference holds contests in dramatics, speech, debate, and music.

Members of the Mid-Eastern Conference are: Menasha, Clintonville, New London, Two Rivers, Kimberly, Kaukauna, and _____.

Your pledge as a student of Shawano High should be:

1. I will support the whole school program.
2. I will consider my athletic opponents as my guests.
3. I will never attempt to antagonize my guests.
4. I will always cheer the opposing team as it appears on the floor or field.
5. I will always respect the decisions of the officials.
6. I will stand during the playing of the opponent's school song.
7. I will applaud an opponent who makes a good play.
8. I will give the opposing team rooters a fair opportunity for their yells.
9. I will remain until the game or the contest is over.
10. I will remember that the reputation of the school depends upon my conduct during the game and after it.
11. I will endeavor to make the school known for its good sportsmanship.
12. I will remain silent when free throws are attempted.
13. I will hope for victory, but will accept defeat with dignity.
14. I will attempt to be a good sportsman, knowing that it is essential, to be sure, to good citizenship.
15. I will try my best to attend all interscholastic contests.
16. I will participate actively in the saying of the Pledge and the singing of the Star Spangled Banner.

TO THE STUDENTS OF _____ HIGH SCHOOL:

This handbook has been developed for the students of _____ High School, with the thought in mind that if certain information, rules and regulations, and suggestions were written down for you and your parents to read, that your tenure in high school might be more profitable and more meaningful.

In school as in our democracy, each student must accept the responsibility for his own actions. Every American youth has a right to be educated, but this is not an absolute right. It is limited and qualified by the student's ability to respect constituted authority, to recognize the rights and privileges of others, to maintain high personal standards and to give evidence of a sincere desire to profit from his high school education.

As students in this high school, you have an opportunity that many young people in the world cannot even dream of: the opportunity to acquire a formal education -- an education that can become the ladder to success. However, as students, you must be willing to build the ladder and then have the desire to climb it. As high school students, we want you to receive just as good an education as you can possibly receive.

The community, your parents, and the school staff provide the opportunity for you to learn and encourage you to take advantage of the opportunity, but the final responsibility rests with you, the student. You must be willing and able to devote the time that is needed and the effort that is necessary to take advantage of the opportunities which you have. No one here can learn for you; you must learn for yourself. I hope each member of the student body will capitalize on the opportunities that are available within our school, and each, according to his own ability, will achieve the utmost from these opportunities.

I sincerely hope that your high school experience will be one of much success and individual satisfaction.

Principal

Guidance Department

The purpose of the guidance counselors is to help each individual solve his problems related to education, to help each individual learn problem solving techniques, to help each understand and better provide for individual needs and interests. The guidance department aims to provide opportunity for the student to achieve to the best of his ability, and to provide help in choosing work careers and to make other personal decisions.

The primary service of the guidance counselor is to counsel the individual student, allowing him to have the freedom to express his ideas and feelings without fear of restriction or punishment. The department provides information for choosing courses of action, and leads the student to assume personal responsibility for decision making.

Counselors will be specializing in certain areas, and for this reason and perhaps for other personal reasons, students might want to visit other than their assigned counselors.

Guidance Personnel

- Counselor
- Counselor
- Counselor
- Secretary

Scholarships

There is a wealth of information in the Guidance office about scholarships which is available for further education. It would be to your advantage to look at this information early in your high school career so that you can make plans accordingly. Your school and many local organizations also offer various scholarships.

There are also other means of financing further education. It is very important that you avail yourselves of the opportunity of discovering what they are. Consult your teachers, guidance personnel, or principal.

You and Your School

Your parents, through Joint District #8 Board of Education, have provided you with a fine educational institution. They have provided a good physical plant, modern teaching equipment, and a competent staff. Every year many thousands of dollars are spent to provide a good educational program for you. Let's get the most out of this great educational expenditure by your daily attendance, and through active participation in all phases of school life. Let's do our best every day.

In any school situation, a series of regulations is vitally necessary. The following policies have been established for our mutual welfare:

Class Work

While you are in school, your school work is of primary importance. It is your first responsibility. Here you will learn, not only specific high school subjects, but if you aim for success, you will acquire habits of citizenship and character traits which will carry you into adult life.

It is expected that every day you will prepare each of your lessons to the best of your ability; that you will faithfully meet all school obligations; that you will give enthusiastic support to all school activities; that you will be loyal to your teachers and your fellow students; and that you will give something of your time and energy to your community in return for providing you the opportunities of a high school education.

A class recitation is as good as the pupils in it. Be on time for class. When the bell rings for class to start, stop talking and get down to the business at hand. Cooperate with the teachers in making each classroom an orderly, interesting, and efficient place of instruction.

Closed Campus

Students may not leave the campus during the school day. If a student wishes to have permission to go home to eat during lunch hour, there must be a letter on file with the signature of the parent or guardian requesting permission for you to come

home to eat. The lunch periods are very short, and if there is any question about whether or not you can get back on time, you should remain in school for your lunch. You must either go home for lunch, participate in the hot lunch program at school, or carry your lunch. Your lunch must be eaten either at home or at school.

Cars and Parking

For the safety and welfare of all students, the following rules and regulations apply to all students who drive cars or other motor-driven vehicles to school. Failure to comply with these regulations will result in forfeiture of all privileges of driving such vehicles to school:

1. All cars must be registered in the school office.
2. No cars are permitted to leave the school grounds during the day unless special permission has been granted from the office.
3. Students will not be permitted to drive home for lunch.
4. Students are not to loiter in cars during the noon hour or at any other time during the school day.
5. Cars must also be driven according to good driving regulations.
6. All cars must be parked in assigned parking places.

Announcements

All announcements must be written out on the proper form supplied by the office. Each one must be filled out and signed by a teacher or principal. Most announcements will be made the first thing in the morning. Other announcements may be made during the course of the day when deemed necessary by the office. When announcements are made, all students are expected to listen quietly and to take note of those items which affect them.

Hot Lunch Program

The cafeteria affords students hot and nourishing luncheons. The prices are .40 daily or \$1.50 weekly. Those students who bring their lunch to school will also eat in the cafeteria.

Lunch tickets will only be sold in the hot lunch line on Mondays or the first day school is in session during the week. Tickets can be purchased as a single ticket or by the week. After the tickets are sold in the hot lunch line they will be sold for the rest of the week in the office.

Unmannerly, rude, loud behavior cannot be accepted in the school cafeteria or in any part of the school. It is the responsibility of each student to do all in his power to keep the cafeteria, as well as all other parts of the building, neat and clean.

Attendance

It is important to the school to know the reason for a student's absence on the first day of his absence. When at all possible, please telephone the school office, 526-2175, before 11:00 a.m. if the student is absent for the whole day, or just the morning, and before 2:00 p.m. if the student is absent in the afternoon. Regulations for planned absences are described in a paragraph below.

Procedure to Follow When Returning To School After You Have Been Absent

Absentees will be responsible for contacting each teacher when they have missed any or all classes for any reason whatsoever.

A list of all absentees will be posted each day on the bulletin board in the main corridor. It is each student's business to check this list after returning from being absent to see if your absence was excused or unexcused. Your teachers will also have a list of the absences each day. In the event of an unexcused absence, please report to the office. If it is determined that your time must be made up, you will receive a slip indicating how many detention hours you must serve in order to make up your unexcused time. The slip will also give the date or dates to report. Each student who has an unexcused absence must report to the office some time during the first day that he is back in school.

All unexcused time from school must be made up. Unexcused

absences may result in loss of credit for work made up, parental conferences, suspension or expulsion from school.

Those students whose names appear on the absence list but have neither unexcused or excused notes beside their name must report to the office immediately upon return to school with their excuse. Teachers will not admit these students to their classes until they have picked up the proper form in the office denoting whether their absence was excused or unexcused.

Planned Absence

There are instances when a parent knows ahead of time that he will want a student to accompany him on a planned trip or other excusable absence. In such instances, parents must contact the school principal to get permission for such absence of a student. The student will then pick up a "Permission To Be Absent from Class" sheet from the office. This requires the signature of each teacher the student has, the signature of the parent, and the date or dates the student will be absent, as well as the signature of the principal. It is not the intent that all the work need necessarily be made up before your absence. However, satisfactory arrangements must be made with each teacher before any work can be left undone before leaving. All arrangements should be made as far in advance as possible in order that teachers have sufficient opportunity to plan for the absence of the student.

Truancy

Truancy is defined as unexcused absence of one or more days from school during which the school has not been notified in writing of the legal cause of such absence by the parents or guardian. Skipping a class for no valid reason is considered truancy. Truancy will ordinarily result in the student being suspended from school. Parents must return with you to reinstate you after a suspension.

Corridor Passes

Corridor passes are for EMERGENCY only. They are to be issued by the classroom teacher. No student is allowed in the corridor during class time without a corridor pass. Students

are to show corridor passes to the student monitors upon request. Abuse of this privilege will be dealt with in the office.

Detention

Detention will be indicated and assigned by the principal's office only. Detention hours will be assigned by the principal's office and may include time after the regular school day, Saturday mornings, or vacation periods. Detention is to be a study period. Students must be prepared to do class work during the period. Reading library books and approved magazines may be permitted. The student whose conduct is not acceptable during detention will not receive credit for the period.

All detention must be made up at the time designated by the office. Failure to make up assigned detention time will result in further disciplinary action.

Students who have an excessive number of detention hours may be declared ineligible for school activities and suspended from school at the discretion of the principal.

All detention must be served before a diploma will be issued. If all detention has not been served, your annual will not be issued to you on annual day.

Teachers who desire may ask a student to stay after school in their rooms, under their supervision, until all work is completed. Parents will be informed regarding this.

Illness or Accident During School Day

If you become ill, or in case of accident, during the school hours, report to the office and request permission before leaving school. All students must sign out before leaving school. Arrangements must be made for transportation before leaving school if transportation home is needed.

Permission to leave school for reasons other than illness must be granted through the office. You must not leave school at any time without permission which is granted in the office. There is a sign out slip in the office which must be filled out

by the student together with the person who authorized the departure.

Tardiness

Repeated tardiness to school and tardiness to class cannot be tolerated. Detention and/or suspension can result from unexcused tardiness.

Close of the School Day

Students are to be out of the school building by 4:00 p.m. unless they are detained for some activity or detention. Students are not permitted to be in the building without teacher supervision.

Students waiting in the building for transportation or because of some other unforeseen circumstances must remain in the main lobby and not wander about the building.

Procedures for Students Who Withdraw From School

A withdrawal from school or a transfer to another school must be preceded by a form signed by the parent or guardian, the principal, librarian, and each teacher indicating that all of your responsibilities have been taken care of.

Student Fee Schedule

- * Book Deposit (Book \$1.00 and Materials \$4.00) \$5.00
- * Activity Fee \$4.00
- * Annual \$4.00
- * \$1.00 of the book deposit is refunded at the end of the year if books are returned in good condition.

* The activity fee includes all lyceums and programs given during the year e.g. music, speech activities and plays, and admission to all athletic contests or events, and any other miscellaneous student activities.

* The Annual is not required. However, if the order is not placed by (January 10) the cost will be \$5.00.

Total fees required of all students \$9.00
 With Annual \$13.00

There are also shop fees which include all materials used in making various projects which belong to the student after the teacher has released the project. The project will be released after all work has been completed and all fees for the project paid for.

Smoking

No smoking is permitted on the school grounds or in the school building. Smoking in school or on school grounds is considered a very serious offense and may result in suspension from school. This rule also applied when participating in, or attendance at, school activities or when on school trips. Cigarettes may not be carried on the person in the classrooms.

Lockers

Steel lockers are provided for your protection. They are to be kept locked at all times. You are not to give the combination to any one or to use any other locker except your own. Violations of this will be dealt with in the office. If there is anything wrong with your locker, report it to the office. Lockers are not to be abused by rough treatment. Do not leave valuables in your lockers. You may check these in at the office.

Text Books

Basic textbooks are free to all students. There is a \$5.00 rental fee charged by the District, \$1.00 of which is returned to the student at the end of the school year if the books are returned in satisfactory condition. All textbooks must be covered. You may purchase book covers at the store or you may make your own proper cover. No writing except the student's name, which is written in pencil, should be found in the book. Books damaged or lost will have to be paid for by the student responsible. Teachers will issue and collect all textbooks.

School Building and Property

Each student should observe all possible care in the use of school buildings, furnishings and property, and will be held responsible for any damage either through intent or carelessness. Put all waste paper in waste baskets. Do not mark or mar, in any way, the floors, walls, or school furniture.

Gum Chewing

Gum chewing is not permitted in school.

School Events (Conduct)

Outsiders and visitors judge the school and the students of the school by standards of student conduct. Every student owes a visitor, speaker, or entertainer a courteous hearing. Part of your education should be the building of habits of common courtesy. If members of the student body persist in acts of discourtesy, they will not be permitted to attend extra-curricular activities.

At all assembly programs you are to sit in your assigned seat. Failure to do so will result in possible exclusion from all programs.

At basketball games high school students are to sit in the east and center section of the south bleachers. Middle school and grade students will sit on the west end of the south bleachers. Visiting students will sit on the west end of the north bleachers.

Fighting Will Not Be Tolerated

Students have a right to come to school and participate in all activities without fear of being molested, assaulted, or threatened. If any one does this to any student, it is to be reported to the office at once. Fighting or threatening will result in immediate suspension from school.

Student Dress

Students are to dress in good taste at all times. There are some types of dress which are not in good taste and have no

place in a school atmosphere. The School Board of District #8 has set up, as part of its written policy, the following standards of dress and grooming.

Boys

- a. proper grooming
- b. proper hair styling; hair cut when needed; no long bangs (at least one inch above the eyebrow)
- c. Belted trousers or belts worn when trousers are not belted.
- d. shirts buttoned properly
- e. turned down collars
- f. appropriate footwear; no boots; no cleats
- g. no blue jeans with exposed metal rivets
- h. regular shirts to be put into the trousers - only correct square-cut sport shirts may be worn outside of trousers

Girls

- a. decorous use of cosmetics
- b. no cleats on shoes
- c. proper grooming
- d. no boys' shirts
- e. only square-cut blouses are to be worn outside of skirt; all others to be put inside of skirt
- f. proper length of skirts. No skirt may be more than 4 inches from the floor when kneeling in an upright position.
- g. no coulottes, no matter what style, to be worn in school
- h. no boots of any type

Failure to comply with these regulations will be dealt with in the office. Continuous violations of them will be dealt with severely.

Dance Code

- 1. Dress in school clothes.
- 2. Do not stand around; take seats.
- 3. Non _____ High students admitted

- a. from visiting team and with activity ticket.
- b. someone who is attending with a _____ High student
- c. alumni who request permission from chaperones
- 4. People who will not be admitted
 - a. students who have dropped out of school during the year.
 - b. people from other schools other than visiting team
 - c. adults who have had no previous association with the school
 - d. students or adults under the influence of intoxicating liquor
- 5. Dancing for enjoyment and recreation (not demonstrative or affective)
- 6. It is the responsibility of sponsoring groups to make the necessary plans and arrangements for the dance.
- 7. Students are expected to accept supervision gracefully.
- 8. Once you come to the dance you may not leave unless you intend not to return.
- 9. The executive committee of the student council and student council members specifically, as well as other students in school, act as a committee of one to make criticism and recommendations on the behavior of students at the dance.

Telephone

A student is not to use the office telephone except in the case of emergency. There is a public phone provided for students.

Lost and Found

The lost and found department is located in the school office. Articles found should be taken to the office. Report any lost articles to the office.

Bus

Students riding on the buses are to conduct themselves at all times like young adults. If you have any problem concerning the buses, come to the office.

Report Cards

Report cards are issued periodically. Grades are of the following type:

- A. . . Superior. Does excellent work; combines speed, accuracy, thoroughness and originality in his work; seeks and accomplished tasks for himself.
- B. . . Above average. Does good work and accepts responsibilities if asked.
- C. . . Average. Usually does the required work well and is dependable and cooperative.
- D. . . Below average. Seldom works without being urged or is unable to complete assignments and avoid errors.
- Inc. . Required work has not been completed because of unavoidable absence.
- F. . . Has not done satisfactory work in this subject.

Graduation Requirements

Eighteen (18) academic credits plus physical education are required for graduation. These academic credits include certain required courses which must be passed satisfactorily no matter how many credits a student has.

Students must attend high school for four years in order to graduate. Exceptions will be made for earlier graduation through the administration, and this will be done only under extraordinary circumstances and by written application.

All fees must be paid and all detention served.

Most institutions of higher learning, including many technical and vocational schools, have specific requirements to get into certain departments. Therefore, you would do well to plan your program with a great deal of care and an eye on the future.

Library

The library provides material for all branches of work. It is available to all students and faculty for reference and reading.

At the beginning of the period, students may report to the library rather than the study hall. Attendance slips will be passed out to the students to sign. At the middle of the period, students may come from the study hall to the library and students who wish to return to the study hall may do so.

Classroom teachers may allow students to come to the library at any time, but they must issue a library permit if the student wishes to return to the classroom before the end of the hour, the librarian must sign the pass and note the time on the pass.

Library identification cards will be issued to each student.

THESE I.D. CARDS ARE IMPORTANT . . . GUARD AND PROTECT THESE CARDS. . . These cards are to be considered in the same class as credit cards. You, the student, are responsible for all materials charged to your cards. The following are the general regulations:

1. You must present your card when checking out a book.
2. Your card must be signed by you.
3. The number on the card is yours and no one else's. Guard it.
4. If your card is lost or stolen, report it to the librarian as soon as possible. The librarians will try to stop any books charged to your card. This does not release you from your obligation. A new card will be issued at the costs of \$1.00.
5. Your card will be used only by you. Do not lend it to anyone.
6. Library privileges will be revoked and your I.D. card recalled if:
 - a. your library books are overdue for more than 5 days
 - b. your library fines are not paid.
 - c. you are excessively late to the library
 - d. you are guilty of nuisance violations.
 - e. you are suspended from the library for any reason. The length of the suspension will be determined by the librarian. The term of the suspension will not begin until the library card has been surrendered.

7. All books must be returned in the slot provided for this purpose. If left on top of the main desk, we cannot be responsible if it is missing.

All students are expected to take proper care of all materials, return the materials and pay all fines promptly. Any material damaged in any way must be paid for by the guilty party.

The fine for late books is .02 a day. Overnight books must be returned by 8:05 the following morning or a fine of .10 per period will be assessed.

All students are expected to be quiet in the library and avoid all unnecessary talking, moving about, or other disturbances. Help keep the library clean by picking up any paper or other materials from the carpeting. Put your chairs back under the tables and return all materials to the proper place in the library after you are finished with it.

Fire Drills

Fire drills will be held at regular intervals throughout the school year. Directions are posted in each room. Every person in the building is to leave promptly and quietly at the sound of the alarm. Return to the building when the recall bell sounds, in the same quiet manner as you left the building.

Student Council

The _____ High School student council administers the social and activity program of the school. The council's principal function is to authorize and evaluate the activity and social program of the school.

When conducting meetings, clubs and classes operate within the framework of their constitution and bylaws which must be on file with the student council. When a club wishes to sponsor an activity, permission of the student council is mandatory.

The membership of the student council consists of class and club presidents, representatives of various groups e.g.

Badger Boys and Badger Girls State, and representative at large selected by the students.

The Executive Board of the student council acts as a group in setting up the agenda for all meetings. Anyone is welcome to attend a meeting of the Executive Board. Nothing can be brought up in a meeting of the Student Council before the Executive Board has passed on it.

Physical Education

Physical education is required of all students except those excused by a medical excuse. Every student must dress for gym at all times. Regulation suits and shoes are required of all. No one is allowed on the gym floor with street shoes. All valuables, such as money, watches, etc., must be locked in the student's locker during class. However, valuables are placed in the student lockers at the student's own risk. See suggestion for safekeeping of valuables under "lockers". No one is to be in the locker rooms while class is in progress.

Varsity Athletics

Inter-school athletics is one of the most important activities in _____ High School. Among them are football, cross country, basketball, wrestling, tennis, track, golf, and baseball.

Membership is open in all athletic events to anyone who will come out and try for a position. Those who are interested and possess a desire as well as ability owe it to themselves and the school to come out for these events. There is an activity for everyone in school. Equipment is furnished and everyone is expected to give his best at all times.

Athletic Council

As athletes are representatives of _____ High School, it is felt that a definite set of conduct rules be set down and strictly adhered to by all members of all athletic teams. Athletes must keep in mind they represent, to their fellow students, and to the community, the best examples of the prin-

principles and talents their school has to offer. Proper conduct must be followed at all times;

"Conduct--Any boy whose habits and/or conduct (namely the use of alcoholic beverages, tobacco, profanity, acts of immorality, or other unacceptable conduct in or out of school) make him unqualified to represent the ideals, principles, and standards of his school and the WIAA, shall be suspended from interscholastic competition by the Administrator in charge. The period of the suspension will be determined by the Administrator."
(WIAA Bulletin)

The athletic council consists of all members of the school coaching staff, the principal, and one member of the guidance staff. Any violations or alleged violations will be brought before the athletic council. The council will decide each case on its merits.

Disciplinary action may involve:

- a. Dismissal from athletics, and/or all extra curricular activities for a definite period of time.
- b. Withholding letter or medal award.
- c. Disciplinary action in one sport, automatically places a player on probation for all athletic teams until there is a review and re-instatement to athletics by the athletic council. The review will come after a request for reinstatement by the student. This is after a period of rule adherence, promise of continuance of good conduct, and a willingness to abide by the Council's decision.
- d. Each individual coach may have additional training rules for his particular sport.
- e. The above stated rules are for all participants out for all athletics as well as cheerleaders.

Training Regulations

1. Any boy guilty of smoking or drinking will be barred from athletics until such time as designated by the athletic council.

2. Boys out for athletics are expected to maintain desirable school habits and civic relationships.
3. Boys are expected to attend practice conscientiously.
4. Dress, hair styling, conduct must meet with socially accepted standards as set forth by the faculty, administration and coaches.
5. Any violations of these regulations will be brought to the attention of the athletic council.

WIAA Insurance

All athletes are covered under WIAA policy. They pay a certain portion of the premium when they register for athletics. This covers them only during the athletic season.

Other students must furnish their own protection. The rest of the student body is not under WIAA protection. There is opportunity offered for those who wish protection under a private insurance plan if they do not have a family plan of their own or want additional coverage.

Cheerleaders

Tryouts for cheerleaders are held in the Spring of the year. Students are chosen by the physical education department and the cheerleader advisor.

Members must follow the rules given by the advisor and must attend all games at home and away if transportation is provided. Cheerleaders represent the student body, the school, and the community. As such, they are to conduct themselves at all times befitting young adults.

Cheerleaders are under the same regulations as the athletes and are responsible to the athletic council.

Awards

American Legion
John Perrault Award
Legion Scholarship
Dr. William Cantwell Award
(Agriculture)
Badger Award (Agriculture)
FFA Star Chapter Award
Badger Girls State
Badger Boys State
Bausch and Lomb Science
Award

Betty Crocker Award
DAR Award
John Phillip Sousa Award
FBLA Scholarship
Junior Women's Club -
Nursing
Hospital Auxiliary - Nursing
Letters and Medals for extra-
curricular activities
Wedgewood-Thimke
Oratorical Award

Class Plays

There are one-act plays for all classes as well as a three-act school play. Inquire about these and participate as much as you can. There are many activities involved in putting on these plays and you can be part of them.

Homecoming

The Homecoming is _____ big event in the fall. It begins with a parade including the band, class floats, various club and organization floats, and all the school students. The floats are judged in competition. A pep meeting around a bonfire, a football game, and a dance are on the agenda for the evening. A queen is chosen to reign over the days' affairs by the Varsity Football Squad. Her date is subsequently the King.

Prom

The _____ High School Junior Prom is sponsored by the Junior class. Admission is charged for all students attending. The Junior Class elects the Prom King and is in complete charge of this event with Student Council and administration approval.

Music

There are many opportunities for students to participate in the music curriculum in _____ High School:

Wind Ensemble	Girls Chorus
Marching Band	Madrigals
A Cappella Choir	Dance Band
Sophomore Chorus	Clarinet Choir
Boys 9th grade Choir	Brass Choir
Girls 9th grade Choir	Miscellaneous ensembles

An operetta, lyceums by all musical organizations, and various musical festivals are participated in by all these organizations. This department is one of the most active in the school and your participation is encouraged.

Clubs

There are various clubs in school which do an outstanding job in various school activities and which are of credit to the school. For information, be sure to contact the advisor of the organization. Attend the first meeting and see what the club has to offer you and what you could contribute to the club. Belonging to, and participating in, an organization is a very important part of your high school career.

It is very possible that other clubs may be started if there is enough interest in the type of activity which is to be sponsored. Each club must have an advisor and its constitution must be approved by the Student Council.

Amateur Radio Club	Lettermens' Club
Electronics Club	Junior Red Cross
Future Business Leaders of American	Library Council
Future Farmers of America	Monitors
Future Homemakers of American	National Honor Society
Audio-Visual	Quill and Scroll
French Club	Math Club
Latin Club	Aviation Club
Future Teachers of America	Cheerleaders
Girls Athletic Association	Debate Club
	Tumbling Club

Studying

Some high school students will be required to spend more time studying than others. It is a well established fact that each person gets out of a course that which is important only if he is fully prepared for each day.

The following are good suggestions for studying:

1. While a teacher is giving assignment directions, pay strict attention to them; if there are any questions, ask them at that time. Never begin an assignment without knowing exactly what you are to do.
2. Do not rely on your memory for assignments, write them in a notebook. You should have a notebook for each class.
3. Reduce distractions to a minimum while studying.
4. Have a well-lighted desk, on which are only the necessary study materials.
5. Know what you are to do, how to go about doing it, and work to completion.
6. Concentrate on the subject at hand.
7. Avoid interruptions.
8. Have a definite place for studying.
9. By keeping a regular daily schedule, you will develop good study habits.
10. Studying will, become easier if you develop right attitudes. The "I don't like it" and "I can't do it" attitude won't get you anywhere. Try to find some reason for liking a subject you are required to take.
11. If you do not understand, see your teacher the same day. Teachers are on duty until 4:15 p.m. You can also get help during the supervised study which is given at the end of each class.

You Make the Class

A class recitation is as good as the pupils in it. Be on time for class. When the bell rings for class to start, stop talking and get down to the business at hand. Cooperate with the teachers in making each classroom an orderly, interesting, and efficient place of instruction. There are some suggestions

for making a recitation class efficient

1. Do you come to class with your assignment well prepared?
2. When you are asked a question, do you answer it completely or just by a word or two?
3. Do you speak so that all can hear you? Remember that teacher is not asking the question merely to find out what you know, and she is not particularly interested in the answer for her information. Do not form the habit of having pupil-teacher recitation.
4. Do you pay attention while other members of the class are reciting? If for no other reason courtesy demands class attention.
5. Are you honest with yourself and with your class members when the teacher calls upon you and you do not know the answer to the question? Everyone will have more respect for you if you say, "I don't know", than if you try to bluff the answer. Insincerity is easily detected.
6. Do you interrupt an explanation being given by the teacher or another student, or do you wait for permission to speak?
7. Are you alert at all times to detect errors in explanations and answers, and do you point them out in a courteous and friendly manner?
8. Do you avoid trying to monopolize the discussion by raising your hand constantly?
9. Do you avoid bringing into the class discussion material that does not pertain to the subject?

The Formal Education of
Menominee Indian Children at
the High School Level:
Teachers.

Harkins, Sherarts, Woods.

Copy 2 INDIAN AMERICANS

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