A Follow-up Study of the Graduates of the Flandreau Indian School for the Years 1955, 1956, and 1957

John J. Riley

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A FOLLOW-UP STUDY OF THE GRADUATES OF THE FLANDREAU
INDIAN SCHOOL FOR THE YEARS
1955, 1956, AND 1957

By
John J. Riley

A research paper submitted
in partial fulfillment of the requirements for the
degree Master of Education (Option A) at South
Dakota State College of Agriculture
and Mechanic Arts

March 1958
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CHAPTER I

INTRODUCTION

It seems especially suitable to present in the introduction some historical facts concerning the school whose graduates, of the three-year period 1955 to 1957, are the subjects of this study. These historical data were secured from current student hand books and year books, the files of the school's newspaper, "The Flandreau Spirit" and from Mr. Herman Bogard, who has served in the capacity of Superintendent at Flandreau Indian School since February 1941.

Origin. The Flandreau Indian School had its origin in an Indian Mission Church built in 1871. It continued as a mission school until 1883 when the United States government purchased the property. The present site was purchased in 1892 and on July 12 of the same year work was started on construction of the first buildings.

The school was formally opened on March 7, 1883 with a beginning student body of ninety-eight Indian boys and girls. The initial plant, valued at $75,000 was staffed by twelve instructors and employees and included boys' and girls' dormitories and a school building which is now the girls' annex.

Development. From this humble beginning the school has gradually

1 Flandreau Indian School Hand Book, Flandreau, South Dakota, 1955-56, p.3.
cooperative art in the winter, an area to groom for the athletes.

played on the track, in the winter months. These are our good
winter basketball programs. Each sport has its own team and
teachers, and track. The students enthusiastically support our
track and field program. The school sponsors interscholastic
teams in basketball, volleyball, and track.

Plantation Indian School has a well-rounded athletic and receiv-
Prep school, and college.

El extract shop, home economics, science, homemaking, health, language, office,
located in the vocational agriculture and homemaking, welding, home shop.

20. The curriculum now includes courses in vocational and well as academic.

The growth has been steady in many fields. The academic body
of students is growing.

of the school classes.

The faculty has grown in numbers from the original six
are included. The faculty has grown in numbers from the original six
high school course was developed. Today only the four
1919 the 10th grade was added, and in the next four years a comple-
as a part of the school. Included are baseball, football, and
Plantation Indian School. Physical development.

Development of the curriculum and extra, has kept pace with
of the community.

school has one of the finest physical plants to be found in the section
development through the years has been steady, and today Plantation Indian
a library, and a modern and the place been converted into a classroom.

a concrete building was added. These buildings housed the carpenter shop.
buildings. The first addition was in 1933, when
developed into an intersection of more than seventy buildings for the use
2. In cases of death, the body of the deceased shall be disposed of in a manner prescribed by the Indian Council for the Protection of Native Races.

3. The student body has representatives from most of the Indian schools and colleges.

4. The student body has representatives from most of the Indian schools and colleges.

5. The student body has representatives from most of the Indian schools and colleges.

6. The student body has representatives from most of the Indian schools and colleges.

7. The student body has representatives from most of the Indian schools and colleges.

8. The student body has representatives from most of the Indian schools and colleges.

9. The student body has representatives from most of the Indian schools and colleges.

10. The student body has representatives from most of the Indian schools and colleges.

11. The student body has representatives from most of the Indian schools and colleges.

12. The student body has representatives from most of the Indian schools and colleges.

13. The student body has representatives from most of the Indian schools and colleges.

14. The student body has representatives from most of the Indian schools and colleges.

15. The student body has representatives from most of the Indian schools and colleges.

16. The student body has representatives from most of the Indian schools and colleges.

17. The student body has representatives from most of the Indian schools and colleges.

18. The student body has representatives from most of the Indian schools and colleges.

19. The student body has representatives from most of the Indian schools and colleges.

20. The student body has representatives from most of the Indian schools and colleges.
The students of Pendleton Indian School do not do well in school because:

A. There is evidence that a suitable institution for the child has been located outside the Juvenile Court.

B. The child is a high school student desiring specific vocational training which cannot be obtained in a local public high school.

C. The child is a high school student desiring specific vocational training which cannot be obtained in a local public high school.

D. Because of local or home conditions which cannot be controlled, the child has been sent to a federal boarding school.

E. The child is a high school student desiring specific vocational training which cannot be obtained in a local public high school.

F. The child is a high school student desiring specific vocational training which cannot be obtained in a local public high school.

Before a child, coming within one or more of the foregoing categories, shall be admitted to a federal boarding school, certification shall be made by the welfare worker.

1. The parents are divorced, or one has deserted, and there is no adequate home maintenance.

2. The parents are divorced, or one has deserted, and there is no adequate home maintenance.

3. The parents are divorced, or one has deserted, and there is no adequate home maintenance.

4. The parents are divorced, or one has deserted, and there is no adequate home maintenance.

5. Uncontrollable mental illness, vice or criminal tendencies exist in the home.
To determine whether the services rendered by the school,

6. Planner has been met.

5. To ascertain the degree to which the curriculum received and

4. To determine the value and degree of assistance to the

3. To determine the type and amount of assistance received

2. To determine how employment is secured by these students.

1. To establish the manner and type of occupations in

Follow:

The purpose of this study is to analyze the educational and

The primary objective of the study is to analyze the

Planned, South Dakota for the years 1955, 1956, and 1957.

vocational experiences of the students of Planned Vocational

The purpose of this study is to analyze the educational and

The purpose

Questioning former students of the school,

It is necessary to examine any shortcomings that may be uncovered by

evaluation of the effectiveness of the curriculum offered by the school

It must have the student of the individual program. For proper

If a school and the curriculum are to function as expected,

The students after graduation.

school is ill prepared to the educational and vocational training of

even. However, without a formal follow-up study of the graduates the
such as, placement, guidance, and others are meeting the needs of the graduates.

7. To make some summaries and conclusions concerning the value of the present curriculum with respect to the student after graduation.

It should be stressed at this point that this study is not intended to be a curriculum study, but findings of this study should provide valuable information for the administration in adjustment and revision of the present curriculum.

DELIMITATIONS

This study is limited to the graduates of the Flandreau Indian School for the years 1935, 1936, and 1937. It is further limited to the information received from questionnaires and letters returned by these graduates and from information received in personal interviews with returning graduates.

PROCEDURES

Data used in this follow-up study were secured from the school's permanent record cards of former students, located in the school principal's office, from relatives of graduates who were in school at the time the study was made, from Mrs. Cornelius, former secretary to the principal, from the information secured by a questionnaire, and from information received in personal interviews with returning graduates.

From the permanent record cards, information was secured pertaining to names and addresses of former students, date of graduation, and
number of students in each graduation class.

Information such as changes in addresses were obtained from
the relatives of former students.

Mrs. Cornelius has first-hand knowledge of many graduates under
study. She was particularly helpful in giving such information as the
marriage names of several students and making the permanent record card
files available to the writer.

Information received from personal interviews with returning
graduates was limited to the same information which the questionnaires
seek to obtain.

A form letter, (Appendix A), a copy of which may be found in the
appendix, was mailed to all graduates of the Flandreau Indian School
for the years 1955, 1956, and 1957. This letter asks the graduates
cooperation in the completion and returning of the enclosed questionnaire,
(Appendix B).

Two weeks after the first letter was mailed a follow-up letter,
(Appendix C), with an enclosed copy of the questionnaire was sent to the
graduates who failed to respond to the first letter.

QUESTIONNAIRE RETURNS

One hundred and seventy-six copies of the questionnaire together
with a self-addressed stamped envelope, were mailed, one to each of the
graduates of the Flandreau Indian School for the years 1955, 1956, and 1957.

Table I shows, by year, the number of graduates from the Flandreau
Indian School, the number of questionnaires mailed, the number of question-
naires returned and the percent of the questionnaires returned.
The data in Table I show that only 48, or 27 percent of the graduates for the three year period responded to the questionnaire. This small percentage of returned questionnaires is probably due to many factors, but the apathy or lack of interest characteristic of the average student enrolled at Plandreau could be held accountable for a large percentage of the questionnaires not returned. This apathy combined with the large enrollment area, of the school, makes an adequate sampling almost impossible to attain by the use of a questionnaire alone.

Table I

RETURN OF QUESTIONNAIRES BY YEARS

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Graduates</th>
<th>Questionnaires Mailed</th>
<th>Questionnaires Returned</th>
<th>Questionnaires (Per Cent of) Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1955</td>
<td>65</td>
<td>65</td>
<td>13</td>
<td>20%</td>
</tr>
<tr>
<td>1956</td>
<td>44</td>
<td>44</td>
<td>15</td>
<td>34%</td>
</tr>
<tr>
<td>1957</td>
<td>67</td>
<td>67</td>
<td>21</td>
<td>31%</td>
</tr>
<tr>
<td>Totals</td>
<td>176</td>
<td>176</td>
<td>48</td>
<td>27%</td>
</tr>
</tbody>
</table>
It is customary that large numbers of former students visit the Flumadreau Indian School during the school year. It was during such visits that 31 of the graduates under study were interviewed, and the same information which the questionnaire seeks to obtain was secured. This information, secured from the 31 visiting graduates, added to the information secured from the 48 returned questionnaires makes a 44.8 percent sampling of the total 176 graduates who are the subjects of this study.
CHAPTER II

EDUCATIONAL AND OCCUPATIONAL STATUS OF GRADUATES

The purpose of this chapter is to show data, secured from the personal interviews and returned questionnaires, relating to the educational and occupational status of the graduates of Flindersen Indian School for the three year period of 1955 to 1957.

This chapter represents data relating to (1) additional training attended by the school graduates, (2) the type of school attended, (3) their present occupational status, (4) the methods used by graduates to secure employment, initial and present, (5) the type of industry in which the school graduates found initial employment, and (6) the kind of work done by the former students.

EMPLOYMENT STATUS

Type of industry in which graduates found initial employment. The types of industries in which graduates found initial employment are grouped into eleven major industry groups as follows: factories, trade, farms, service, transportation and utilities, state and local government, construction, Federal Government, domestic service, Armed Service, and none.¹

The above groupings are used because of the many dissimilar jobs within the various categories. The industry groups are used also in order

state. Body comes form a rural farm and ranch type home and upon graduation
This is because of the overwhelmingly majority of the graduates' percentage, 3.7%
percentages, of the school's graduates that are employed in farms.
One manual alteration suggested by Table II is that only a small
estimation will be developed further in a factor section of the chapter.
the percentage of students that graduate and find no employment. This
estimation in any one category. Also illustrated by Table II is the appall-
the former students' current employment are veritable. There is no larger area
in the further explanation by Table II that the graduates in which

Type of Industry

II, or 12 percent of the graduates occupy the initial employment in this
category. Construction ranked third with
initial employment in 52 percent of graduates. In, or 19.7 percent reported they secured
at least number of graduates, 77, or 27 percent graduated in any employment. The most
22, or 77 percent which had never worked in any industry. The most
percent of graduates in each group. Of the 80 respondents, 20 percent students accounted
for initial employment; the number of graduates in each group, and the

Table II shows the types of employment in which the graduates

baker, shop, teacher, and engineer.

positions held in agriculture and other support shops, parents' homes,
was and livestock worker, the bulk of these categories. "Service' includes
secured all occupations concerned with retail and service trade. Sales
and the occupation of small LLC workers. Under the heading "Trade" to
earn which such as the emulating laborer, the machinist, the engineer,
The heading, "Occupational" covers all occupations in the

true small job classifications.
<table>
<thead>
<tr>
<th>Types of Industries</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factories</td>
<td>6</td>
<td>7.50%</td>
</tr>
<tr>
<td>Trade</td>
<td>3</td>
<td>3.75%</td>
</tr>
<tr>
<td>Farms</td>
<td>3</td>
<td>3.75%</td>
</tr>
<tr>
<td>Services</td>
<td>15</td>
<td>18.77%</td>
</tr>
<tr>
<td>Transportation and Utilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government State and Local</td>
<td>2</td>
<td>2.50%</td>
</tr>
<tr>
<td>Construction</td>
<td>12</td>
<td>15.00%</td>
</tr>
<tr>
<td>Government Federal</td>
<td>10</td>
<td>12.50%</td>
</tr>
<tr>
<td>Domestic Service</td>
<td>3</td>
<td>3.75%</td>
</tr>
<tr>
<td>Armed Service</td>
<td>4</td>
<td>5.00%</td>
</tr>
<tr>
<td>None</td>
<td>22</td>
<td>27.77%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>80</strong></td>
<td></td>
</tr>
</tbody>
</table>
the majority of students return to that type of community. This situation can be explained in part by the lack of employment opportunities available to students returning to their home reservations; and probably explains, also in part, the large percentage of students reporting they found employment in none of the eleven major industry groups.

**Type of work performed by graduates.** The fact, indicated in Table II, that a large percentage of graduates are doing no type of work after leaving school is also suggested by Table III. Twenty-five of the 80 reporting graduates said they have never done any type of work. Running a poor second, as far as numbers are concerned, is the clerical field of work. It may be noted at this time that even though there is no formalized clerical training program at Flandreau Indian School, graduates mention doing clerical work almost as much as any other type of work. Flandreau Indian School offers its students a limited exploratory course in the field of commerce. It is believed in some quarters that an exploratory course of this type is the best method of determining student interest and aptitude. If the student has an interest or an aptitude for this type of work he may continue with his commercial education, after graduation, in a post-graduate course offered at Haskell Institute, Lawrence, Kansas. This course is primarily concerned with training Indian youth for clerical positions in the Federal Civil Service. After clerical, the next largest number of students reporting said they did domestic and nursing in their initial jobs after graduation. Seven former students reported that bricklaying was the work they did after graduation. Masonry and bricklaying seems to hold a certain fascination for the male Indian youth. Even though physical facilities have been expanded and an extra masonry instructor has been employed.
in the past year; the masonry department still has an overflow of student applications for admittance. This is the only vocational course offered at Flinders Indian School where this situation exists.

It is suggested by Table III that students graduating from Flinders Indian School go into clerical work more consistently than into any other type of work. Entry into other lines of work is more spasmodic. One year several students may enter a field of work and the next year no student reports doing that type of work. The consistency of graduates entering clerical fields of work may be explained by the unlimited number of clerical job openings for high school graduates since World War II. An explanation of the spasmodic entry into the other fields will have to wait for further research.

Methods used for securing employment. The primary object of this section is to show data relating to the way in which graduates for the three year period secured initial and present employment.

Table IV shows that only 56 of the 80 graduates that responded to the questionnaire answered the question on how they secured their initial positions. Of the 56 former students who answered this question approximately 56 percent said they secured their initial job after graduation through personal application; 7, or 12.5 percent were placed by the school; 7, or 12.5 percent were placed by a relative; 5.3 percent were placed by relocation service; 5.3 percent were placed through a friend; 3.5 percent by other means; and only 1, or 1.25 percent by an employment agency.

The two students reporting they secured their initial positions through other means are service men and they received their "positions" through induction.
Table III
TYPE OF WORK DONE BY GRADUATES
OF THE THREE YEAR PERIOD 1955 TO 1957

<table>
<thead>
<tr>
<th>Type of Work</th>
<th>1955</th>
<th>1956</th>
<th>1957</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Bricklaying</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Machinist</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Welding</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Riveting</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Painting</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Stationary Eng.</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Electrical</td>
<td>1</td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Auto Machinist</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Assembly Line</td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Clerical</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Waitress</td>
<td>2</td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Domestic</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Nursing</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Labor</td>
<td>3</td>
<td></td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>13</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>19</strong></td>
<td><strong>29</strong></td>
<td><strong>32</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>
Many of the local custom, one of the other districts in the state, by the local council, with local reservations, have been developed. In the past, the Indian school, teaching the age of adolescence, has been closed. The high school system in a government boarding school has been away from home and family. The task has become somewhat less difficult. The education level where the Indian school is accustomed to being away from home are not applicable in the form of retail patterns. However, at the high cultural patterns, home security, family ties, and government employment to a certain age, included, as may be seen when consideration is given to the current oppression would reveal. At the reservation level, the high school of many people from the reservation to urban areas, more method of many people from the reservation to urban areas, more.

The chief purpose of "resettlement" is to move the people of the school and explain some of the institutions of the Federal Resettlement Program may be the Federal Resettlement Bureau. It may be well to discuss the agency of the government that any additional assistance to help teachers than expected or organized, assistance of the school. Possession changes the effects of individual teachers and increasing numbers that reported being placed by the school have secured that initial assistance because in recent years, the school with all its dramatic effects. Therefore, possession of the resettlement fund transfer secured initial assistance changes.
people at the reservation level is their inability to break these strong
group and family ties that have been developed over the years. It would
seem, then, that relocating students upon graduation from high school,
before these ties are too strongly developed, would make the task, if not
less difficult, at least much less complicated.

Table IV

METHODOLOGY USED FOR SECURING INITIAL AND PRESENT
EMPLOYMENT BY GRADUATES FOR THE THREE YEAR PERIOD
1955 TO 1957

<table>
<thead>
<tr>
<th>Method Used to Secure Position</th>
<th>Initial No.</th>
<th>Per Cent</th>
<th>Present No.</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Application</td>
<td>33</td>
<td>56.9%</td>
<td>9</td>
<td>42.8%</td>
</tr>
<tr>
<td>Placed by school</td>
<td>7</td>
<td>12.5%</td>
<td>1</td>
<td>4.7%</td>
</tr>
<tr>
<td>Placed by relocation</td>
<td>3</td>
<td>5.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Through a friend</td>
<td>3</td>
<td>5.3%</td>
<td>4</td>
<td>19.0%</td>
</tr>
<tr>
<td>Through a relative</td>
<td>7</td>
<td>12.5%</td>
<td>1</td>
<td>4.7%</td>
</tr>
<tr>
<td>Employment agency</td>
<td>1</td>
<td>1.8%</td>
<td>4</td>
<td>19.0%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>3.5%</td>
<td>2</td>
<td>9.5%</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td></td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>
Present occupational status of graduates. The data in Table V show that 23, or 28 percent of the 80 reporting graduates were enrolled in a school at the time the questionnaire was returned. The second largest number of graduates reporting, 20, or 25 percent, said they were unemployed. Seventeen, or 21 percent were employed full time; whereas 2, or 2.5 percent were employed only part time. Twelve former students reported they were housewives and 6, or 7.5 percent reported being in the armed services.

Table V

PRESENT OCCUPATIONAL STATUS OF GRADUATES FOR The Three Year Period 1955 to 1957

<table>
<thead>
<tr>
<th>Status</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self employed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed full time</td>
<td>17</td>
<td>21.0%</td>
</tr>
<tr>
<td>Employed part time</td>
<td>2</td>
<td>2.5%</td>
</tr>
<tr>
<td>In school</td>
<td>23</td>
<td>28.0%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>20</td>
<td>25.0%</td>
</tr>
<tr>
<td>Housewife</td>
<td>12</td>
<td>15.0%</td>
</tr>
<tr>
<td>In armed service</td>
<td>6</td>
<td>7.5%</td>
</tr>
<tr>
<td>Totals</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>
EDUCATIONAL STATUS

unemployed former students may be considered. Reduced employment figures are supported by the 1964 report of the Office of Education showing that the number of graduates who were unemployed had declined from 1960 when 19.8% of the graduates were unemployed. The 1966 report shows that the percentage of unemployed graduates has decreased further to 16.6%. This decrease is due to increased employment opportunities and better post-school training programs.

In a large percentage of the school's graduates, educational attainment is important to a successful employment in a professional occupation. The graduates' report indicates that educational attainment is a key factor in achieving success in employment.

The report also indicates that the graduates who are employed tend to show a larger percentage of the school's graduates.
### Table VI

**ADDITIONAL TRAINING OR EDUCATION RECEIVED BY GRADUATES FOR THE THREE YEAR PERIOD 1955 TO 1957**

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Time in attendance</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>1 Yr.</td>
</tr>
<tr>
<td>Government college</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>University</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Junior college</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Vocational school</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Nurses training</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>52</td>
<td>26</td>
</tr>
</tbody>
</table>
education received by the school's graduates. However, Table VI indicates the possibility of only a very small number of the graduates under study in pursuit of an academic degree.

Types of schools. Thirteen graduates report that they are attending a government college, namely Haskell Institute, Lawrence, Kansas. This is not an actual college but more like a post-graduate high school or an advanced vocational school. Each of the types of schools listed as junior college, vocational school, and nurses training were attended by three graduates at the time the survey was made. One graduate reported attending a university and one graduate also reported attending a college.
were placed by a selector. There, or 5.3 percent were placed through the initial placement channel personal application. Seven, or 18.5 percent Thirty-three, or 9.9 percent of the 35 appropriate examination scores chart. The answer given to place in the box, which gave rise to the

Only 35 of the 80 examinees, those responding to question-

Reported working in the same specification and utilization. Donor reported to place with the Aero and local government, and 12 percent following industries include: domestic service, and trade. The latter, 6 percent, or 7.9 percent of the 8 percent, and 4 percent in the second group. 6 percent in construction; and 10, or 12.5 percent in the federal government. 2 percent in construction; for 12 or 7.7 percent. A total of 2 percent reported to place in work. Some of the examinees in which the graduates' final employ-

whilst following condensed, reported, and briefly presented in the number of parent

some of the most important findings of the study have been

WINDIC

research, for the years of 1955, 1956, and 1957.

ternal and vocational preparation of the graduates of the program.

The purpose of this investigation was to examine the data.

SUGGESTIONS AND CONSIDERATIONS

CHAPTER III
5. As to the type of work performed by graduates of the Chinese

school, and outside employment.

Primary school, and primary employment: Javelin, college, vocational
schooling at a college, and secondary vocational type of apprenticeship
in a university. and one graduate received three years of additional
schooling in a vocational school.

The data revealed that 11.6 of the graduates were placed.

By other than the vocational placement methods.

were assigned to see a post-office, and two, or .5 percent were placed
provided by a friend. Only one, or .1 percent, reported working at an em-
ployee.

Graduates of the United States military service, retired, and their work

were
Table VII

NUMBER OF STUDENTS STARTING EACH CLASS, NUMBER OF DROPOUTS FROM EACH CLASS, AND NUMBER OF STUDENTS GRADUATING WITH EACH CLASS FOR THE THREE-YEAR PERIOD 1955 TO 1957

<table>
<thead>
<tr>
<th>Class</th>
<th>Number Beginning</th>
<th>Number of Dropouts</th>
<th>Number Graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1955</td>
<td>155</td>
<td>90</td>
<td>65</td>
</tr>
<tr>
<td>1956</td>
<td>148</td>
<td>104</td>
<td>44</td>
</tr>
<tr>
<td>1957</td>
<td>197</td>
<td>130</td>
<td>67</td>
</tr>
<tr>
<td>Totals</td>
<td>500</td>
<td>324</td>
<td>176</td>
</tr>
</tbody>
</table>

6. Table VII shows some incidental information secured during the course of this investigation. As indicated in Table VII, each of the three graduating classes under study had well over 50 percent student dropout during the four year high school course. The class of 1955 started with 155 students and finished with 65. One hundred forty-eight students started with the class of 1956 and only 44 graduated. Only 67 students graduated from the original 197 starting with the class of 1957. Over
...
The school's programs were focused on preparing students for careers in business and government, with a large emphasis on vocational training. In the community, a program's attraction should be focused on the following: academic success and career development. To satisfy the increasing investments in the field of commercial education, the school must be extended to include vocational business services.

Practically, it is recommended that the curriculum of the program be changed. The recommendations should also include the introduction of new drop-out prevention courses and offer more courses. This program is currently the only opportunity to fulfill the requirements of the curriculum and be ready for the most practical future. The most practical future is impossible without vocational and academic preparation. Hence, the vocational preparation and occasional requirement could be considered for the study of two career options. Information could be obtained by the large percentage of student dropout. Information is already recommended that a comprehensive investigation be made concerning the large percentage of student dropout.

Similar to the current situation, the recommendations that are necessary are given to this point in the planning of the program. In the current process, a large percentage of the student body is to be considered the target group at the beginning of the investigation. It can be assumed that the current state of the school's curriculum could be improved. The school would be expanded, educational opportunities could be increased, and additional training could be included. In more descriptive terms, this type of school duplication could be developed, and effective educational structures could be placed in the school's educational structure.
business or clerical work.
LITERATURE CITED

Flandreau Indian School, Hand Book, Flandreau, South Dakota 1955-56, p.3.


U. S. Department of Interior, Bureau of Indian Affairs, Memorandum to all Superintendents and Reservation Principals, November 1956, Aberdeen, South Dakota.

Dear Graduate:

We are making a follow-up study of the graduates of Flandreau Indian School to find out if the courses you took, while attending here, have helped you after graduation. We are also interested to receive any suggestions you may make for improving the courses we offer.

Your assistance in filling out and returning the enclosed blank will be a great help to us in our work.

All information received will be kept in strict confidence by the person working on this survey.

You may be unable to answer some of these questions but please complete and return what you can. Further comments will be appreciated.

Thank you.

Yours truly,

John J. Riley
APPENDIX B

A QUESTIONNAIRE

Name ___________________________ Tribe __________
(Last, First Middle)

Present address __________________________________________

Date of graduation from Flandreau ___________________________

Vocation studied at Flandreau ________________________________

1. Give the following information concerning your first job after graduation from Flandreau.

Kind of business __________________________________________
(government, construction, cafe, hotel, etc.)

Type of work _____________________________________________
(bricklaying, labor, waitress, etc.)

2. What is your present occupation? ___________________________

3. In your work do you use any of the skills which you studied in your vocation at Flandreau? ____________

4. Have you ever used these skills in any work you have done? ______

5. Place a check mark in the space provided behind the method by which you secured your first job after graduation, and your present job.

First Job Present Job

Personal application ____________________________

Placed by school ________________________________

Through a friend _______________________________

Through a relative ______________________________

Relocation service ______________________________

Employment agency _____________________________

Other __________________________________________
6. Please list below any training you may have had after leaving Flandreau.

If none check here:__________________

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Field of work</th>
<th>Time in attendance</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. What additional course (courses) do you feel is (are) needed at Flandreau?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

8. List below other jobs that you have held since graduation.

<table>
<thead>
<tr>
<th>Jobs</th>
<th>Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Comments:_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
APPENDIX C

A FOLLOW-UP LETTER

Flandreau Indian School
Flandreau, South Dakota
January 3, 1958

Dear Graduate:

In checking the returns of the questionnaires pertaining to your educational and vocational status after graduation, dated December 20, 1957, we find that we have as yet not received a comment from you.

If this study is to be complete a comment from all the former students of our school is desirable. Please complete and return the enclosed questionnaire as soon as possible.

Thanks, in advance, for your help in this matter.

Yours truly,

John J. Riley