The Native American

What does he think as he looks
Out over the ravaged land?
The polluted lakes and streams
That are being choked by man's hand
The air befouled by the ingenuity,
The progress of modern man.
The cars, trucks and jets that speed
Where once eagles flew and buffalo ran.

What does he feel as he thinks
How far his race has fallen?
A man of pride and dignity?
From which all, save pride, were stolen.
The land, the woods—the way of life.
Even his language is now forgotten
His crafts and primitive skills
Where considered misbegotten.

What does he tell his young sons
Of their heritage and their past?
Of a race of men—once free and proud
Now living on reservations—outcast?
Does he tell of the lies and deceit
That brought them to this stage?
Or of the many brave warriors
Who tried a losing war to wage?

What does he do—this proud man
To retain his dignity, his pride?
Does he adapt or adjust—or just give in
To the ever stronger human tide
That has submerged his cultures
His history and his identity?
Can he relearn his native tongue and arts
And find an inner strength and serenity?

-Lavonne Tom



CLARK COUNTY SCHOOL DISTRICT

2832 East Flamingo Road Las Vegas, Nevada 89121

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Further information may be obtained by calling the Indian Education Office 386-0351.

INDIAN EDUCATION

COMPREHENSIVE PROGRAM



1975-1976

OBJECTIVES

- The project will implement individualized programs to meet the identified student needs in academic, social and cultural development.
- The project staff will conduct education programs for parents to increase understanding and communication between parent, student, and school.
- 3. The project manager will provide appropriate information and materials to counselors and resource personnel to assist in counseling and guidance of Indian children.
- Eighty percent of the project will respond favorably to services received from the program.

PROGRAMS

Various programs work together to achieve the goals of the project, (i.e., to strengthen desirable academic and social behavior).



Parent-student workshops are aimed at value setting, which provides a forum for increased understanding and communication between parent, student, and the school. The workshops will utilize media such as:

- . Films
- . Slide Presentation
- . Questionnaires
- . Discussion groups

The educational programs, which are to aid the Indian families, will cover topics such as:

- . Alcoholism
- . Behavior modification
- . Drugs
- . Family communications

Through monitoring and rewarding acceptable behavior, the students will improve academically, socially, and culturally.

- Acceptable behavior refers to improvement in attendance, classroom behavior and attitude, attention, and class work.
- Rewards take the form of social praise as well as physical materials.

Students improve academically and socially in relationship to their self-image. Accenting the positive achievements aids greatly in the increase of self-image. By involving high school students in a Quest Program, they are assisting elementary students academically; both benefit form the experience. Self-esteem is developed in both persons.

Home visits by the project staff provides a liason between the school and home. Home tutoring makes the parents aware of their children's school progress.

School visits provide three main functions:

- Individual problems with the student will be identified and group counseling sessions will be developed.
- Materials are made available to Indian students and school personnel to assist in building culture and background of the Indian people.
- Aiding Indian students in obtaining financial assistance and scholarships for higher education.

All Indian students enrolled in eligible private schools will be offered the above services of the project.



