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CHINLE SCHOOL DISTRICT NO. 24

P. O. BOX 587

CHINLE, ARIZONA 86503

December 24, 1974

BOARD OF TRUSTEES

Frank Adakai, President
Mary Ina Ray, Clerk
Patrick J. Ashley
Thomas H. Begay
Gerald LaFont

Robert A. Roessel, Jr.

Superintendent of Schools

Mr. Norman Ross
The White House
Washington, D. C.

Dear Mr. Ross:

Enclosed is a copy of materials I presented before the Senate Subcommittee on Indian Affairs, on December 11, 1974. I think this report greatly demonstrates the crisis currently facing Navajo Public School Education in Arizona. We want to be in touch with you as together we try to preserve and retain this important type of education.

Sincerely yours,

Robert A. Roessel, Jr.

Robert A. Roessel, Jr., Superintendent of Schools
Chinle Public Schools

RAR:ggd

Enclosure



MATERIALS PRESENTED
AT
SENATE SUBCOMMITTEE ON INDIAN AFFAIRS HEARING
DECEMBER 11, 1974

By
Robert A. Roessel, Jr.
Superintendent of Schools
Chinle Public School District No. 24
Chinle, Arizona



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COMMENTS ON JOHNSON O'MALLEY REGULATIONS

By

Robert A. Roessel, Jr.
Superintendent of Schools
Chinle Public School District No. 24
Chinle, Arizona

QUOTATION FROM REGULATIONS

"For the purpose of determining the actual cost of delivering education services in each State, the Commissioner shall refer to the average State-Wide per pupil expenditure."

COMMENT

This is totally wrong and unfair since a public school on an Indian reservation has so many extraordinary expenses - operation of a city-housing, long bus routes, many busses, lease of buildings, etc. Chinle spends 38% of its budget on instruction. State average is 61%.

QUOTATION FROM REGULATIONS

"The Commissioner may make exceptions based upon the special cultural, linguistic, social and educational needs of the communities involved."

COMMENT

This is also unfair because it is redundant. Reason for Johnson O'Malley is because of cultural, linguistic, social and educational needs - now repeats and provides for exception. Allows for subjective



personal preferences to take affect. In 1973-1974, Chinle average Johnson O'Malley was \$212; Monument Valley was \$1200; peripheral dorm program \$727. Such variation is unfair.

State should pay retirement for teachers - as is done elsewhere - Indian reservation districts take Johnson O'Malley money to do this. This should not be allowed.

QUOTATION FROM REGULATIONS

"Funds authorized under this part shall supplement and not supplant, State and local funds. Each contract shall require that the use of these funds will not result in a decrease in State, local or Federal funds which, in the absence of funds under this Part, would be made available for Indian children."

COMMENT

This is good but must be rigidly enforced. Under the new State Law S.B. 1001, under Part C, there is a provision which calls for up to 80% subtraction of State support for Johnson O'Malley and P.L. 874 monies received.

QUOTATION FROM REGULATIONS

"Each contractor having a contract under this Part shall work with the Indian Education Committee established for each school community involved..."



COMMENT

This may be good elsewhere but it is bad for Navajos where you have Navajo controled school boards already - now you establish a competing and possibly conflicting Navajo Board. This will harm Navajo control - not help it. Why should there be two separate boards when you already have one Board, duly elected, composed of a majority of Navajo - 23 of 25 school board positions in Navajo Reservation public schools (in Arizona) are Navajo.

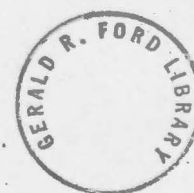
Bureau of Indian Affairs should be equally desirous of obtaining controlling boards for their own schools - not advisory as they exist at present: should have veto power over Bureau of Indian Affairs schools and expenditures - Bureau of Indian Affairs wants Indians to have new public schools!

Regulations make sense where don't already have Indian control of school boards - they do not make sense where they already have such Indian control.



SALARIES CERTIFIED AND NON-CERTIFIED
COMPARATIVE FIGURES - SALARIES - 1974-1975

	<u>CHINLE</u>	<u>ARIZONA AVERAGE</u>	<u>BALSZ</u>
Starting Teachers Salary 1974-1975	\$7,400	\$8,100	\$7,934
Starting Bus Drivers	\$2/per Hr.	\$4/per Hr.	\$3.65/per Hr.
Starting Head Cooks	\$4,500	\$5,550	\$5,402
Janitors	\$4,160	\$5,890	\$6,037
Maintenance	\$4,160	\$6,300	\$6,311



COMPARATIVE ENROLLMENT FIGURES
Chinle Public Schools and Chinle Agency Bureau of
Indian Affairs Schools - 1974-1975

Chinle Public School District No. 24

<u>Name of School</u>	<u>Number of Students Constructed To Accommodate</u>	<u>Enrollment Current</u>	⁽¹⁾ <u>Insured Value</u>
Chinle High School	350	850	\$ 1,640,000.00
Chinle Junior High School	300	830	1,640,000.00
Chinle Elementary	300	1000	1,225,000.00
Many Farms Elementary	150	470	555,000.00
Round Rock Elementary	150	265	265,000.00
Red Mesa High School	250 (not complete yet)	250	1,500,000.00
Red Mesa Elementary	250	630	640,000.00
	<u>1750</u>	<u>4295</u>	<u>\$ 7,465,000.00</u>

Chinle Public Schools operating at 246% of constructed capacity.

Chinle Agency B.I.A. Schools

Chinle	1024	735	\$ 1,800,000.00
Many Farms High School	1024	755	18,400,000.00
Many Farms Junior High	1024	390	5,400,000.00
Lukachukai	450	425	2,225,000.00
Nazlini	300	145	350,000.00
Cottonwood	400	350	950,000.00
	<u>4222</u>	<u>2800</u>	<u>\$ 29,125,000.00</u>

Chinle Agency BIA Schools operating at 66% of constructed capacity.

⁽¹⁾ BIA schools are not insured. The BIA figures for insured value were obtained from some company that underwrites Chinle Public School District insurance and reflects their best estimate after visiting each facility and obtaining data.



WHERE REVENUE COMES FROM
SOURCE OF REVENUE 1973 - 1974

Chinle (Combined Revenue for Elementary and High School)

County School Fund	\$ 642,000.00
Other County Aid	0
Other State Aid	940,000.00
Miscellaneous Receipts	166,000.00
Federal Aid	2,217,000.00
District Levy	163,000.00
Total Receipts	\$ 4,129,000.00

53% of all Revenue for Chinle Public School District is Federal.

Balsz Elementary School District

County School Fund	\$ 484,000.00
Other County Aid	46,000.00
Other State Aid	344,000.00
Miscellaneous Receipts	25,000.00
Federal Aid	27,000.00
District Levy	1,366,000.00
Total Receipts	\$ 2,252,000.00

1% of all Revenue for the Balsz District is Federal.



WHERE REVENUE COMES FROM
Comparative Figures Between Chinle Public
School District and Elsewhere Showing -
Where Money Comes From 1973-1974

<u>Source of Receipts</u>	<u>NAME OF DISTRICT</u>		
	<u>Chinle</u>	<u>Arizona Average</u>	<u>Balsz</u>
County School Fund	16%	22%	21%
Other County Aid	0	1%	2%
Other State Aid	23%	22%	15%
Miscellaneous Receipts (Tuition, etc.)	4%	3%	1%
Federal Aid	54%	9%	1%
District Levy	4%	43%	59%
	100%	100%	



WHERE MONEY WAS SPENT
COMPARATIVE FIGURES BETWEEN CHINLE
PUBLIC SCHOOL DISTRICT AND ELSEWHERE
SHOWING WHERE MONEY WAS SPENT 1973-1974

<u>Expenditure</u>	<u>Name of District</u>		
	<u>Chinle</u>	<u>Arizona Average</u>	<u>Balsz</u>
Administration	6%	7%	7%
Instruction	38%	61%	67%
Operation	7%	8%	6%
Maintenance	4%	3%	2%
Auxiliary Services Pupil Transportation Lunch, P.E., etc.	14%	5%	4%
Fixed Charges Rent or Lease Insurance, OASI, etc.	11%	5%	5%
Capitol Outlay Textbooks, athletic equipment, Transportation equipment, additions, etc.	17%	8%	4%
Miscellaneous Tuition, Career Education Contingencies	3%	3%	5%
	100%	100%	100%



PERCENTAGE SUMMARIES SHOWING WHERE
BUDGET MONEY WAS SPENT 1973-1974

	<u>Chinle Budget</u>	<u>Arizona Average</u>	<u>Balsz Budget</u>
Instruction	38%	61%	67%
Auxiliary Services	42%	18%	13%
Fixed Charges			
Capital Outlay			

In order to operate, Chinle Public School District expends 42% of its Budget in three areas (Auxiliary Services, Fixed Charges and Capital Outlay) while it can afford to spend only 38% in instruction. In other words, Chinle because of its size and location (operating 60 busses, traveling 500,000 miles a year, needs to rent and lease, not able to buy new facilities, need to provide housing for staff, etc.). Spends more money in non-instructional areas than in instruction.



NAVAJO RESERVATION
BIA AND PUBLIC SCHOOL COMPARATIVE PER
PUPIL COST FIGURES - 1973-1974

Operational Costs

Chinle	\$ 1154
Ganado	1400
Window Rock	1286
Tuba City Elementary	1381
Tuba City High School	2110
Kayenta Elementary	1540
Monument Valley H. S.	2084

These Three Districts
operate as combined
elementary and secondary
districts.

Average Operational Expense Per ADA for Navajo Reservation Public
Schools in Arizona \$1565.

Average Operational Expenses Per ADA for Navajo Reservation BIA Schools
in Arizona (excluding dormitory and other non-comparable expenses) \$3200.



BUDGET BREAKDOWN BY CATEGORIES

COMPARATIVE BUDGET FIGURES 1973-1974 ELEMENTARY DISTRICTS

Chinle Elementary (ADA 2259)

Balsz Elementary (ADA 2002)

Administration	\$ 209,250	\$ 167,165
Instruction	1,224,600	1,518,725
Operation	240,483	130,726
Maintenance	134,663	51,341
Auxiliary Services	459,934	80,992
Pupil Transportation (Salaries)	191,533	20,575
Pupil Transportation (Expenses)	110,002	13,550
Fixed Charges	339,624	112,710
Rent or Lease	167,422	3,450
Total Operation Expenses	2,608,694	2,061,662
Capitol Outlay	542,735	98,619
Furniture & Equipment	245,022	29,376
Transportation Equip.	160,763	3,577
Total Expenditure	3,188,930	2,256,582
Total Operational Expen. Per ADA	1,154	1,030



BUDGET BREAKDOWN BY CATEGORIES

COMPARATIVE BUDGET FIGURES 1973-1974 HIGH SCHOOL DISTRICT

Chinle High School (ADA 753)

Apache County H. S. (ADA 756)

Administration	\$ 69,750	\$ 134,162
Instruction	408,200	617,318
Operation	80,161	123,422
Maintenance	44,887	68,186
Auxiliary Services	153,934	127,749
Pupil Transportation	63,844	24,781
Pupil Trans. Expense	36,667	15,260
Fixed Charges	113,209	63,288
Rent or Lease	55,807	5,000
Total Operation Expenses	869,565	1,134,128
Capital Outlay	180,912	75,554
Furniture & Equipment	81,640	12,304
Trans. Equipment	53,588	29,527
Total Expenditures	\$ 1,062,976	\$ 1,240,764
Total Operational Expenditure	\$ 1,155	\$ 1,500



MISCELLANEOUS

1973 - 1974 FIGURES

1. Assessed Valuation Per ADA

Chinle Public School District No. 24	\$ 2, 175
Apache County Arizona Elementary	5, 032
Apache County Arizona High School	56, 400
Arizona Average Elementary	13, 828
Arizona Average High School	33, 267
Balsz Elementary Arizona	24, 694

2. Johnson O'Malley Per ADA (Arizona Figures)

Chinle Public School District No. 24	\$ 212
Ganado Public School District	303
Window Rock Public School District	227
Kayenta Elementary School District	313
Monument Valley High School	1, 163
Sacaton Elementary School District	220
Indian Oasis School District	305
Peripheral Dorm Program	727

3. Total Operational Expenses Per ADA

State Elementary	\$ 831
Chinle	1, 154
Apache County Elementary	1, 173
Apache County High School	1, 499
State High School	1, 106



4. Federal Money Per ADA

Assessed Valuation Per ADA

Chinle \$ 174

\$ 2,175

Ganado 193

5,104

Window Rock 227

2,440

Alchesey 294

2,915

Kayenta 162

16,032

Monument Valley 166

31,577



COMPARISON BETWEEN ARIZONA AND NEW MEXICO FUNDING FOR PUBLIC SCHOOLS

There are a number of significant differences between the State of Arizona and the State of New Mexico as they relate to public school financial support. In order to understand fully and clearly the reason it is possible to use Johnson O'Malley for supplementary purposes in New Mexico while it is impossible in Arizona, one must be aware of the differences in school finance between the two States.

In the first place, in the State of New Mexico, approximately 80% of a public schools maintenance and operational budget comes from State source. In addition, there is a 4.45 mil local levy within the district and an additional 5 mil county levy divided on ADM - regardless of what the school districts generate in terms of assessed valuation. The final amount of operational funding, for those districts which are eligible, comes from Public Law 874.

By contrast, the State of Arizona only provides 30% to 35% of a public schools eminent operational budget from State sources. While the local levy accounts for less than 3% of a public school budget on an Indian reservation.

This means that in New Mexico there are adequate State funds, as well as local and county support to provide for almost 100% of a public schools operational budget. In other words, in New Mexico, there is



enough State generated support in order to know exactly what operational revenue can be counted on.

In the second place, in New Mexico, transportation is 100% funded by the State while in Arizona, up until this year, it has been totally a district's responsibility. This year in Arizona, the new State Finance Law provides for approximately 30% of a district's transportation budget to come from State sources but even then there is no provision as there is in New Mexico for depreciation, type of road traveled, etc.

In the third place, New Mexico public school districts operating all or in part on the Navajo Reservation have some ten times the assessed valuation than their counterpart districts in Arizona. In fact, in New Mexico, districts have not even had to float bond issues to build permanent physical facilities because their revenue for operationa purposes was adequate to provide for all their physical facilities needs. In Arizona, reservation districts have had to rely on extremely limited bonding capacity - due to limited assessed valuation on P. L. 815 which never remotely had adequate funding.

Furthermore, in New Mexico, rarely do school districts have to provide housing for faculty and staff as they do in the Arizona portion of the Navajo Reservation: For example, on the Arizona side, there are some 500 housing units, maintained and operated by public schools; in New Mexico, there are less than 50.



As a result of these and other factors, New Mexico has always been able to use Johnson O'Malley for supplementary programs. This has been because their level of State support has been adequate for their basic needs and they have been able to use Johnson O'Malley for supplementary purposes.

On the other hand, in Arizona, a school district does not receive adequate basic support from the State and must turn to other sources to provide for the basic educational needs of its students. It must be remembered that in New Mexico the primary source for public schools comes from the sales tax while in Arizona it is from a property tax.



REQUEST FOR SUPPLEMENTAL PROGRAM FUNDING

From Chinle School District Number 24

Prepared by

Robert A. Roessel Jr.

Superintendent

October 30, 1974



PROGRAM REQUESTS FOR JOM SUPPLEMENTAL FUNDS

1. Bilingual and Bicultural Program	\$ 258,725.00
2. Parental Visitation Program	<u>384,370.00</u>
	\$ 643,095.00



BILINGUAL AND BICULTURAL PROGRAM

PROGRAM NARRATIVE

I. OBJECTIVE AND NEED

The Chinle Public School District is the largest public school district in the United States encompassing some 7200 square miles in the heart of the Navajo Indian Reservation. It also comprises the largest public school district in terms of Indian enrollment in Arizona and is the fourth largest in the United States.

There has never been a major Bilingual or Bicultural Program in the District and yet about 92% of the students come from homes where Navajo Language is dominant. In recent years, there has been increasingly interest on the part of students, parents, tribal leaders and teachers to develop a program(s) which would be directed at the particular educational needs of the vast number of Navajo students with limited English speaking ability.

The specific objectives of this Program are:

- (1) to develop in-service and pre-service training for teachers and aides to improve their qualifications and ability to teach and reach the target population,
- (2) to work with existing and/or new teachers to add areas and items to the curriculum related to Navajo History, Culture, and Language both in existing courses and where appropriate using new approaches,



- (3) to build bridges between the home, school, and community through the use of Navajo Specialists (Navajo elders and other respected Navajos),
- (4) to build a physical and easily identifiable Navajo Culture Center at each School which can serve as the focus of Bilingual and Bicultural efforts,
- (5) to use the home and the community as a resource and treasure in the teaching and learning of Bilingual and Bicultural Education,
- (6) to develop Programs to improve the listening, speaking and writing of English through use of the high motivating stimulus of Navajo History, Culture, and Language,
- (7) to teach respect for differences in culture and language between and among Navajos and non-Na vajos while at the same time relating to man's universal sameness.



APPROACH

The Chinle Public School District Bilingual and Bicultural Program, shall contain certain areas of emphasis for all schools within the system. Certain other approaches will be limited to the elementary level or to the junior high and high school level.

The pre-service training shall be for all schools (seven) and for all teachers. It shall be directed at providing everyone including parents and students with an understanding of basic principles involved in bilingual and bicultural education as well as the particular characteristics of the bilingual program for the Chinle School District.

There will be a continuing in-service training program for everyone. A major thrust is to teach existing teachers certain basic understandings concerning Navajo History, Culture and Language so they can reinforce and compliment the specific instructions provided by the Navajo Bilingual Instructors themselves. In order for the regular and average classroom teacher to understand, respect and become familiar, in a general way at least, with Navajo life part of the in-service effort will be directed at providing instruction in Navajo History, Culture and Language. Arrangements for granting credit have been made with Arizona State University. An important facet of the in-service training will be providing an individual Navajo family experience for every teacher who has not had such an opportunity. Each teacher will live with a Navajo family for a period of three nights and two and one-half days. The teachers will participate in the regular family activities such as herding sheep,



hauling water, chopping wood, etc. An adequate number of Navajo families from throughout our School District have indicated a desire to participate in this fundamental aspect of our Bilingual and Bicultural Program. Obviously, you can best understand and respect that which you know and have experienced.

Another basic element of our Bilingual and Bicultural Program are those activities which are designed to relate between the home and the school. These community based people have knowledge of Navajo history, past community experiences, and other vital knowledge that is available no place else. By using this reservoir of talent and experience the school and the students gain immeasurably. Also the hard line between the school (being alien and white oriented) and the home (being Navajo oriented) is blended as the school visibly demonstrates it's conviction that the home and the community is a proper source of knowledge and an area about which students need to learn and which the school accepts as one of it's areas of responsibilities.

Futhermore, each school will have a Center for Navajo Culture. This center will be physically located at a particular place on the campus of each school. Depending on the wishes of individual students and parents, one possibility that has been suggested by contacted community members is the construction of a hogan at each school. This hogan will be built by parents and community members. The materials will be provided by this Program. The Navajo Culture Center will be the hub of learning experiences, actually an educational resource center for the Bilingual Program. Instruction in basic Navajo Arts and Crafts will be taught at these Centers: Navajo Weaving,



RESULTS EXPECTED

Short range results expected:

1. Begin the process of breaking down the separation and mistrust between the Navajo homes, community and the school.
2. Better understanding and communications between the home, community and the school.
3. Bringing Navajo language, history and culture into the schools and classrooms of the Chinle Public School District.
4. Construction of seven Navajo Culture Centers, one at each school within the Chinle Public School District.
5. Bringing Navajo parents, grandparents, elders and leaders into the various schools in the Chinle School District.
6. Students will be more knowledgeable in Navajo language, history and culture.
7. Teachers will learn to understand and respect Navajo life and culture.



LONG TERM RESULTS EXPECTED

1. Enhance and improve the self-image of individual Navajo students attending the Chinle Public Schools.
2. Reduce the dropout rate of Navajo students attending the Chinle Public Schools.
3. Enhance and improve the English speaking and writing ability of Navajo students attending the Chinle Public Schools.
4. Reduce evidence of personality problems such as drinking, suicide, drugs and unwed parents.
5. Improved citizenship and more activity in school as well as community officers through a greater degree of involvement and faith in democracy.
6. Develop a vital partnership between the home, school and the community.
7. Develop materials that are by Navajo and for Navajo for use not only in Chinle Public Schools but other reservation schools as well.
8. Develop students who are proud to be Americans and proud to be Navajo.



Silversmithing, Sash Belt Weaving, Basket and Pottery Making, etc. The Culture Centers will be used by teachers in both an observation and participation manner: students will observe as well as actually learn how to do by doing.

In part at least, these Centers will be staffed by parents and other community residents. The actual number of Navajo Specialists employed by the Bilingual and Bicultural Program will of necessity be limited so parental assistance will be absolutely necessary. A mother or grandmother how to weave will be encouraged to come in and teach weaving, spinning, dying wool or whatever during whatever time she can and will.

The academic instructional component will primarily hinge around a network of individuals who have an understanding, respect and knowledge dealing with Navajo History, Culture, and Language. First there will be a Program Director who will have overall responsibility for the Program and it's operation. This individual must be emershed in his or her Navajo Culture. While academic credentials are secondary to understanding and respecting Navajo life: it is expected that a Navajo can be found that has both. Without vision a people perish!

The next group of key personnel consist of five Bilingual and Bicultural Coordinators. These individuals will be assigned to individual Schools where enrollment justifies:



<u>Name of School</u>	<u>Enrollment</u>	<u>Coordinator</u>
Chinle High School	900	Yes
Chinle Junior High School	750	Yes
Chinle Elementary School	950	Yes
Many Farms Elementary School	450	One For
Round Rock Elementary School	250	the Two Schools
Red Mesa High School	250	One For
Red Mesa Elementary School	550	<u>the Two Schools</u>

5 Coordinators

These Five Bilingual and Bicultural Coordinators will be responsible for teaching and/or assisting teachers to prepare units within existing classrooms. In other words, at the elementary level where there are self-contained classrooms the Bilingual and Bicultural Coordinator for that School will do some teaching in the area of Navajo History, Culture and Language as well as helping classroom teachers prepare additional materials and units which each teacher can use in his or her classroom. At present, there is one unit taught in the Public Schools dealing with Indians and this is at either the third or fourth grade. With the help and expertise of the Coordinator, many additional units will be prepared for use in the classroom at all levels. Through in-service sessions with the teachers the coordinators will be able to show where, how, and why other units on Navajo life could be taught by the classroom teacher easily and properly.



The Project has been structured to last five years. It is felt that a Program of this magnitude, reaching some 4,000 Navajo Students, must last for five years if it is to have an impact and succeed.

It would be impossible for a Program such as the one proposed to last but one year. One must remember that in the past most districts on the Navajo Reservation had no interest in bilingual or bicultural programs. Now the interest is there on the part of parents and students. Now a meaningful and in-depth program must be developed - and that takes time.

In our case, Chinle Public School System, there is not the kind of number problem that a district with a lesser number of Navajo speaking students involved. In other words, almost all of the students will be involved - over 90% of these. The non-Navajo speaking students may have the option of participating in the Program if they desire. It is expected that most of those Navajos will want to take part in all aspects of the Program. Also, many of the non-Indians will want to take part from inductions obtained from preliminary inquiries.

Any student who want to participate can participate. Part-time students may take part also as scheduling will be flexible and the Navajo Culture Center at each school will provide a force for all efforts.



BUDGET - PERSONNEL

1	Project Director (10months)	\$ 14,500.00
5	Individual School Coordinator (12 months each) Red Mesa Elementary Red Mesa High School (10 months each) Many Farms and Round Rock Coordinator	60,000.00
21	Navajo Bilingual Specialists (Aides) (10 months) 3 per school	126,000.00
	Program Secretary	<u>6,500.00</u>
		207,000.00
	Payroll Expenses at 14%	<u>\$ 28,980.00</u>
		\$ 235,980.00



TRAVEL

Project Director

400 miles per week x 42 weeks = 16,800 miles

at 15¢ per mile = \$2,520.00

Other

400 miles per week x 42 weeks = 16,800 miles

at 15¢ per miles = \$2,520.00

Perdiem expenses

All Staff - 1 day per week (42 weeks)

x \$25.00 per day \$1,050.00

TOTAL TRAVEL \$6,090.00



EQUIPMENT

8 cameras at \$300.00 each	\$ 2,400.00
8 Tape Recorders at \$350.00 each (_____ quality)	2,800.00
1 Tape Reproduction Unit	<u>500.00</u>
	\$ 5,700.00

SUPPLIES

Office

7 locations and project director's office (8 locations) at 200 per location	\$ 1,600.00
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Navajo History and Culture Supplies (maps, arts and crafts materials and related Navajo Culture center supplies at \$7,000 per location x 8 locations)	56,000.00
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Audio visual supplies (slides, film strips, film, developing, etc.) 8 ocations at \$1,000 per location	8,000.00
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Books dealing with Navajo history, culture and language (using Navajo Community College and Rough Rock's materials) for 8 locations at \$2,500.00 each	<u>20,000.00</u>
	85,600.00



CONTRACTUAL

None

CONSTRUCTION

Minor Remodeling Program	\$ 28,000.00
Navajo Culture Center at each	
School Location \$4,000.00 each	
	\$ 28,000.00

OTHER

1. Consultants, Tribal Elders, 1 per week per 7 locations x \$50.00 a day	\$ 14,700.00
2. Local Transportation 200 miles per month x 10 months x 15¢ per mile	300.00
3. Telephone	1,000.00
4. Food for community meetings (community donate labor, food supplies purchased, school provides plated and cooking equipment) at 1 such meeting per month x 7 locations x 10 months x \$100.00 for food each meeting	7,000.00
TOTAL OTHER	\$ 23,000.00



PARENTAL VISITATION PROGRAM

PROGRAM NARRATIVE

One of the crucial problems facing education on the Navajo and other reservation is attendance. There is a high degree of absenteeism in all public schools enrolling Navajos. While some of this absenteeism may be explained due to weather and road conditions and sickness most of it is not that easily understood.

A student obviously cannot learn what is taught at school if he doesn't attend school. It is probably true that certain absenteeism is due to school not reflecting areas and material of interest to the student; in the past, a Navajo student was unable to learn about himself or his history and heritage at school. This is slowly but surely being corrected. There are Title I, Title IV, Title VII and State Bilingual Program to name a few efforts to correct this gross edficiency in Navajo education. It is to be expected that attendance will improve as students feel schools are not trying to "scrub them white!"

So while it is anticipated that part of the problem will be met by expanded and improved Navajo and Indian Studies type courses involving Navajo resources, it is not correct to assume that the cultural approach will totally eliminate the problem. When one looks at schools that have a heavy emphasis on Bicultural and Bilingual approaches, one still finds problems of absenteeism. When I was at Rough Rock we still had a problem: albeit not as big as other schools; but still a significant problem of absenteeism.



One important untried approach is parental involvement and visitation on a large and sustained scale. Research conducted at Navajo Community College showed a direct relationship between parental knowledge and involvement in the schools with increased attendance and decreased absenteeism. Most public schools, including Chinle, has "community liaison personnel" or "attendance officers" who have the responsibility to establish contact between the home and the school. The community liaison personnel usually check on absenteeism and try to persuade parents to encourage their children to attend school. This program is inadequately funded with usually one such person assigned to a school. It is not a preventive program but one aimed at those who are already absent and its effectiveness is limited.

The following components are ones which will be utilized under the Parental Visitation Program:

1. Bring parents to school to visit as honored guests of school.
2. Requiring teachers to visit the homes of their students on a regular and released time basis.
3. Developing regular programs of community information, via radio, newspapers, etc.
4. Establishing parental advisory groups to work directly with individual schools and on specific problems.

A sustained and broadly based program of Parental Involvement and Visitation would tackle absenteeism where it must be tackled and that is with the parent. Where the parent, the community, the school, and the



student are joint partners in education than and only then will the high rate
absenteeism be substantially reduced.



BUDGET

PERSONNEL

Field workers one per school = 7
Additional Field workers for multi Chapter
Serving Schools 3

Total 10 at \$ 8,000

10 Field Workers \$ 80,000.00

Roving Teachers (To teach when regular teacher visiting homes
of children)

1 per 420 students (slightly more than one
per school) x 4200 students = 10

Total 10 at \$9,000

10 Roving Teachers \$ 90,000.00

Community Information Officer

To serve the entire 7200 sq. mile
Chinle Public School District

1 Information Officer \$ 15,000.00

Secretary 6,500.00

Sub-total Personnel 191,500.00

Payroll expenses at 15% 28,725.00

Total Personnel 220,225.00



MATERIALS AND SUPPLIES

Office	\$ 2,000.00
Public Relation Supplies	4,000.00
Mis. (Stamps, etc.)	1,500.00
Total Materials And Supplies	7,500.00

EQUIPMENT

Desks, Typewriters, Files, etc.	\$ 3,500.00
Camera	500.00
Duplicating equipment	1,500.00
Total Equipment	\$ 4,500.00

TRAVEL

Field Workers (10) 50 miles a day	
x 10 workers x 10 months = 100,000 x 15¢	
a mile=	\$ 15,000.00
Community Information Officer Travel	1,500.00
Per diem Total Staff	5,000.00
	\$ 21,500.00

MISCELLANEOUS

Contingency	\$ 5,000.00
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Grand Total	\$ 258,725.00
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BUDGET - SUMMARY

Personnel	\$ 235,980.00
Travel	6,090.00
Equipment	5,700.00
Supplies	85,600.00
Construction (Remodeling)	28,000.00
Other	23,000.00
Total	\$ 384,370.00



PHYSICAL FACILITY NEEDS

CHINLE PUBLIC SCHOOL DISTRICT NO. 24

PROPOSED BY

CHINLE PUBLIC SCHOOL DISTRICT NO. 24

NOVEMBER 1974



TOTAL IMMEDIATE NEEDS

Chinle High School	\$ 4,050,000
Chinle High School Housing	<u>\$ 270,000</u>

Total	\$ 4,320,000
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Chinle Junior High School	\$ 612,750
Chinle Junior High School Housing	<u>\$ 810,000</u>

Total	\$ 1,422,750
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Chinle Elementary School	\$ 2,967,300
Chinle Elementary School Housing	<u>\$ 1,020,000</u>

Total	\$ 3,987,300
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Many Farms Elementary School	\$ 1,181,000
Many Farms Elementary School Housing	<u>\$ 420,000</u>

Total	\$ 1,601,000
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Round Rock Elementary School	\$ 941,000
Round Rock Elementary School Housing	<u>\$ 10,000</u>

Total	\$ 951,000
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Red Mesa Elementary School	\$	525, 000.00
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Red Mesa Elementary School Housing		<u>840, 000.00</u>
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Total	\$	1, 365, 000.00
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Red Mesa High School	\$	2, 440, 000.00
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Red Mesa High School Housing		<u>1, 200, 000.00</u>
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Total	\$	3, 640, 000.00
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Tsaile Schools	\$	450, 000.00
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Tsaile Schools - Housing		<u>300, 000.00</u>
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Total	\$	750, 000.00
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Total Immediate Educational Needs	\$	12, 767, 050.00
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Total Immediate Housing Needs	\$	<u>4, 570, 000.00</u>
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TOTAL IMMEDIATE NEEDS	\$	<u><u>17, 337, 050.00</u></u>
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TOTAL NEEDS IN FIVE (5) YEARS

Chinle High School	\$ 16,000,000
Chinle Junior High School	\$ 15,000,000
Chinle Elementary School	\$ 4,540,250
Many Farms Elementary School	\$ 307,500
Round Rock Elementary School	\$ 1,375,000
Red Mesa Elementary School	\$ 10,000,000
Red Mesa High School	\$ 16,000,000
Tsaile Schools	\$ 16,000,000
TOTAL NEEDS IN FIVE (5) YEARS	<u><u>\$ 79,222,750</u></u>



BUILDING NEEDS

CHINLE HIGH SCHOOL

Current Enrollment (ADM)	850
Total Classrooms	38
Permanent Classrooms	11
Temporary or Relocatable	27

No Gymnasium

Small Multi-purpose (used as
dining area and physical ed.)

One Science Laboratory
(built as such)

Current Value of Buildings and
Contents for Insurance Purposes \$ 1,637,000

PROJECTED ENROLLMENTS

1975-1976	1035
1976-1977	1190
1977-1978	1368
1978-1979	1436
1979-1980	1507
1984-1985	3746



The Chinle High School has been judged to be the most inadequate high school educating Indian students in the State of Arizona. Over two-thirds of the classrooms are temporary and in below poor condition.

The High School was built in 1963 to accommodate 350 students and even these permanent classrooms were of cheap construction, and were even then inadequate; i.e., only one laboratory was provided, no gym or auditorium, etc.

The Indian Education Center at Arizona State University conducted a study in 1973 which ranked all school districts in Arizona located on Indian reservations as to their adequacy. The Chinle School District was judged to be the "Grossly inadequate in terms of physical facilities and substantially more deficient than the next second most inadequate".



CHINLE HIGH SCHOOL

Immediate Construction Needs

1) 27 Permanent Classrooms Including 2 Laboratory Science Rooms (28,000 sq. ft. x \$35 sq. ft.)	\$ 1,000,000
2) Gymnasium (30,000 sq. ft.)	\$ 1,500,000
3) Auditorium	\$ 1,250,000
4) Building Trades Shop (10,000 sq. ft. x \$30 sq. ft.)	\$ 300,000
Total Immediate Construction Needs	\$ 4,050,000
Total Immediate Housing Needs (9 Housing Units at \$30,000 each)	\$ 270,000

CONSTRUCTION NEEDS IN FIVE (5) YEARS

Entire New High School Complex Including Faculty Housing	\$ 16,000,000
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CHINLE JUNIOR HIGH SCHOOL

Current Enrollment (ADM)	825
Total Classrooms	32
Permanent Classrooms	18
Temporary Relocatable	14
No Gymnasium	
Small Multi-purpose (used as dining area and physical ed.)	
No Auditorium	
Current Value of Buildings and Contents for Insurance Purposes	\$ 1,637,000

PROJECTED ENROLLMENTS

1975-1976	996
1976-1977	1195
1977-1978	1477
1978-1979	1788
1979-1980	2130
1984-1985	5105



The Chinle Junior High is probably the best physical facility in the Chinle District and yet it is totally inadequate in terms of projected growth. In 1974, a fourteen-unit relocatable building was brought in and the older trailers used as classrooms sent elsewhere within the District.

The Junior High was built in 1968 to accommodate 300 students.

The greatest unmet needs in terms of educational programs is for an adequate gym and proper athletic and physical education facilities. At present none of these exist and this absence curtails the educational program.



CHINLE JUNIOR HIGH

Immediate Construction Needs

- | | |
|--|-----------|
| 1) 3 New Classrooms
(2700 sq. ft.) | \$ 94,500 |
| 2) Cafeteria and Kitchen
(13,950 sq. ft.) | 488,250 |
| 3) Athletic Storage Area | \$ 15,000 |
| 4) Renovation and Remodeling
(Enlarge Library and Home Ec.) | \$ 15,000 |

Total Immediate Construction Needs	\$ 612,750
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Total Immediate Permanent Housing Needs (27 Housing Units x \$30,000 each)	\$ 810,000
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CONSTRUCTION NEEDS IN FIVE YEARS

Entire New Junior High Facility Including Faculty Housing	\$ 15,000,000
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CHINLE ELEMENTARY SCHOOL

Current Enrollment (ADM) 968

Total Classrooms 41

Permanent Classrooms 18

Temporary or Relocatable 23

No Gymnasium

Larger Multi-purpose Room (used as
dining area and physical ed.)

No Auditorium

Totally Inadequate Adjacent Playgrounds

Current Value of Buildings and \$ 1, 227, 000
Contents for Insurance Purposes

PROJECTED ENROLLMENT

1975-1976 1036

1976-1977 1055

1977-1978 1163

1978-1979 1284

1979-1980 1394

1984-1985 2364



CHINLE ELEMENTARY SCHOOL

Immediate Construction Needs

1) Expand Nurses Office (200 sq. ft.)	\$ 8,750
2) Enlarge Main Building for Additional Office and Storage (800 sq. ft.)	29,400
3) Expand Kitchen and Freezer	39,000
4) New Bathrooms	21,150
5) Repair Structural Cracks	10,000
6) Roof Repair - Building I	45,000
7) Renovation of Electrical System (Replace wiring with heavy duty wiring - improve lighting)	105,000
8) Upgrade Plumbing	75,000
9) Installation of Cooling System 1 Ton/1,000 sq. ft.	65,000
10) Upgrade Outside Doors and Entry Way	16,000
11) Replacement of Sidewalks in Front of Building I	5,000
12) Convert Teachers Lounge to Storage	10,000



IMMEDIATE CONSTRUCTION NEEDS

Replacement and Rebuilding of Entrance Ways	\$ 6,000
Repair of Structural Cracks	4,000
Reconstruction of Bathrooms	6,000
Bathroom Additions to Existing Principal's Office and Conversion Into Teacher Lounge	4,000
Painting of Existing Permanent Structure-- outside and inside	10,000

ADDITIONAL ITEMS

1) Removal of Maintenance Building out of Center of Playground	25,000
2) Construction of East Side Drainage Culverts	25,000
3) Fencing in school and re-routing main entrance, closing off road going through playgrounds.	90,000
4) Leveling, landscaping and construction of playground facilities	115,000
5) Building steel and concrete barricades on southside of outside basketball courts and faculty parking	20,000
6) Relocation of Maintenance	200,000
7) Sidewalks connecting all buildings	20,000
8) Relocation of Bus Garage	250,000
9) Building a Kindergarten Play Area	20,000

NEW BUILDING

1) Multi-purpose room with high ceilings 16 feet with cooling over existing basketball court with exist asphalt floor as a sub floor. 5000 square feet. \$55 xq. ft. x 5000+	275,000
200 sq. ft. storage space x \$35 sq. ft.	7,000

Replacement for 8 portables (Trailers)
classrooms and 8 outdate relocatable (too small)
or the number of students
 $30 \times 30 = 900 \text{ sq. ft.} \times 16 = 14,400$
+ 16×50 (bathroom) 800
+ 100 sq. ft. storage space 1,600
(cabinets, closets, etc.)

\$ 924,000



Additional Classrooms (at \$55 sq. ft.)

Music Room	900 sq. ft.	
2 Reading Labs	1800 sq. ft.	
Art Room	900 sq. ft.	
1 Developmental Reading Lab	900 sq. ft.	
1 EMR Classroom	900 sq. ft.	
4 Additional Kindergarten	3600 sq. ft.	\$ 495,000

(9000 x \$55 sq. ft. or 26 room unit) all with bathrooms, sinks, work sinks and drinking fountains and heating and cooling (under 9-2 Kindergarten Program)

Total Construction Related to Present School \$ 2,967,300

Total Immediate Housing Needs \$ 1,020,000
(34 housing units x \$30,000 each)



CONSTRUCTION NEEDS IN FIVE (5) YEARS

1) 23 Classrooms by 1979-1980	\$ 1,449,000
2) Addition to Library (1,000 sq. ft.)	\$ 70,000
3) Kitchen - Addition to (500 sq. ft.)	\$ 140,000
4) Nurses Office - Addition to (500 sq. ft.)	\$ 140,000
5) Office - Addition to (1,000 sq. ft.)	\$ 140,000
6) Replacement of 7 classrooms, existing teachers lounge and teachers workroom, two large bathrooms (10,000 sq. ft.)	\$ 700,000
7) Additional storage space (1,000 sq. ft.)	\$ 70,000
8) Acquisition of 10 acres of playground with landscaping fencing, etc., at \$5/sq. ft. based on \$35 being doubled in five (5) years = \$70	\$ 1,091,250
Total Construction Needs	\$ 3,520,250
Total Permanent Housing Needs	<u>\$ 1,020,000</u>
Total Construction Needs in 5 Years	<u><u>\$ 4,540,250</u></u>



MANY FARMS ELEMENTARY SCHOOL

Current Enrollment (ADM)	483
Total Classrooms	23
Permanent Classrooms	11
Temporary or Relocatable	12
No Gymnasium	
Small Very Inadequate Multi-purpose Room (used as dining area and physical education)	
No Auditorium	
Current Value of Buildings and Contents for Insurance Purposes	\$ 577,800

PROJECTED ENROLLMENT

1975-1976	528
1976-1977	550
1977-1978	581
1978-1979	597
1979-1980	618
1984-1985	690



Many Farms Elementary School was built in 1964 to take care of 150 students. In 1965-1966, an addition was made to accommodate a total of 300 students.

This School's enrollment is not expected to prove as much as other Schools and yet over half of its classrooms are in trailers and are by anyone's standards totally inadequate.



MANY FARMS ELEMENTARY SCHOOL

Immediate Construction Needs

1) 14 Permanent Classrooms (12,600 sq. ft. x \$35 sq. ft.)	\$ 441,000
2) Permanent Library	120,000
3) Cafeteria	200,000
4) 4 Restrooms and 2 Showers	160,000
5) Storage Area	50,000
6) Bus and Maintenance Building	150,000
7) Paving (60,000 sq. ft.)	60,000

Total Immediate Construction Needs	<u>\$ 1,181,000</u>
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Total Immediate Permanent Housing Needs (14 housing units at \$30,000 each)	\$ 420,000
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CONSTRUCTION NEEDS IN FIVE YEARS

1) 5 Classrooms (4500 sq. ft. x \$35 sq. ft.)	\$ 157,500
2) Total Construction Needs	\$ 157,500

Total Permanent Housing Needs (5 housing units x \$30,000 each)	\$ 150,000
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ROUND ROCK ELEMENTARY SCHOOL

Current Enrollment (ADM)	263
Total Classrooms	9
Permanent Classrooms	5
Temporary or Relocatable	4
No Gymnasium	
No Multi-purpose	
No Auditorium	
Has Separate Dining Room	
Current Value of Buildings and Contents for Insurance Purpose	264, 000

PROJECTED ENROLLMENT

1975-1976	289
1976-1977	319
1977-1978	351
1978-1979	386
1979-1980	424
1984-1985	624



The Round Rock Elementary School Facility was built in 1958 by the Bureau of Indian Affairs. The School was turned over to the Chinle Public School District in 1964. It was originally built to accommodate 150 students.

The original five classrooms are adequate but in terms of music, art, library or multi-purpose classrooms, there are none.



ROUND ROCK ELEMENTARY SCHOOL

Immediate Construction Needs

1) 4 New Classrooms (3600 sq. ft. x \$35 sq. ft.)	\$ 126,000
2) Gymnasium	700,000
3) Additional Office Space for Principal, Nurse, Secretary, Storage	50,000
4) Paving and Cattle Guards	50,000
5) AV Storage Area	15,000
Total Immediate Construction Needs	\$ 941,000
Total Immediate Permanent Housing Needs (Cooling on 5 permanent housing units)	10,000

CONSTRUCTION NEEDS IN FIVE YEARS

1) 15 Permanent Classrooms Plus Related Facilities (13,500 sq. ft. x \$35 sq. ft.)	\$ 472,500
Plus toilets, library, halls, office, storage, etc.	625,000
2) Kitchen and Cafeteria	300,000
Total Construction Needs in Five Years	\$ 925,000
Total Permanent Housing Needs (15 housing units x \$30,000 each)	450,000



RED MESA ELEMENTARY SCHOOL

Current Enrollment (ADM)	647
Total Classrooms	21
Permanent Classrooms	9
Temporary or Relocatable	10
Has Multi-purpose Room	
No Gymnasium	
No Auditorium	
N _____	
Current Value of Buildings and Contents for Insurance Purposes (includes existing facilities which presently are used by the High School)	646, 250

PROJECTED ENROLLMENT

1975-1976	861
1976-1977	943
1977-1978	1040
1978-1979	1169
1979-1980	1340
1984-1985	1640



Red Mesa Elementary School is one of the better schools in the District. It was built in 1969 to accommodate 250 students. As the District's newest elementary school, it is more adequate than the older schools.

It is an area of great potential growth. With the new High School presently under construction there is a K-12 facility presently in operation with a new high school structure presently under construction which will be completed in 1975.



RED MESA ELEMENTARY SCHOOL

Immediate Construction Needs

1) 13 New Classrooms Plus Halls, Toilets, etc. (11,700 sq. ft. x \$35 sq. ft.)	\$	525,000
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Total Immediate Construction Needs	\$	525,000
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Total Immediate Permanent Housing Needs (28 Housing Units x \$30,000 each)	\$	840,000
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CONSTRUCTION NEEDS IN FIVE (5) YEARS

New Elementary School and Housing	\$	10,000,000
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RED MESA HIGH SCHOOL

Current Enrollment (ADM)	248
Total Classrooms	12
Permanent Classrooms	0
Temporary or Relocatable	12

No Gymnasium

No Science Laboratorys

Small Multi-purpose (share the Elementary
School as dining area and physical
education)

No Physical Education Playgrounds or
Athletic Fields

Current Value of Buildings and Contents for Insurance Purposes	(See Red Mesa Elementary)
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PROJECTED ENROLLMENTS

1975-1976	391
1976-1977	543
1977-1978	587
1978-1979	734
1979-1980	979
1984-1985	1749



Red Mesa High School presently shares facilities with the Red Mesa Elementary School. These schools are located in the Northern part of the Chinle Public School District and eventually must serve a high area of some 1640 square miles.

There is at present (November 1974) a Public Law 815 High School under construction at Red Mesa. It will be completed in the Fall of 1975 and will provide space for 350 students.



RED MESA HIGH SCHOOL

Immediate Construction Needs

1)	Football and P. E. Dressing Room and Facilities	\$	300, 000
2)	Gymnasium (30, 000 sq. ft.)	\$	1, 500, 000
3)	Shop and Vocational Agricultural Building (10, 000 sq. ft.)	\$	300, 000
4)	Cafeteria and Kitchen	\$	240, 000
5)	Student Lounge (4, 000 sq. ft.)	\$	100, 000

Total Immediate Construction Needs	\$	2, 440, 000
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Total Immediate Housing Needs (40 Housing Units at \$30, 000 each)	\$	1, 200, 000
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CONSTRUCTION NEEDS IN FIVE (5) YEARS

Total New High School and Housing	\$	16, 000, 000
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TSAILEE ELEMENTARY SCHOOL (NEW)

Estimated Enrollment (Grades K-5)	150
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Total Classrooms Needed	6
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Multi-purpose Room Needed

Faculty and Staff Housing for Ten

In the Fall of 1975, it will be necessary to open an Elementary School at Tsailee, near the Campus of Navajo Community College. This Elementary School would serve not only the College Community but also the surrounding area in terms of Grades K through 5.

PROJECTED ENROLLMENTS (K-5)

1975-1976	150
1976-1977	223
1977-1978	288
1978-1979	357
1979-1980	431
1984-1985	2880



TSAILEE ELEMENTARY SCHOOL

Immediate Construction Needs

1) 6 Classrooms, Kitchen, Multi-purpose Area, and Office	\$ 400,000
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2) Playgrounds and Equipment	50,000
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Total Immediate Construction Needs	\$ 450,000
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Total Immediate Housing Needs (10 Housing Units at \$30,000 each)	\$ 300,000
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CONSTRUCTION NEEDS IN FIVE (5) YEARS

Entire New Elementary, Junior High and High School Complex - Including Faculty Housing	\$ 16,000,000
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2-28-75

This is a follow up on the Indian (Navajo) situation concerning the take over of the Fairchild electronics plant located on the Navajo Reservation, Shiprock, N.M.

Fairchild Camera Co. held a press conference yesterday and they announced that the employees would be paid through Friday, Feb. 28 and then if the Navajo "warriors" had not left the building, the plant would be closed ^{indefinitely}. The tribes and Fairchild officials had met to reach agreements with the demands but the meeting got out of hand, and it ended with no settlement. The one large demand they are asking is for the plant to rehire the 140 that were dismissed. This really presents a problem to the plant because it has been losing money, and they have cut drastically personnel in their other plants trying to save this one, and this was really as a last resort to dismiss these employees. The Chairman of the Tribe feels that there is money to rehire these people but use CETA money that is under the Dept. of Labor. They claim there is money for this purpose and arrangement. There is another meeting arranged for 1 today but ~~no one~~ there is doubt that this will materialize.



A 14 Thursday, Feb. 27, 1975 THE WASHINGTON POST

Around the Nation

Indians Given an Ultimatum

SHIPROCK, N.M.—Fairchild Aircraft Corp. workers do not leave by Sunday, Fairchild will lay off all re-



Talked to Mr. Ron Esquerra of Bureau of Indian Affairs re the Indians taking over the Fairchild electronics plant in Shiprock, N. M. This is a rather unique situation in that the plant is located on the Navajo Reservation and that the Fairchild Company is the tenant. This is strictly a tribal matter and BIA is only on the scene as a support. ~~Decc~~ Justice Department has sent in a man to assess the situation and it was also understood that the FBI was on the scene although no one could say who had called them in - perhaps this is routine for the FBI. No hostages involved. There has been communication between the Indians and the plant manager -- Indian demands are "the whole bag" -- protesting the layoff of the Indians; better health care, etc. About 100 Indians laid off. 300 were turned away this morning so plant not in operation today.

Plant was built with Federal EDA funds -- and again this is a rather unique situation in that the Indians are really quarreling among themselves. Mr. Esquerra will keep us informed as things progress.

pl.



Art →

13 Keep us advised

Fairchild,

Armed Indians Occupy New Mexico Electronics Plant

In Shiprock, N.M., 20 armed Indians occupied an electronics plant protesting the layoff of Indian workers and inadequate health care in the industrial development of the Navajo Reservation, ABC/CBS reported. They detained two security guards who were later released. They said the Indians had enough supplies to remain for a month.

* * *

Greek Government Suppresses Coup

The seven-month-old Greek Civilian government said Monday it had suppressed an unsuccessful plot which involved less than 30 infantry officers, to restore the military junta to power, all networks reported. The armed forces were placed on alert Monday after the government received word of the plot, NBC/CBS said. Trucks full of soldiers were seen in the streets, but NBC said there was no violence.

* * *

Heavy Snows Blanket Midwest

Heavy, wet snows blanketed the Midwest Monday stranding motorists, closing factories and schools, and cancelling a session of the Missouri legislature, ABC/CBS reported. Seventeen deaths were attributed in part to the storm.

* * *

Department of Transportation Advances Over \$15 Million to Penn Central

The Department of Transportation Monday advanced over \$15 million to the bankrupt Penn Central Railroad so that it can meet its payroll and other expenses pending congressional approval of legislation providing \$347 million in emergency funds for financially troubled railways, ABC reported. CBS said the advance was more than \$20 million, which would cover this week's payroll.

* * *



Don Esquerra 7678-

Denny Art

Local exmt
from Native lands

55' easements (Coal Line)

rights of Access owned by Natives

Ownership