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Attendance Patterns of the Secondary Indian Students Who Attended Camp Chaparral in 1967

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ATTENDANCE PATTERNS OF THE SECONDARY INDIAN STUDENTS
WHO ATTENDED CAMP CHAPARRAL IN 1967



A Thesis
Presented to
the Graduate Faculty
Central Washington State College



In Partial Fulfillment
of the Requirements for the Degree
Master of Education



by
Thomas H. Eglin
August 1969

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CHAPTER I

INTRODUCTION

Within the structure of our current educational system dynamic new approaches to old problems are being tried and tested. In 1961 the Yakima Indian Agency staff initiated a five-year plan relating to the educational problems of children on the reservation. It had long been recognized that Indian children attain very little success in the current educational system (18:2). Data assembled by the staff verified the above statement (18:6-7) and prompted the Tribal Council to seek a remedy. Two problems of major concern were irregular attendance and a high dropout rate among Indian students.

After studying the educational problems of Indian children the staff concluded that many Indian students are frequently promoted socially from year to year, and the students compile a poor achievement record year after year. Therefore, students eagerly look forward to their sixteenth birthday or completion of the eighth year of school so that they may once and for all remove themselves from the source of constant failure. While the students are attending school, they are absent frequently to avoid frustration and failure (18:4-5).

There was recognition that a new program was needed. The Yakima Tribal Council, the Yakima Agency BIA Education Staff, school officials in the Yakima Valley and the local school district psychologists cooperated in the development of Camp Chaparral. The camp was designed to attempt to give each individual the opportunity to succeed at specific tasks, thereby giving the student a chance to experience success instead of failure in connection with educational endeavors.

Forty students, who indicated they would benefit most from the planned remedial program, were chosen. The Yakima Indian Community Action Program completed their first Remedial Education Camp in the summer of 1966. Since then the camp has been in operation during the summers of 1967, 1968 and 1969.

STATEMENT OF THE PROBLEM

The purpose of this paper is to study these secondary Indian students after a summer's training at Camp Chaparral in 1967 and determine what their attendance pattern was in school the following three semesters.

The study will attempt to:

1. Determine the total percentage of absenteeism individually and as a group.
2. Determine the percentage of dropouts during the three semesters studied.

3. Compare frequency of absence of boys and girls.
4. Indicate which grade had the highest percentage of attendance.
5. Trace the movement of students if they transferred from one school to another.
6. Determine days of the week showing the greatest number of student absence.

DEFINITIONS OF TERMS

Unless otherwise stated, all terms will be used in their commonly accepted definitions.

1. The term attendance pattern is used in this paper to designate an arrangement or composition of days present in a public school that suggests or reveals a design (37:728; 15:46).

2. The attendance record includes collected data relative to the attendance of each pupil, showing daily absence (15:449).

3. BIA is an abbreviation for the Bureau of Indian Affairs.

4. Cultural groups refer to any large or small aggregation of persons, whether organized or not, of which the members have some common interests or characteristics that bring them into physical or intellectual contact and communication, or a group with a common set of concepts, usages, and techniques for satisfying basic needs, that is with a common social heritage of major proportions (15:254).

5. Demonstration school: a campus or off-campus school that, in the program of teacher education, presents activities of learning, instructions, etc. planned for the purpose of illustrating methods, techniques, or experiments in school work, featuring such demonstrations rather than practice teaching (15:162).

6. A dropout designates a pupil who has been in membership during the regular school term and who withdrew from membership before graduating from secondary school or before completing an equivalent program of studies. As pointed out by Alphonse Selinger (33:7), such an individual is considered a dropout whether the dropout occurs during or between regular school terms, whether the dropout occurs before or after the compulsory school attendance age has been reached, and if the minimum required amount of school work necessary for graduation has not been completed except by reason of death.

7. An ethnic group is defined as a fairly distinct cultural group, whether racial, national or tribal (15:255).

8. Indian students are usually identified as students having one-fourth degree of Indian blood (33:5). In this study Indian students are those who have Indian blood and live on the Yakima Indian Reservation.

9. A potential dropout is one who indicates he may not continue his education. Factors, compiled by the Michigan Committee on School Holding Power, list 20 factors which

seem to characterize potential dropouts. Although they concluded that reasons are numerous, complex and interrelated, the three that topped their list were:

1. Consistent failure to achieve in regular school work.
2. Grade level placement two or more years below average for grade.
3. Irregular attendance and frequent tardiness (8:3).

10. Promotion is defined as the act of shifting a pupil's placement from a lower to a higher grade (15:423).

11. Remedial education is special instruction intended to overcome in part or in whole any particular deficiency of a pupil not due to inferior general ability; for example, remedial reading instruction for pupils with reading difficulties (15:533).

12. A withdrawal is the act of a pupil in leaving school. This may be permanent or temporary.

LIMITATIONS OF STUDY

This study concerns only the forty-one secondary students, grades seven through twelve, who attended a remedial program at Camp Chaparral. Camp Chaparral was a four-week program held during the summer of 1967 for Indian students. The study will review the attendance percentages, changes of school enrollment and dropout percentages of these children for the three semesters they attended public

school following their attendance at Camp Chaparral. This study will cover the entire school year of 1967-1968 and the first semester of 1968-1969.

No attempt will be made to determine causes for absenteeism or withdrawal from school other than graduation.

CHAPTER II

RELATED LITERATURE

School Dropouts

Considerable attention is currently being centered on youth who drop out of school before they have secured education commensurable with their abilities. The National Educational Association recently stated that the best available estimate is that one-third of today's youths will never finish high school (29:11). Francis W. Matika and Rebecca Sherrer (23:40) concluded that current figures indicate there will be thirty-three and one-third per cent of our nation's youth joining the adult population without receiving their high school diploma or its equivalent in the next decade. A study by the office of Public Instruction in the state of Washington revealed seven and one-half million of the young people who will enter the labor force during the 1960's will not complete high school. Two and one-half million of these youngsters will not finish even a grade school education. The report showed that in 1962 the dropout rate ranged from a low of 1.5 per cent for Wisconsin to a high of 48.9 per cent for Virginia. The national average for all fifty states is 31.7 per cent or nearly one of every three of our youth does not graduate from high school. Washington State ranked 14th among the states in numbers of high school graduates (8:2).

Attendance Patterns of Students

The dropout problem is serious. Each study states one specific contributing factor: students who drop from school usually have an irregular or poor attendance pattern.

"Irregular attendance is a definite loss to the individual child" (16:347). As pointed out by Larson and Karpas in the book Effective Secondary School Discipline, a child who is absent from school cannot be helped. In their opinion most students experience academic trouble in direct proportion to the number of their absences (22:101). In order for a student to be successful in school he must identify himself with the class of which he is a member. If he is absent this cannot be done. A student who has an irregular attendance pattern does not possess "the sense of belonging to the group" (16:347) which is so necessary in his educational progress. After being absent for several days the pupil usually finds that the school work is harder and he becomes frustrated. Often the result of such frustration is failure. If this pattern is repeated too often, it may ultimately lead to his dropping out of school as soon as he is past the compulsory age limit.

Otto states, absences cause interruptions in the student's work and gaps in pupil progress. If a conscientious attempt is made by teachers to have pupils compensate through extra work for the time absent, much teacher time is consumed in follow-up instruction. If the teacher time required for

make-up work is not available, and the pupils are readmitted to class groups who have continued to progress, there are dangers of creating for the pupil a situation which may result in maladjustment, retardation, and failure (27:219).

Compulsory Attendance

Compulsory education is not synonymous with compulsory school attendance. Today, forty-seven of the fifty states have compulsory attendance laws. Three of the fifty states--Mississippi, South Carolina, and Virginia--had attendance laws but repealed them in 1956, 1955, and 1959 respectively (27:205-206).

In his book Law and the School Superintendent, Drury states, "Irregular attendance may be considered as a violation of compulsory attendance. Oregon Revised Statutes 339.150 defines irregular attendance as being absent more than eight one-half days in any four-week period that school is in session. . . ." He interprets the law to mean that the only excuse for absence is illness of the child or of the immediate family which renders it impossible for the child to attend. Poverty, consent of the parent, and working are not excusable. In Pennsylvania when parents kept their children out of school every Friday because it was a sacred day of their Mohammedan religion, the court held:

It is virtually impossible properly to educate a child who is absent one day a week. . . By such

regularly recurring absences, the child loses not only one-fifth of the instruction, but the pupil is not able to keep pace with his classmates. . . . (9:225-226).

Edgar Fridenberg took quite a different view at a National Education Association symposium when he questioned the school attendance laws. He pointed out they are not licensing laws that require attendance until a specified minimum level of competence deemed essential to the conduct of adult life has been attained. Nor are they contractual, guaranteeing the student any outcome or even any minimum standard of educational service or decent treatment in return for his obligation to attend. He continues, "compulsory school attendance appears as a gross violation against a specific age group that guarantees no compensation in return" (32:26).

The problem of attendance is not only one of enrolling the student but that of keeping the student enrolled in regular attendance. It has been recognized that passing a law and attempting to enforce it is not going to solve the problem.

Program Designed to Improve School Attendance of Students

The student who has a poor attendance record or is considered to be a potential dropout must be reached and given a reason to stay. In recent years many programs have been initiated with this task in mind. One such program, known as SAVE (Self-Advancement Via Education), began

operation at Buena Park High School, Buena Park, California, in the summer of 1966. Students selected for this program were:

1. Freshmen and sophomore boys and girls.
2. Failing or drastically underachieving, especially in English and social studies.
3. Frequently absent from school.
4. Behavioral problems.
5. Demonstrating a negative attitude toward school teachers, other students and themselves.

The basic goal of the program was to motivate the student to remain in school and graduate. Emphasis in SAVE was placed on the individual's self-awareness, social awareness, and communication skills.

The attendance records for these students showed that seventy-six per cent had improved attendance the following semester compared to the semester prior to the SAVE program. Those students who continued into SAVE the next fall, rather than return to the regular classroom, one hundred per cent had improved attendance (11:425-427).

Studies of Student Attendance

The Research Department in the Department of Public Instruction in the state of Washington has conducted several studies to examine students who drop out of school and related factors. According to their findings, a factor long associated with dropouts has been a poor attendance record.

Often students displayed very poor attendance habits just prior to dropping out.

The rapidly growing district, Edmonds School District Number 15, was studied in order to guide them in making curriculum and guidance program changes. The suburban dropout reflected a very poor attendance pattern--41.7 per cent having very poor attendance, e.g., being absent a minimum of one-fourth of the days during the past school year.

Dropouts revealed the following attendance pattern:

No figures available		5.8%
Average attendance	100%-90%	30.0%
Poor attendance	75%-89%	22.4%
Very poor attendance	below 75%	41.7% (35:20)

In a second study "Why? School Dropouts" they noted students who became dropouts missed more school than students who remained in school. More absence from school was associated with poorer academic grades, lower attitudes toward school, lower intellectual ability, lower socio-economic status of the home and more personal problems (39:6).

Each year the National Education Association computes the average daily attendance as per cent of cumulative enrollment. For the 1968-69 school year the average daily attendance in the United States was 89.4 per cent. The state of Maine had the highest attendance percentage with 94.8 per cent while Nevada was low with 76.1 per cent. The state of Washington ranked sixth with an average daily

attendance rate of 92.4 per cent (30:15).

Indian Education

The American Indian is one ethnic group for which the Federal government has assumed the responsibility to attempt to improve substandard education.

The Europeans brought an organized educational system into this country. Through the efforts of missionaries this educational system was offered to Indian children. To the Indian, school was a foreign institution brought by outsiders. Irregular attendance became the bane of the school day. Not only were the students irregular in their day to day attendance but also in their attendance during the day (4:16-20).

In 1824, the Bureau of Indian Affairs was established. Part of the Department of the Interior, it is directed by a Commissioner of Indian Affairs (40:140). It became the responsibility of the Bureau of Indian Affairs to provide educational services for the Indians. This was done through the public schools, which are oriented to the white student with no emphasis on Indian culture, heritage, background, or home situation (7:1960-61). The federal government also provided Indian boarding schools for those not attending public schools. Many times children are placed in boarding schools for social referral reasons (emotional problems, behavioral problems in home, community). In other instances students are too isolated to attend existing school facilities. In most instances problems of students in boarding

schools are not being dealt with adequately in the curriculum or by the teaching and counseling staff (7:1912-1913).

In August of 1967 the Special Subcommittee on Indian Education of the Senate was formed to deal specifically with the unique problem of Indian education (34:11).

Attitudes of Indians Towards Education

Most Indian youngsters do not do well in school and consequently do not find much reward in attending school. Although, according to Jane Watson, Department of Anthropology, Idaho State University, Pocatello, Idaho, there seems to be among Indians a basic belief, at least a verbalized one, that education is good. There is not much practical evidence to support this belief. Children who go on to high school do not receive much specific help at home. The diminishing class size from grammar school through senior high school on the Fort Hall Reservation can partially be understood when curricula in public schools is geared almost exclusively to the non-Indian student (7:2370).

In his study of the American Indian high school dropout, Salinger determined the mean attendance in a school year of 180 days ranged, for Indians, from 141-156 days and for non-Indians from 168-173 days (34:4).

Problems of Indian Education on Yakima Reservation

Stanley Smartlowit, Chairman of Education Committee, Yakima Reservation, addressed the Special Subcommittee on

Indian Affairs May the 24, 1968. In his address he reported the following information:

The Yakima Tribal Council was concerned about the attendance of Indian children in schools, and in 1960 and 1961 they began a study concerning the attendance problems of students. They secured the cooperation of the four school districts in the Yakima Valley and asked them to submit 20-day reports on each of the Indian students.

Results showed that in 1960, Indian children were going to school 80 per cent of the time. Seven years later, this figure was raised to 92 per cent. In the first 140 days of 1967-68, it dropped down again to 89 per cent. The four districts covered in the report indicated the attendance patterns as shown in Table I.

During the school year of 1966-67, the Toppenish School District in the upper grades had an attendance figure of 85 per cent or an average of 15 per cent of the time out of school for every enrolled Indian student. For the 180-day school year this would mean twenty-seven school days missed on the average for each student. Toppenish had thirty-one Indian students enrolled in the upper three grades (ten, eleven, twelve). At the end of the seventh reporting period (140 days, 1967-68), there were eleven dropouts. Through dropouts, 35.4 per cent of the entire Indian student body in the district was lost. In the year of 1968, only three graduated from high school, with an average grade point of 1.80.

TABLE I
SCHOOL YEAR 1967-1968--140 DAYS ENROLLMENT

<u>School District</u>	<u>Enrollment</u>	<u>Percentage of Attendance</u>
Toppenish	356	89
Granger	120	88
Mount Adams	455	90
Wapato	<u>516</u>	<u>90</u>
Total	1,447	89
 <u>Grades 1 to 8</u>		
Toppenish	298	90
Wapato	435	91
Mount Adams	345	91
Granger	<u>81</u>	<u>85</u>
Total	1,159	89
 <u>Grades 9 to 12</u>		
Toppenish	58	84
Mount Adams	110	88
Granger	39	86
Wapato	<u>81</u>	<u>85</u>
Total	288	86

The Mount Adams District had 88.0 per cent attendance. Each Indian high school student was out of school on the average of 12 per cent of the time. Over a 180-day school year, this would project to 21 days per year. This school system has a high school enrollment of 94 Indian students from grades 9 to 12. At the end of the seventh reporting period, there were 24 dropouts from the senior high school. This dropout figure represents 25.5 per cent of the total school Indian enrollment.

At the Wapato School District in 1966-67, an attendance figure of 87 per cent or 13 per cent of the time out of school for average Indian high school students was reported. Projecting this rate for a 180-day school year, each Indian child would be absent 23.4 days. In grades 10, 11 and 12 there were 48 Indian students enrolled. At the time of this survey there were seven dropouts which is 14.58 per cent of the total Indian enrollment. This is the largest school district serving the reservation with a total enrollment of 446 in the entire school system. Of the 446 students enrolled, six senior Indian students are scheduled to graduate with a grade point average of 1.90.

Granger was the only school in the study that did not have any dropouts among its Indian students.

The total enrollment of senior high Indian students in the three districts during the school year of 1967-1968 was 173. Of these in the first 140 days, 43 students were

lost. This is 24.8 per cent of the entire Indian student body. In the same three school districts, in the seventh, eighth and ninth grades, an additional seventeen dropped out making the total for the reporting period fifty-nine (7:1931-1940).

The Yakima Tribal Council was concerned about the findings of the above report and especially about the attendance. As Mr. Smartlowit said, "When we don't have the body in school, there is not much you can do toward educating them" (7:1931).

The preceding information is not an exhaustive study of attendance patterns or attendance problems. It is included to provide a framework for the data in this study and a base for comparison. Much of the information of attendance patterns of minority or ethnic groups is unpublished or is currently being surveyed and interpreted.

Perhaps in the school of tomorrow, personnel, program and plant will combine to create a meaningful, well-rounded experience for every child, and there will be no need for compulsory attendance. Students will develop within themselves a motivation for learning and attendance problems will be eliminated. In the meantime, school personnel must work in the school of today where solutions have yet to be discovered.

CHAPTER III

RESULTS OF THE STUDY

In the summer of 1966, after five years of research by Tribal and BIA Educational Staff, the conclusion was reached that there was a need for a remedial program for the Yakima Indian students.

Some meaningful data gathered showed:

1. A dropout rate exceeding 70 per cent of students from grade one to twelve.
2. The average grade for all students in one of the four districts was "D."
3. In 1964-65 from a freshman class of 87, only 23 seniors received graduation diplomas.
4. In the same year forty-four dropped out during the school year in grades nine through twelve. In the elementary school there were 153 withdrawals.
5. In grades seven, eight, nine, and ten, in the four districts on the reservation, 162 Indian children were achieving at a level two years below their placement.
6. In one school, during 1957-58, twenty-two Indian students entered ninth grade and only six graduated.
7. Twenty-eight Indian students entered ninth grade in 1958-59; twelve graduated.
8. The total days' absence for 1,222 students for one year was 18,103 school days.

The Tribal Council was prompted to seek a remedy. Cooperation of the school officials in the four districts was obtained and plans for a remedial program were begun.

Extreme reading retardation, poor spelling and difficulty in writing appeared to be some of the major problems. The Council felt a program was needed in which the student could be given: individual instruction in remedial subjects, guidance and counseling, learning activities in both Indian cultures and the dominant society culture, and a chance to succeed in tasks assigned to him.

Students chosen were two or more years behind their current grade placement. Twenty boys and twenty girls were chosen who appeared most anxious to raise their academic achievement level and whose parents appeared interested in cooperating with the program.

Because the students identified failure with school facilities in the school districts, it was decided that it would be best not to use such facilities. A change of environment was most desirable. The Tribal officials then offered the use of Camp Chaparral, their own summer youth campsite, 70 miles from the center of population on the reservation. This site is located high in the neighboring mountains. These facilities proved to be ideal.

During the time the study was being made concerning the Indian student's achievement, it was decided to submit a component to the Office of Economic Opportunity, as part of a Community Action Program. The component, written by the Education Committee of the Yakima Tribal Council and the Technical staff of BIA, Yakima Agency, was submitted

and subsequently funded (Grant 650G8080, Component 7-13) just in time to staff the 1966 summer program (18:1-11).

Results were so gratifying and the feeling of satisfaction so complete that plans were made for a second camp to be held during the summer of 1967. Funds again were made available to the Yakima Tribal Community Action Program to conduct the 1967 camp by the Office of Economic Opportunity (19:15).

Staff selection was considered of prime importance. Some of the guidelines used in the selection of the staff were:

1. Look for a professional educator who has an open mind in regard to new education materials and techniques.
2. Select teachers who have a genuine interest in Indian children and who have the ability to establish immediate rapport with these children.
3. Find teachers who are willing to give unlimited time and effort to meet the daily needs and problems of the students at camp.
4. Use, if possible, teachers from public schools where Indians are in attendance during the regular school year (19:11-12).

Throughout the program no textbooks were used. To replace the texts the latest program learning materials and the teacher's creativeness were substituted. The use of these materials made it possible for each student to work individually at his own speed giving each child a chance to experience daily success. The students were placed in five groups of ten with one professional teacher and one

Indian teacher aide for each group. On the first day of the camp the students were tested. Based on the results, individual programs were designed to meet the needs of each individual. Some students had as many as three reading classes a day plus math, English, natural science and crafts (19:26).

The Yakima Tribal Council and the Education staff were very encouraged and gratified by the results and achievements of the pupils that attended Camp Chaparral in the summer of 1967. Those who worked with these children felt it had been helpful. However, one successful summer does not complete one's education and the students returned to their regular classroom the next fall.

This study shows the attendance pattern of the Indian children for the next three semesters after attending Camp Chaparral in the summer of 1967.

General Statistics

Table II, to be found on the following pages, is a composite for each student who attended Camp Chaparral during the summer of 1967. The child's composite scores attained on the California Achievement Test before and after attendance at the camp are indicated. Also included are the days enrolled and days absent in school the three following semesters. Percentage of attendance figures are shown for each individual.

TABLE II

CAMP CHAPARRAL PARTICIPANTS, AGE, TEST RESULTS, AND ATTENDANCE FIGURES

Grade	Age	Sex	California Achievement Test Scores			Days Enrolled	Days Absent	Percentage of Attendance	
			Before	After	Difference				
7	13	B	6.2	7.0	.8	270	4	98.5	
7	13	B	5.0	6.0	1.0	270	26.5	90.2	
7	12.5	G	5.7	6.3	.6	270	17	93.7	
7	12	G	4.2	5.5	1.3	270	63	76.6	
8	14	B	6.1	6.9	.8	270	36	86.6	
8	13	B	8.3	8.6	.3	270	5	98.1	
8	14	B	6.5	6.7	.2	270	12.5	95.4	
8	15	B	5.0	6.6	1.6	270	10	96.3	*1
8	15	B	7.1	8.0	.9	155	69	56.1	D
8	13	G	7.2	8.2	1.0	270	19	92.9	
8	14	G	7.3	8.0	.7	270	45.5	83.1	
8	13	G	7.0	7.2	.2	270	35	87.0	
8	14	G	6.7	7.2	.5	270	10	96.3	
9	15	B	5.3	5.8	.5	270	41.5	84.6	

TABLE II, CONTINUED

CAMP CHAPARRAL PARTICIPANTS, AGE, TEST RESULTS, AND ATTENDANCE FIGURES

Grade	Age	Sex	California Achievement Test Scores			Days Enrolled	Days Absent	Percentage of Attendance		
			Before	After	Difference					
9	15	B	7.8	8.6	.8	270	0	100.0		*3
9	14	B	8.2	9.6	1.4	189	38.5	79.5		*1
9	15	B	7.9	8.5	.6	270	31	88.5		
9	14	B	7.2	8.5	1.3	270	16	94.1		
9	15.5	B	5.0	5.5	.5	270	37.5	86.1		
9	14	G	9.1	9.3	.2	270	34	87.4		
9	15	G	8.1	8.7	.6	270	25.5	90.5		
9	14.5	G	8.7	9.6	.9	270	21.5	92.0		
9	15	G	7.2	8.2	1.0	158	13	91.8	D	*1
9	14	G	7.1	7.9	.8	270	16	94.1		
9	15.5	G	6.4	8.0	1.6	270	0	100.0		*3
9	14	G	7.4	8.6	1.2	270	28	89.6		*3
9	15	G	5.1	6.6	1.5	270	3	98.8		
9	15	G	6.7	7.0	.3	270	9	96.6		

TABLE II, CONTINUED

CAMP CHAPARRAL PARTICIPANTS, AGE, TEST RESULTS, AND ATTENDANCE FIGURES

Grade	Age	Sex	California Achievement Test Scores			Days Enrolled	Days Absent	Percentage of Attendance	
			Before	After	Difference				
10	15	B	6.6	8.2	1.6	270	25.5	90.5	
10	15.5	B	8.0	8.6	.6	270	8.5	96.8	
10	14	B	7.3	8.4	1.1	270	8	97.0	*3
10	16	B	8.4	8.6	.2	270	18	93.3	
10	16	B	7.4	8.3	.9	180	44	75.5	D
10	16	B	6.3	6.7	.4	200	57.5	71.2	D
10	16	G	8.0	9.2	1.2	270	22	91.5	*2
10	16	G	7.9	8.2	.3	270	39.5	85.4	
10	15.5	G	6.7	7.9	1.2	270	39.5	85.4	
10	15	G	7.0	7.6	.6	270	7	97.4	*3
11	16	B	6.7	7.5	.8	270	14	94.8	*1
12	17	B	8.0	9.2	1.2	180	26.5	85.3	

* indicates boarding school

D indicates dropped from school

The participants who attended Indian boarding schools are designated by an asterisk, which is followed by a number indicating the number of semesters they attended the boarding school.

It should be noted that two participants show an attendance percentage of 100 per cent, but both of these attended boarding schools for the three semesters and attendance was assumed.

The participants who dropped from school during this period of the study are designated by a letter "D."

As the attendance patterns of the Indian boys and girls, who attended Camp Chaparral, are studied separately the 21 boys showed a total enrollment of 5,224 days with 529.5 days of absence which gives an attendance figure of 89.9 per cent. The nineteen girls had a total of 5,008 days of enrollment with 447 days of absence, which gives an attendance figure of 91.1 per cent. Thus, the girls had a 1.2 per cent higher attendance record than the boys.

Attendance Patterns of Dropouts

In studying the dropout problem associated with this group of Indian children, some students were very inconsistent in the school attendance. Two students withdrew and re-entered in the same semester. At the conclusion of the third semester, four children had withdrawn from school. This would be 9.7 per cent dropout rate. However, one of this

group of students did return to school the fourth semester which was beyond the period of time covered by this study. Therefore, in reality only three had dropped, which is 7.3 per cent. Of the three persons who dropped from school, it is interesting to note that one was one year overage and three years behind his normal grade level as a sophomore. The second, a ninth grader, was approximately a year behind and older than most of her peers. The third student dropout had achieved his grade level, but was two years overage for the eighth grade.

Attendance records reveal the sophomore who dropped out was enrolled in school 200 days and was absent 57 and one-half days. This gives an attendance percentage of 71.2 for the first 200 days of the three semesters.

The second dropout, the ninth grader, had been attending an Indian Demonstration School for the first semester. The second semester she returned to the public school. After eight weeks of attendance and thirteen days of absence, she dropped. The student enrolled again late in September of 1968 and after eight weeks, with no absenteeism recorded, she again dropped school.

The eighth grade student enrolled in September 1967 and dropped at the conclusion of ten weeks having charted 32 and one-half days of absence. He re-entered again on January 8, and completed the second semester with an absence record of 36 and one-half days. He did not enroll in school in the fall of 1969.

Comparison of Attendance Figures by Grade

Table III indicates grade eleven had the best daily average attendance. However, since there was only one eleventh grader this figure does not represent a significant number. The twelfth grade had only one student. He reversed the pattern and had the lowest daily average attendance. His percentage of attendance was 85.3 during the year. Comparisons of the other four grades shows a difference of less than three per cent. Grade nine has the highest figure.

If the Indian students attending the camp, who returned to a boarding school, are dropped and only those in public schools included, the percentage of daily average attendance is 88.9 per cent.

Movement of Students Through School for Three Semesters

In the original planning of Camp Chaparral for 1967 forty children were planned for but forty-one attended and completed the summer remedial program.

Table IV shows the schools attended by the students for the following three semesters. In the beginning of the fall semester all students registered with the exception of one boy who died before the term had begun. Thirty-four of the forty children were enrolled in the public schools at this time. Six were enrolled in Indian boarding schools.

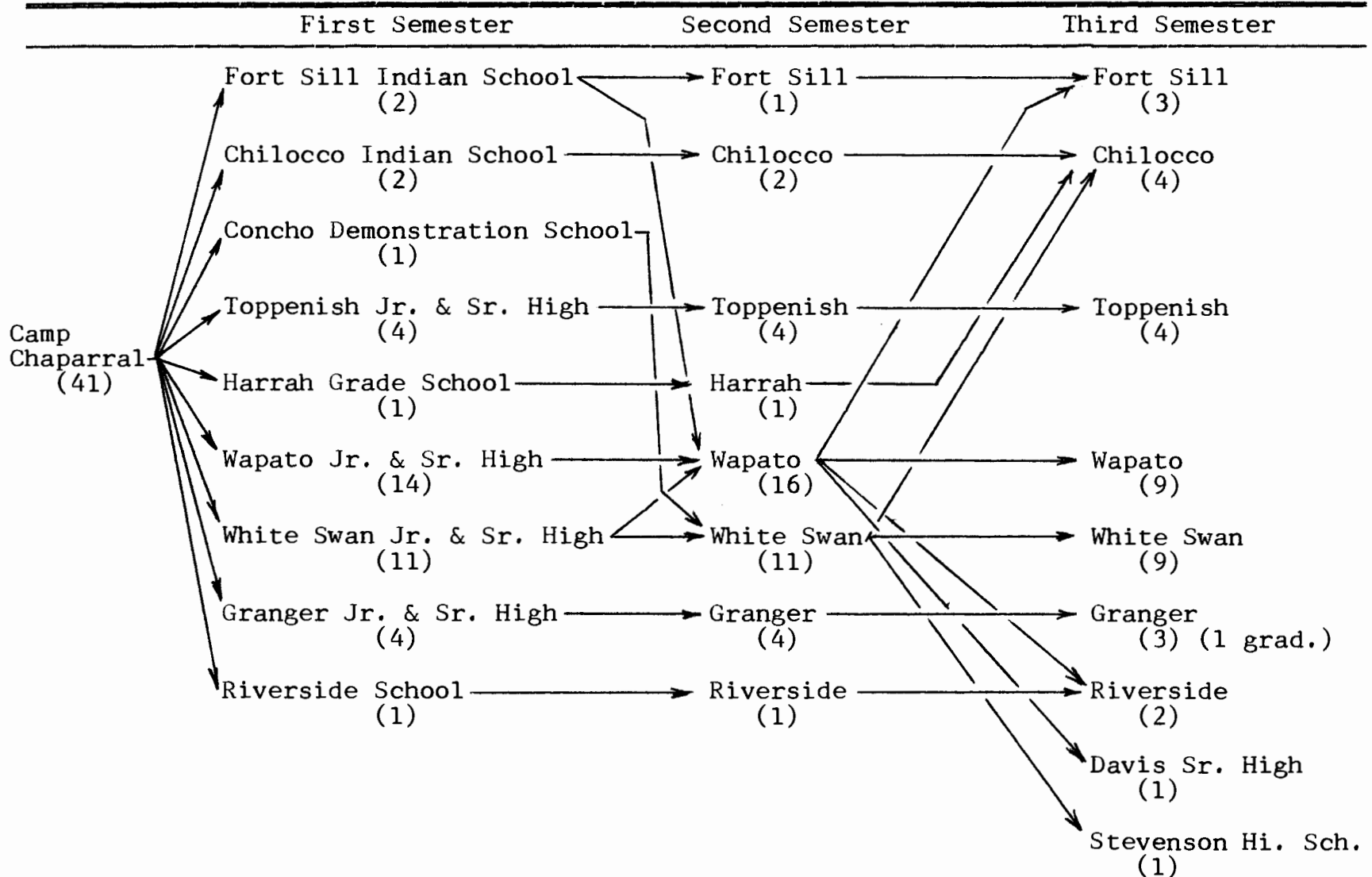
The beginning of the second semester was very

TABLE III
COMPARISON OF ATTENDANCE FIGURES BY GRADE

Grade	Number of Students	Number of Boys	Number of Girls	Total Days Enrolled	Total Days Absent	Percentage of Attendance
7	4	2	2	1080	110.5	89.7
8	9	5	4	2315	242	89.5
9	15	6	9	3847	314.5	91.8
10	10	6	4	2540	269.5	89.3
11	1	1	0	270	14	94.8
12	1	1	0	180	26.5	85.3
TOTAL	40	21	19	10,232	977.0	90.4

TABLE IV

MOVEMENT OF STUDENTS THROUGH SCHOOL FOR THREE SEMESTERS



encouraging; all forty children were still in school. Thirty-six enrolled in public schools and four in boarding schools. Only three children had moved--two of them from boarding schools to public schools.

The third semester shows more movement, however, it was the beginning of a new school year, and there is normally more movement than between semesters of the same year. Thirty-six children were enrolled in school; twenty-seven in public schools and nine in Indian boarding schools. This indicates a drop in attendance from forty in the second semester to thirty-six in the third. One boy graduated from Wapato High School and three did not attend. However, one of the students did return to school at the beginning of the fourth semester. One student withdrew from school midway through the third semester.

Absenteeism by Days of the Week

The tabulation of absenteeism by days of the week reveals the following:

TABLE V

Monday	26.6%
Tuesday	21.5%
Wednesday	15.3%
Thursday	18.1%
Friday	18.6%

The first days of the week, especially Monday, show a greater percentage of absenteeism than any other days. Midweek appears to be the best for attendance with Friday showing a little higher absentee rate.

Summary of Chapter

Indian students who attended Camp Chaparral were students who were experiencing difficulties in school, but, who appeared to be most serious about wishing to raise their educational achievement level, and whose parents appeared most anxious to have this change come about.

The program at the camp was designed to help them individually and give them a chance to experience success in academic endeavors. The educational philosophy of the camp emphasized that every individual is important, and can and do profit from appropriate individualized educational experiences. These educational experiences must be ones that the student can relate to his own background and culture. Camp Chaparral included in their remedial program materials which were meaningful to the student.

Overall, the students responded positively to an individualized instructional approach which placed much emphasis on success for each student.

CHAPTER IV

SUMMATION

The conclusions set forth in this, the fourth and final chapter, were based on the findings of the study and the review of literature. The following conclusions were drawn:

1. Daily average attendance of the participants in Camp Chaparral was very satisfactory when they returned to the classroom. The attendance figure of 90.4 per cent for all students is slightly higher than the national average of 89.4 per cent. When the attendance of students attending boarding school is deleted, the figure is 88.9 per cent which still compares favorably with the national average.

2. The percentage of dropouts, for the period studied, is lower in relation to those quoted by the University of Utah's study.

3. The results of the California Achievement Test show considerable academic growth by the participants during the four-week remedial summer session.

It must be emphasized that the results of this study are inconclusive. The study covers only the three semesters of attendance by participants after a summer's study at Camp Chaparral. To assume that the participants will continue this favorable attendance pattern cannot be justified.

Even though Camp Chaparral has had some positive

results, there is still much to be desired in Indian education. If education is to become meaningful to Indians, it must be modified in the following ways:

1. Programs designed to meet the needs of the individual Indian children must be available to all, not just a select few.
2. Education must be related to the Indian's present life. The curricula should utilize Indian languages, customs, crafts, literature and lore in the classroom.
3. Indian leaders should be consulted to determine areas of greatest need. They should be directly and actively involved in the operation of the school.
4. Indian teachers and teacher aides should be included on the staff.
5. Close contact with the home and community must be maintained.
6. Continued financial support by the federal government for Indian education programs is desirable.
7. Students should have guidance and counseling by qualified persons available to them at all times.

Paul Fannin, member of the Special Subcommittee on Indian Education, described an innovation in Indian education that has incorporated in its program many of the needs listed. He spoke at the Ninth Annual Conference on the Rough Rock Demonstration School located on the Navajo Reservation in Arizona. In evaluating the success of the

school, he said:

It concerns humanity--the involvement of the Indian people in the education of their children. Instead of imposing a White Man's culture on Indian children, the Rough Rock Demonstration School permits the Indian culture and wisdom to become a part of, and complement to, the required curriculum.

He pointed out, by providing an education for Indian students to which they could relate, the dropout rate is diminishing and attendance has improved considerably (23:13).

All programs initiated must be designed to help each child achieve some measure of success, satisfaction and happiness. Programs must be interpreted, studied, and evaluated to determine if these goals are being fulfilled.

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APPENDICES

APPENDIX A

APPENDIX A

ATTENDANCE SURVEY

NAME OF SCHOOL _____ CITY _____ STATE _____
 (Beginning September 1967)
 STUDENT NAME _____ Year in School 7 8 9 10 11 12

Age (as of September 1967) _____ Date of Entry _____

Date of Withdrawal (if applicable) _____

If withdrawn what school is he or she attending now _____

If attendance is not kept daily, please give a short verbal explanation of the attendance pattern. If attendance is kept daily please place an X on the days absent.

SEPTEMBER '67					OCTOBER '67					NOVEMBER '67					DECEMBER '67				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	2	3	4	5	6			1	2	3					1
4	5	6	7	8	9	10	11	12	13	6	7	8	9	10	4	5	6	7	8
11	12	13	14	15	16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
18	19	20	21	22	23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
25	26	27	28	29	30	31				27	28	29	30		25	26	27	28	29

JANUARY '68					FEBRUARY '68					MARCH '68					APRIL '68				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5				1	2					1	1	2	3	4	5
8	9	10	11	12	5	6	7	8	9	4	5	6	7	8	8	9	10	11	12
15	16	17	18	19	12	13	14	15	16	11	12	13	14	15	15	16	17	18	19
22	23	24	25	26	19	20	21	22	23	18	19	20	21	22	22	23	24	25	26
29	30	31			26	27	28	29		25	26	27	28	29	29	30			

MAY '68					JUNE '68					SEPTEMBER '68					OCTOBER '68					
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
		1	2	3						2	3	4	5	6			1	2	3	4
6	7	8	9	10	3	4	5	6	7	9	10	11	12	13	7	8	9	10	11	
13	14	15	16	17	10	11	12	13	14	16	17	18	19	20	14	15	16	17	18	
20	21	22	23	24	17	18	19	20	21	23	24	25	26	27	21	22	23	24	25	
27	28	29	30	31	24	25	26	27	28	30					28	29	30	31		

NOVEMBER '68					DECEMBER '68					JANUARY '69				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	2	3	4	5	6			1	2	3
4	5	6	7	8	9	10	11	12	13	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	13	14	15	16	17
18	19	20	21	22	23	24	25	26	27	20	21	22	23	24
25	26	27	28	29	30	31				27	28	29	30	31

APPENDIX B

APPENDIX B

SCHOOL	LOCATION	TYPE
Chilocco Indian School	Chilocco, Oklahoma	Federal-Boarding
Concho Demonstration School	Concho, Oklahoma	Federal-Boarding
Fort Sill Indian School	Lawton, Oklahoma	Federal-Boarding
Riverside School	Anadarko, Oklahoma	Federal-Boarding
Davis High School	Yakima, Washington	Public School
Granger Junior and Senior High	Granger, Washington	Public School
Harrah Grade School	Harrah, Washington	Public School
Stevenson High School	Stevenson, Washington	Public School
Toppenish Junior and Senior High	Toppenish, Washington	Public School
Wapato Junior and Senior High	Wapato, Washington	Public School
White Swan High and Elementary	White Swan, Washington	Public School
