

EDUCATION HEARING NOW RESCHEDULED BY MORSE

Hearing on First Week of Dec.; Leaders Asked to Submit Ideas

The Senate Subcommittee on Indian Education has rescheduled its hearing and field trip in Alaska. It will now hold its hearing on the first week in December.

Sen. Wayne Morse of Oregon is the chairman of the subcommittee. The exact dates will be forthcoming as soon as they have been set.

The subcommittee plans to hear testimony from Indian, Eskimo and Aleut native Alaskans as to their views of the educational problems in the state.

The leaders of these people are asked to submit a formal statement for inclusion in the committee record on their views of present state and federal education programs, recommendations for strengthening, improving or changing these programs.

They are also asked for sug-

gestions for new programs that may be needed to provide an effective education for all native students.

Copies of the statements should be sent to Sen. Wayne Morse, Committee on Labor and Public Welfare, Senate Office Building, Washington, D.C. 20510.

The following outline indicates items that are of concern to the subcommittee and is intended to suggest problem areas which the native leaders may wish to discuss in their reports for the subcommittee record:

A. What are Goals of an Educational Program for Alaskan Natives?

1. As evidenced by present BIA and State programs?

2. What do you and your organization believe the goals should be?

(Continued on page 6)

Rescheduled . . .

(Continued from page 1)

B. What are the educational problems of Indian and Native students that are of concern to you and your organization?

1. Adequacies and inadequacies of present educational programs provided by the Bureau of Indian Affairs and the State.

2. Effectiveness of educational program as reflected in academic performance indices such as grades, achievement test results, attendance records, and drop-out rates.

3. The importance of psychological and emotional problems of Indian and Native students in permitting meaningful participation in available educational programs.

4. The extent and nature of parental and community involvement with the schools and its effect on the educational achievement of the Native student.

C. What are the Causes of the Problems Identified Above?

1. Cultural differences between the Native students, the school and the community.

2. The relevancy of school curricula and textbook materials to the student needs.

3. The adequacy of teacher preparation in teaching the students from a different cultural background.

4. School-community rela-

tionships.

5. Health, housing and other related factors.

6. Separation of the child from the family during school years.

7. Self-concept of the student as a member of a village and as a member of the dominant society.

8. Expectations of the student as to his role in the village, the schools, the job market and the dominant or urban society.

D. What is being done to solve these problems and to meet the Educational Goals of the Native Student?

1. By the Federal Government—

a. Bureau of Indian Affairs (Johnson-O'Malley)

b. U.S. Public Health Service

c. U.S. Office of Education (PL 89-10, PL 874, PL 815)

d. Office of Economic Opportunity (Headstart, Upward Bound, NYC, CAP)

2. By State and local educational agencies

3. By the Indian and Native Associations

E. What should be done that is not now being done to assure the Indian and Native student the education to which he is entitled?