## Index

Adoptive parenting, 116 American Indian Movement (AIM), 28.184 Anthropology of education concept of place, 8 forces, 5-7 hegemony, 3-4 identity, mobility, language, and education, 2-3 language shift, 5 life in horizon, 7-8 oral and literate traditions, 4-5 research, 9-10 reservation field site, 10-13 roots of inquiry, 1-2 Aurora borealis, 26 Bellugi-Klima model, 134 Bilingual education (see also Indian bilingual education), 91-92 admitted to teacher handbook, 142 challenges, 172 immeasurable success in, 174-175 native American student achievement, 172-173 observations, 170-172 power relations, 179-183 self-fulfilling prophecies at home and at school, 173-174 test results, 176-178 unsuccessful measures in, 175-178 Bilingual Education Act, obituary of, 192-193 **Bilingual Materials Development** Center (BMDC), 134 Bilingual-bicultural education project Crow reading disagreement, 134-135

early days of project, 133-134 parental attitudes and input, 149-159 parental pluralism, 159-160 structural development in classroom instruction, 138-149 transitional bilingual program, 135-138 Black English, 69 Boarding schools in Crow country, 45 Boundary adjustments of land, 19-21 Bureau of Indian Affairs (BIA), 21-22 Change theory, 125–127 in education. 127-128 Childhood socialization, 91 Children's racial identity development, 100 - 101Civil Rights Acts, 90, 93 Climate and seasons in Crow country, 26 - 27getting to school, 27 Cloze procedure, 70-71 Coal, 26 College in Crow country, 45 education, 183 Colonial collapse, 184-186 Communal life in Crow country, 38-39 Communities and community relations, 27-29 Complex organizations change theory actuated change in education, 125 - 132change institution, 125 educational inequality studies, 123-124 milieu of powerful forces, 125-126

Comprehension, Crow language problems in, 66-67 "Concerns-based adoption" model, 124 Conditional clauses, problems in, 65-66 Congressional intervention in Indian education, 88-89 Contrastive analysis, 61-69 in K-12 Classroom, 69-70 Council of Energy Resources Tribes (CERT), 182 Credit recovery, 40 Critical Path Method, 140-141 Crow Act of 1920, 21-22 Crow Agency bilingual education program, 13, 83 Crow alphabet, 55 Crow bilingual education, 165 Crow country, 15 climate and seasons, 26-27 communities and community relations, 27-29 Crow people, 33-37 education, 41-49 high points of crow history, 30-32 land, litigation, sovereignty, and survival, 16-26 political organization and spiritual life, 37-38 religious influences, 37-38 reservation economy, 30-32 reservation life, 38-41 tribal government in Crow country, 37 Crow Heritage Program, 137-138 Crow Indian Bilingual Education Lab (CIBEL), 134-135 Crow Indian Reservation, 1-2, 10, 19 - 20Crow Indians elected to county offices, 185-186 Crow kinship system, 35-36

Crow language, 54-60, 171-172, 179 issues in orthography and Crow writing, 58-60 linguistic classification, 54 native language retention, 55-58 phonological and orthographic systems, 54-55 Crow people, 33-37 demographics, 34-35 social control, 35-37 stabilizing forces, 33-34 Crow reading disagreement, 134-135 Crow writing, 58-60 Cultural capital, 123-124 Cultural conceptions of land, 19-21 Cultural Miscommunication, 23-24 Cultural systems, 3 Cultural transmission of knowledge, 90-91 Curriculum and materials development, 143-145

Dawes Allotment Act of 1887, 21–22 Demographics, 34–35 Demonstrated proficiency, 40 Dense network of Crow familial relationships, 115 Difference model, 2

Ebonics in K-12 Classroom, 69–70 Education (*see also* Bilingual education), 2–3, 173, 181 actuated change in,, 125–132 boarding schools, mission schools, and early years, 43–44 change in process, 130–131 change theory, 125–128 change with children in mind, 131–132 college, 45 in Crow country, 41–49 disclaimer, 127

Formal bilingual project evaluation,

Formal policy development processes

Grandparents and Indian bilingual education. 115-116

Health care in Crow country,

Human capital, 91–92, 123–124 Huntley Irrigation Project, 20-21

38 - 39

Hegemony, 3-4, 3 Hollywood, 181

barriers. 168

Identity, 2-3

Handicapping conditions (see Physical disabilities)

in education, 81-82

175-176

Funding education, 21-23

formal and informal policy development processes in, 81-82 Indian decision-makers, 49 Indian teachers slowly gain, 46-48 local schools and governance, 46 pathways to change, 128-130 schools for social engineering, 45 Twentieth Century education, 45-46 Educational inequality studies, 123 - 124Educational success, 101–114 Crow elders, 103–104 curriculum, 106-108 language issues, 108–109 preserving Crow language, 111-113 schools, 104-106 Thirteen Elders. At Least One Hundred Stories, 110 thoughts on bilingual education, 113 - 114universal themes, 110-111 Effective program management, 140 - 141Elementary and Secondary Education Act (ESEA), 88-89, 133 Employment in Crow country, 38–39 Enculturation, 90-91 English, 100-101 rap, 183 English as second language (ESL), 91, 136 English language learner (ELL), 93 Equal Educational Opportunities Act, 90, 93 Ethnic solidarity, 171-172 Ethnoscape, 9 Federal special education law, 93 Federally-impacted land, 88-89 Fee simple, 22

Forces, 5-7

construction, 165-167 development, 2 fissures, 169 Indian, 165–166 White, 166-167 Impact Aid laws (1950), 88-89 Indian and white identity politics, 94-99 Indian bilingual education, 4 academic theoretical setting, 89-90 anthropological contributions to study of education, 89-90 back to land, 118-119 bilingual education, 91-92 bridges, boundaries, and racist acts, 96-97 congressional intervention in Indian education. 88-89 dense network of Crow familial

relationships, 115 elder's schools, 105 elders defining educational success, 101 - 114

grandparents, 115-116

Indian and white identity politics and impact of racism on Crow youth, 94–99 language difference or special education, 92-94 legal arena, 92 lost empathy, 95-96 racial identity development, 99-101 shifts in social structure, 116–117 staffing, 97-99 understanding school attendance, 117 - 118Indian decision-makers, 49 Indian identity, 165-166 Indian language education Federal role in future of, 190-193 impacted by "limited" English, 189-190 implications for, 187-190 language revitalization efforts, 187-188 materials and political process serendipity, 188-189 national education priorities, 190-192 obituary of Bilingual Education Act, 192–193 Indian New Deal (1930), 88-89 Indian Wars, 21, 94-95 Individual identity, 100 Indo-European languages, 7 Informal policy development processes in education, 81-82 Institutionalized racism, 129-130 Intelligence Quotient testing (IQ testing), 89 Interlingual interference, 61-69 Internalization of externality, 166 International Phonetic Alphabet (IPA), 60 Iowa Test of Basic Skills (ITBS), 176

K-12 Classroom, ebonics and decline of contrastive analyses in, 69–70 *Killing Custer*, 21

Labor force participation (LFP), 30 Land, 185–186 in crow country, 16-18 Language, 1-3, 53, 87, 185-186 domains, 163-169 as index to change in intergroup power relations, 179 of mathematics instruction, 71-72 oralcy, literacy, and place of languages, 164-165 revitalization efforts, 187-188 shift. 5 speak English; talk Indian, 163-164 Language of education in Crow country achieving proficiency with complex grammatical constructions, 76 - 78case for parallel bilingual language development at school, 78-79 Crow language, 54-60 ebonics and decline of contrastive analyses in K-12 Classroom, 69 - 70interlingual interference and contrastive analysis, 61-69 language difference implications for Crow Indian students academic success, 69-79 language of mathematics instruction. 71-72 language-related educational disadvantages for Crow students, 79-81 linguistic determinism and relativity, 74-76

oral language, phonics, reading, and use of cloze procedure, 70 - 71recommendation, 76 teaching math to Crow primary students, 72-74 Language policy, 81–84 of Crow tribe, 82 formal and informal policy development processes in education, 81-82 of local school board, 83 of State of Montana, 83-84 of United States Government, 84 Law, 185-186 enforcement, 1-2 Leased land, 21–23 Linguistic determinism in math and science instruction, 74-76 Literacy, 164-165 Litigation in crow country, 16-26 Local School District Parent Survey 1985, 155–159 Madeline Hunter model, 123–124 Math, 65, 71-76, 131, 138-139, 151–152, 173, 193, 203-204 Mineral Rights, 23-24 Mission schools in Crow country, 45 Mobility, 2-3 Modern Catholicism, 38 Multimodality learning, 78-79 National Defense Education Act (1958), 190–191 National education priorities, 190 - 192Native American Languages Act, 84 Native American student achievement. 172 - 173

Native language retention, 55–58 Natural resources, 181 No Child Left Behind law (NCLB law), 118, 192

Obituary of Bilingual Education Act, 192-193 Office of Bilingual Education and Minority Languages Affairs (OBEMLA), 13 Oral language, 70-71 Oralcy, 164-165 Orthography, Crow language issues in, 58 - 60Parallel bilingual language development at school, 78 - 79Parental attitudes and input, 149–159 Local School District Parent Survey 1985, 155-159 Reservation-wide Parent Survey 1980, 150-155 Parental pluralism, 159-160 Pawnshops, 185 Persistent peoples, 183-186 Phonics, 70–71 Phonology, Crow language problems in, 67-68 Physical disabilities, 93 Place, 8, 18-19, 41 of languages, 164-165 Plurality, Crow language problems in, 66 Political muscle, 185 Postpositions, 62, 62 Power, 41, 184-186 Prepositions, Crow language problems in. 62–63 Process management, 128 Professional learning community, 130 Professionalism, 183 Program Evaluation Review Technique (PERT), 140-141 Pronouns, Crow language problems in, 64

in clause constructions, 64 Pupil Behavior Inventory, 176 Pygmalion effects, 173–174 Racial identity development children's racial identity development, 100-101 first graders speak, 101 historical perspective, 99-100 Racism impact on Crow youth, 94-99 Receptive language, 138 Relativity in math and science instruction, 74-76 Religion, 182 Research-based movement, 123-124 Reservation economy, 30-32 Reservation life in Crow country Crow country and identity development, 40-41 employment, health care, and communal life, 38–39 school attendance and credit issues. 39 - 40Reservation-wide Parent Survey 1980, 150-155 Resistance, 140 School, 123 community relations, 146-149 for social engineering, 45 Sedition Act, 95 Self-determination, 91 Self-fulfilling prophecies at home and at school, 173-174 Serendipity, 188-189 Shifting power domains, 179-183 Social control. 35-37 Social dominance, 35 Social inequality, 184-186 Social leveling, 100 Socialization, 90-91 Sovereignty, 23-26 in Crow country, 16-26 Special education services, 92-94

Speech community, 170-171 Sputnik (Russian satellite), 133 Staff development, 138-139 Staffing, 97–99 Stages of Concern, working with, 140 Stakeholder, 140 and level of commitment, 141 Stereotyping, 3 Structural development in support of classroom instruction, 138-149 assessing learning objectives, 149 bilingual education admitted to teacher handbook, 142 community relations, 146 - 149curriculum and materials development, 143-145 effective program management, 140 - 141momentous decision in Crow literacy, 145-146 resistance, 140 staff development, 138-139 Student agency, 182-183 Subtractive bilingualism, 78 Survival, 16-26 "Symbolic violence", 35 Tense Constructions, Crow language problems in, 64 Theory of cultural discontinuities, 31 - 32Traditional K-12 education establishment, 125 Traditional socialization, 19 Transitional bilingual program, 135-138 implementation, 136-138 instructional design, 136 theory, 136 Tribal Government in Crow country, 37 Trust land, 21-23

United Nations Educational, Scientific, and Cultural Organization (UNESCO), 89

United States Government, language policy of, 84 Universal themes, 110–111

Verb, Crow language problems in, 64 Vocabulary, 68–69 "War on Poverty", 31 Water Rights, 23–26 Water wars, 1–2 Whole language approach, 139 Word order, Crow language problems in, 64

Yellowtail Dam, 23