

PROPOSAL WRITING AND PROGRAM DEVELOPMENT
IN THE LUMBEE INDIAN EDUCATION PROJECT

By

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Submitted for fulfillment of
the requirements for
Independent Study -- CMA 499
Spring, 1979

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B

Date:

May 11, 1979

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During my employment as program developer of the Lumbee Indian Education Project of Lumbee Regional Development Association, Inc., beginning in October 1978, I have participated in the development of three different proposals to obtain funding from federal educational institutions and organizations. I have also written numerous news releases, letters, and reports on activities in the Lumbee Indian Education (LIE) Project. The knowledge and experience in journalism and creative writing, which I had gained at Pembroke State University, proved to be invaluable in performing those required tasks.

The tasks which the program developer performs include developing educational materials, coordinating activities in the project, writing reports on project activities, handling special correspondence in the project, and developing reports for publicity. As a new employee with the LIE project, and a novice in the art of proposal writing, I was very surprised to learn that I would have to participate in the development of two proposals, a process that seemed then very complex and sophisticated. I had no idea of which way to turn for help. However, I was given great support, advice, and direction by Janie Maynor Locklear, Director of the LIE Project, and I began to play a major role in the writing of three very important proposals.

I readily adjusted to the routine tasks of the program developer, but proposal writing seemed very difficult and exciting. I soon found that the

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gradual process of developing the proposals reached a climax with the compilation of all the information to be included. There was only a brief period after the proposal was written in which revisions and corrections could be made.

By January 19, 1979, the staff of the LIE Project had completed and reviewed two major proposals to meet the educational needs of Indian students in Robeson County. One proposal called for the continued funding of the three early childhood learning centers currently operated by the LIE Project. The second proposal called for the establishment of a center for the arts to help gifted and talented Indian students of the area develop their skills in communicative arts, drama, dance, music, art, and Native American studies. (Summaries of those two proposals are given in appendix B and C of this report.)

Soon afterwards, the LIE Project Director began discussions with Dr. Robert W. Reising, of the Communicative Arts Department of Pembroke State University, about the dialect of the Lumbee Indians. Dr. Reising had made extensive studies of the Lumbee dialect, but he found that he would have to study a very large number of subjects before he could reach any valid conclusions. Mrs. Locklear had begun work on a Lumbee Oral History project in which certain words and the manner of speech of the Lumbees had been noted. Dr. Reising and Mrs. Locklear agreed on the need for research into the Lumbee dialect.

Through contacts in Washington, D.C., a possible funding source for the proposed study of the Lumbee dialect was found. That source, the National Institute of Education, sent the guidelines for writing proposals for grants in several areas of study. Dr. Dalton Brooks, Director of the Department of Institutional Research at Pembroke State University, and I were enlisted in developing the proposal to study the Lumbee language.

The proposal to study the Lumbee dialect was more difficult to write than the two previous ones because the terminology used in the proposal guidelines was more technical and exacting than that used in previous proposals that we had developed. The proposal development was more formidable also because it involved a request for funds to do a research study and none of the collaborators in the proposal had ever worked on a research grant of the nature and scale of that envisioned in the study of the Lumbee dialect.

My role in the development of the proposal was to take notes during the discussions among the collaborators in the project and utilize information and materials provided by them. I served as a secretary-writer in compiling the ideas and materials presented by the collaborators into a cohesive report that met the guidelines set by the National Institute of Education. I met with each of the collaborators on various occasions to get their suggestions and ideas and to inform them on the progress of the proposal or to solicit needed information from them.

My skills in journalism and creative writing were well used in various ways in working on the proposal. The first problem that I encountered was to master the terminology used in the guidelines set by the National Institute of Education for the proposal. There was also a problem of understanding the materials on research into dialects that the collaborators were reviewing to extract information that would be most useful in the proposal.

To give better assistance in the development of the proposal, I read the book *The Study of Social Dialects in American English* by Walt Wolfram and Ralph W. Fasold, to gain a working knowledge of research into dialects of various ethnic groups. This book gave me valuable insights

into the problems that can be caused by non-standard dialects and the way that language evolves in society,

In many of the discussions among the collaborators, I served as the reporter; I noted all significant parts of the discussions and prepared reports on the ideas or materials discussed, to be included in the proposal.

The writing of the body of the proposal involved following a rigid format similar to the one set for the writing of news stories. The requirements of the proposal guidelines were very stringent. They asked for a thorough, but concise, explanation of the ways and means of executing the research study of the Lumbee dialect.

My skills in copyreading were utilized very frequently as we revised and modified the proposal during its development. When the proposal was nearing completion, I felt that I could have written it from my memory alone, because I had reviewed it so many times. However, each time I read over the proposal I found small mistakes. Even now, I am sure that there are errors in the proposal that were overlooked.

I was the author of the first part of the proposal, which deals with the cultural aspects of the Lumbees and the educational services provided to them. Dr. Reising and I worked closely in developing a prototype of the survey instrument and in designing the passages which the people surveyed will read and react to.

The collaborators on the proposal see it as a necessary study of the problems that are caused by the Lumbee dialect in relation to success in a setting which requires the use of standard English, such as an English classroom or an office job. The study could also destroy some widespread beliefs that dialects spoken by Indians of the Southeastern United States

are barely distinguishable from Negro dialects. The study is also expected to give more strength to arguments of the Lumbees in their quest for recognition by the federal government and the Bureau of Indian Affairs.

The proposal was revised, consolidated, edited, and submitted to the National Institute of Education on March 28, 1979. The collaborators in the proposal have high hopes that it will be funded. (A copy of the proposal as prepared, with the exception of confidential personnel and salary material, is attached as appendix A.)

Since the completion of the proposal to study the Lumbee dialect, the program developer has been very active in working with the public relations of LRDA. I have taken the lead in writing for the LRDA agency newsletter and I have been very active in helping each project of LRDA improve its publicity.

The program developer is now working diligently with Lew Barton, a well known Lumbee historian and local writer, in the completion of the Lumbee Oral History project. In this project, a comprehensive list of words and terms used by the Lumbees is being abstracted from a collection of about 100 tape recorded conversations with senior Indian citizens of Robeson County. From these conversations, a body of information is being gathered about unique cultural practices of the Lumbees.

APPENDIX A

NATIONAL INSTITUTE OF EDUCATION

Teaching and Learning Program

INVESTIGATOR'S PROJECT ABSTRACT

TITLE: The Study of the Lumbee Language

A
Selected Area

INVESTIGATOR(s): Dr. Robert Reising

BUSINESS ADDRESS

AND TELEPHONE: Pembroke State University
Department of Communicative Arts
Pembroke, NC 28372
(919) 521-4214

PROJECT

DURATION: July 1, 1979 - June 30, 1982

TOTAL FUNDS

REQUESTED: \$178,621

ABSTRACT:

Proposal to Study the Lumbee Language

The Lumbee Indians, living in racially defined communities of Robeson County, North Carolina, speak a dialect that is very different from the dialects spoken by the Caucasians and the Blacks living in adjacent communities. There has been no systematic study of the Lumbee language, and no valid conclusions can be made concerning its makeup or the methods of teaching used to alter the speaking, reading, and writing skills of Lumbee students. The proposed research will identify the features of the Lumbee dialect in oral and written discourse, and explain how that dialect relates to success and failure in formal educational settings and in chosen vocations as well as to cognitive processes and cultural perception.

In the research study, Native American fieldworkers will gather oral and written samples of Lumbee discourse. Three hundred and sixty subjects, ranging in age from adolescents to the elderly, will be surveyed, with equal representation from the four predominantly Indian communities of Prospect, Pembroke, Fairgrove, and Saddletree (Magnolia). The study will include subjects of both sexes who vary widely in educational and occupational backgrounds as well as in economic status. The oral and written responses will be studied by trained linguists to evaluate the effects of the dialect on cognition and perception.

The research will help the Lumbees build pride in their dialect. Through it, instructional strategies can be developed to teach Lumbee Indians more effectively. A greater understanding of the effects of dialects and cultural perception on cognition in minority groups will also result.

For over two centuries, visitors to Southeastern North Carolina have marvelled at the language of the Lumbees. Those visitors and the Lumbees themselves contend that the brand of English spoken by the Lumbees is different from the English commanded by the Negroes and the Caucasians of the region. They maintain the Lumbee language is an identifiable and distinct feature of the people, in short, a dialect.

Virtually every facet of Lumbee history and life has been studied and a sizable body of scholarship has emerged. However only a handful of researchers have commented on the Lumbee language, all of them superficially. There has been no complete or systematic examination of the dialect. Only guesswork guides conclusions concerning its makeup and the methods of teaching used to alter the speaking, reading and writing skills of Lumbees.

The problems that dialects pose for students have been studied extensively in Black communities, unique ethnic communities of the North and West; and in some Western Indian groups. However, no research has been done on dialects of non-reservation Indians of the Eastern United States.

The proposed research study would identify the characteristics of the dialect of the Lumbees and determine some of the ways that it adversely affects literacy in the Indian population. The study would show how these characteristics are reflected in the reading and writing performance of Lumbees.

Cultural Aspects of the Lumbees

There are about 40,000 Lumbee Indians living in and about Robeson County, with most of them living in geographically determined and predominantly Indian communities. These Native Americans exhibit unique cultural characteristics that set them apart from their White or Black neighbors. For the most part, they attend predominantly Indian churches and predominantly Indian schools.

(See Appendix B)

While historians debate the origins of the Lumbee communities, the strongest argument is that these Native Americans are the descendants of an amalgamation of southeastern Indian tribes, with a pervasive belief that strong White influence was introduced through the survivors of the "Lost Colony" of Roanoke.

While the origins of the Lumbee are debateable, the fact that they speak a unique dialect has been suspected for the past two centuries. In commenting on the Lumbees in 1911, Hamilton McMillian, an historian, wrote, "From the earliest settlement in Robeson County, the Croatans (Lumbees) have occupied a large territory, principally along the Lumber (Lumbee) River.... When first known to the early White settlers in this region they spoke English, and in many instances have English family names identical with those of the "Lost Colony" of Roanoke. They have in common use many English words which are now obsolete in English-speaking countries, but which were used in the days of Chaucer. In addressing a stranger, they use the old Saxon word, Mon. They speak of houses as housen and use mension for measurement." Dr. Stephen B. Weeks, a professional histroian publishing in 1891, was another authority who identified the uniqueness of Lumbee speech.

The Native American of eastern North Carolina were accepted as freemen prior to 1835. They voted, attended such white schools as then existed, and enjoyed all the rights of citizenship. In 1835, a North Carolina constitutional revision stripped them of these privileges, launching them into a half century that has been called the "dark ages" for Native Americans in North Carolina. Native Americans turned inward as they were left without formal education, their chief source of upward mobility.

Because of racism, deprivation caused by the Civil War, and Indian policies in North Carolina, the Lumbee Indians were drawn together by the Lowery Uprising, which lasted from 1864 to 1874. In the racial struggle, Henry Berry Lowery emerged as the popular leader of the Robeson County Indians and led a fight for the rights of his people. The Uprising brought about the deaths of many people and innumerable robberies, including a raid on a sheriff's office.

From 1776 until 1886, there were no schools for Indians in North Carolina. In 1885, the state legislature gave the Lumbees separate schools and a separate school census, and in 1887 it provided a Normal School for the education of teachers of their race. The local schools were staffed largely by Indian teachers, educated largely in the Indian college which has grown into Pembroke State University.

The Indians of Robeson County have a strong sense of identity which is not readily apparent in viewing the people or their environment. Professor Adolph Dial, an historian in the American Indian Studies Department of Pembroke State University, made the following comments on the unique culture of the Lumbees:

"The Lumbees by whatever name they were called... have been

known, recognized and mistreated as Indians by their surrounding White communities....Although it is true that the Lumbees have no visible "Indian culture"....outward manifestations are not the only way to determine the ethnic identity. There are traits which are characteristic of American Indians which are still found in the Lumbee community despite the tremendous cultural impact of whites in the past. No one who really knows the Lumbee people can possibly deny their firm attachment to the land, nor fail to note their inherent religiousness, nor dismiss the sense of unity that exists when outsiders pose a threat....While it's true that many minorities are protective-minded, Indians, including the present day Lumbees, are notoriously individualistic until some external danger overrides this characteristic and causes them to function as a unit, a phenomenon anthropologists refer to as 'the massing effect.' Thus, Lumbees are Indian because of their history, their self-image, their status in society, and in many of their characteristics."

The so called 'massing effect' was well demonstrated in the confrontation between the Lumbees and the Klu Klux Klan in January, 1958. The Klan's rally in a field near Maxton was broken up by a huge crowd of Indians who encircled the White antagonists. The Indian ended the rally and virtually eliminated the Klan from North Carolina.

In commenting upon the nature of the Lumbees, Dr. Waltz Maynor noted "We are a land based people with close ties to nature and the seasons, and we tend to depend upon them for vitality. Native Americans experience a close comradeship toward our own people and we tend to be indifferent toward people who don't share our views. While our isolation to a great extent has been enforced it is some-

times self-determined because of a lack of an associate outside the Indian community."

Educational services to Lumbees

The Lumbees attended separate Indian schools until 1970, when they were integrated with White and Black students under an HEW desegregation compliance order. Before then the schools were supervised by the Robeson County School system, which created Indian school districts, appointed Indian school committees, established Indian schools, hired teachers, and oversaw the schools.

The Lumbees struggled long and hard to obtain, at best, a sub-standard educational system for their children. Their school houses were built with minimum state authorized monies and with funds raised by the Indian people themselves through special programs and events. Books and supplies were always in short supply. One retired Indian high school principal has said: "The Indians always got what was left over--the oldest and most tattered books, blackboards and equipment."

Educational services of the Lumbee Indians have been spotty and based pruely on the state's accredited program requirements until the decade of the 1970's. Although the Lumbee schools were separate from those of the Blacks and Whites and were staffed by Indian teachers and administrators, the school curriculum was an inferior version of the White schools' because of the state requirements. Lack of adequate school monies, inaccessibility of schools, and economics pressures on Indian families caused the educational programs among the Lumbees not to be effective.

Since the administrators and teachers in the Indian schools

tended to be natives of the school community in which they worked, the dialect of the community persisted through the schools. The small community schools are still common fixtures of the Robeson County Educational system.

Robeson County now has six separate public school systems in which 26,000 students are educated through 13 different high schools. The rural and small town students are educated through the Robeson County Board of Education while students of the four larger towns and the city of Lumberton attend the city school units in their respective areas. The Robeson County Board of Education has 13,000 students who are educated through eight high schools. School officials admit that most of the high schools are too small to offer an adequate curriculum, and extensive plans have been made for the consolidation of the smaller predominantly Indian schools.

With the advent of desegregation, the County schools were integrated mainly with respect to the White and Black populations. Because of their irregular school district lines and the persistent opposition to desegregation of the Indian communities of Prospect, Saddletree (Magnolia), Fairgrove, and Pembroke, the schools in those communities remain predominantly Indian. Attempts at consolidating the small high schools into tri- racially balanced senior high schools located to some extent outside the Indian communities have been met with stiff opposition from the Indian communities. (See Appendix B)

In the 1978 competency test of high school students in North Carolina, the students of the Robeson County school system scored at the bottom in the state. The small predominantly Indian schools had extremely high numbers of failures. The Lumbee dialect appears to be a major factor in the low scores of the Lumbees as compared to other racial groups in the state.

Needed Research in the dialect of Lumbees

The research study should be done in the near future to record, study, and measure the extent of the earlier British phonological, lexical, and grammatical features existing in the elderly and in isolated segments of the Lumbee population. Those speech patterns noted by historians in the past may be changing under the pressure of the language disseminated through the mass media (e.g., radio, television, and newspapers).

The earlier British features, like the remnants of the one or more Indian languages which the Lumbees once commanded, are doubtless reflected in the speech of the children or descendants of those Indian families that have lived in the Lumbee communities for generations. The relative perserverence of the unique Lumbee features and their progressive evolution into more modern or Standard English features would entail a major part of the reserach study. The study could yield valuable information about the evolution of language.

The study will approach writing as a process by which Lumbees generate and reflect the characteristics of their dialect. Research into the Lumbee language will also lead to a better understanding of the varied means of literacy in a tri-racial setting and the different domains of activity of the basic skills involved. It will show, too, some of the different ways that children, youth, and adults acquire and apply speaking, reading, and writing skills.

The project will be the first of its kind among non-reservation Indians of the Eastern half of the United States. Its applications can be utilized nationally and, most certainly, in the Southeast. Its application will be invaluable to the U.S. Office of Education through their presently funded Right to Read Programs and Adult Basic Education Programs.

The design and implementation of the research study will be evaluated and analyzed by educators, psychologists, anthropologists, linguists, counselors, historians, and statistical analysts of Pembroke State University, North Carolina State University at Raleigh, and the University of North Carolina at Greensboro, and by Indian Education specialists of Robeson County schools and the Lumbee Regional Development Association. The data collected will also be compiled, analyzed, and evaluated by these professionals (a list of the consulting professionals is given in Appendix A).

The research materials forthcoming from the study will be immense and diversified. With the findings that are anticipated, effective instructional materials can be designed to better educate teachers in the recognition and treatment of language skills of students with non-standard dialects.

The most important outcome of the study, however, is that the research will define meaningfully and scientifically the language characterizations that are distinctively Lumbee, and thus will provide a solid foundation for future research, linguistic, cultural, and psychological.

Ideas guiding the research

The proposed research into the Lumbee language will identify:

1. The process of evolutionary changes accruing in the Lumbee language as reflected by differing age groups.
2. Dialect interference affecting the cognitive functioning (e.g., information process, symbolic thinking and reasoning) of Lumbee children and adults.
3. Evaluative methods appropriate for assessing the psychological, linguistic, cognitive, social, and emotional functioning of the Lumbees as revealed by phonological, lexical, and grammatical variables.
4. Strategies Lumbee children and adults employ to cope with the stresses and strains of language conflict (Lumbee language versus Standard English).
5. Longitudinal studies appropriate for determining sequelae for the cognitive, social, and educational functioning (e.g., problem-solving, peer-interaction, and early reading) of the Lumbees.
6. Intervention strategies (i.e. psychological, social, educational) appropriate for the amelioration of language interference in classrooms, kindergarten to post-secondary, and in occupational settings in which Lumbees find themselves.

References for the Research Project

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Procedures to be used in surveying the Lumbee Language

A survey instrument will be designed and evaluated by the consulting professionals in collaboration with education specialists of LRDA. The instrument will be tested for its effectiveness upon a small non-target population before it is implemented in the four predominantly Indian communities of Pembroke, Prospect, Fairgrove, and Saddletree (Magnolia).

The survey instrument will be designed to elicit valid samples of Lumbee speech, reading and writing characteristics from a population representative of the sex, age, educational status, socio-economic status, occupations, and geographic location of the Lumbees in the four communities. Four Lumbee fieldworkers will be hired to administer the survey instrument in interview situations that will enhance the possibility of eliciting natural, spontaneous, and complete responses to the parts of the survey instrument.

The administration of the survey instrument will be reviewed periodically by the key researchers to insure that the procedures defined by the consulting professionals are being followed.

The information compiled will be processed and analyzed by the key researchers, who will draw conclusions about the nature of the Lumbee language. Research findings will be disseminated to the Lumbee population, to educators working with Lumbee students, and to other educators interested in dialect, language, and their impact culturally and cognitively.

Design of the survey instrument

In the initial phase of the research study, the key researchers and the Board of Directors of LRDA will recruit and hire a person, preferably a Lumbee Indian, who is knowledgeable of the features of the Lumbee dialect and culture, to serve as the coordinator of the project. This person will be given intensive training

in the nature of linguistic studies and survey methods used in researching dialects and cognition in speaking, reading, and writing. Three persons, two females and one male, are presently under consideration. All three hold university degrees and have studied linguistics, American Indian Studies, psychology, sociology, and education.

Offices for the staff of the research project will be secured, and consultation with the key researchers and consulting professionals will begin. From the consultation and discussion among the researchers, a final draft of the survey instrument will be developed along the lines of the prototype described later in the proposal.

It is envisioned that much of the research can be conducted with the help of programs and offices of LRDA. The agency has extensive contacts in the four target communities and regularly interacts with all levels of those communities through its educational and social service programs. Client profiles and other assistance that would be readily available through the offices of LRDA could prove invaluable to the research project. For example, the agency offers two educational programs that reach Indians of various ages, sexes, socio-economic status, and geographic locations. These various offices would be employed to facilitate the administration of the survey instrument and to avoid the problems that are typical of most dialect research studies. Those problems result from the natural reluctance of subjects to respond when confronted by research fieldworkers who are from distant locations, alien to the community, and unable to relate to the cultural, socio-economic status of the survey population.

Prototype of the survey instrument

Four Native American fieldworkers will make a thorough survey of the Lumbee dialect in the four predominantly Indian communities of Saddletree, Fairgrove, Pembroke and Prospect. Samples of Lumbee discourse will be taken, tests of reading cognition will be made, and examples of cognition as reflected in essays and narratives will be compiled. The communities will be surveyed according to the graph below:

GRAPH OF THE SURVEY POPULATION

AREA	Age & Grade Levels					Age 20+			
	4	7	10	12	20+	30+	40+	60+	75+
Pembroke	10	10	10	10	10	10	10	10	10
Prospect	10	10	10	10	10	10	10	10	10
Magnolia	10	10	10	10	10	10	10	10	10
Fairgrove	10	10	10	10	10	10	10	10	10

The survey instruments will be administered in local civic centers, at appropriate worksites, in community schools, and in other relaxed environments to elicit spontaneous and natural responses from the subjects. The fieldworkers will balance all factors to minimize the "observer's paradox"; that is, "to obtain data most important for linguistic theory, we have to observe how people speak when they are not being observed."

Prior to the fieldworkers' administering of the survey instrument, each subject will be informed of the nature of the study and instructed to give thorough responses to the questions and other material presented. The fieldworkers will employ tape recorders to gather oral samples of the subjects' speech.

An example of the reassuring statements that a fieldworker will make to a hesitant subject is: "We are interested in the way the Lumbee Indians speak

to each other and write about things. We are conducting a survey of Indians in Robeson County to find out more about how people talk, write, read, and think. It is very important to research in education that we find out more about how people of different ethnic groups and cultural backgrounds speak, write^d and think. The kind of study that you will participate in is being done in many regions of the United States, in New York City, the Smokey Mountains, among Blacks of various states, and among some Indian tribes of the west. For the best results in our study, it is most important that you act spontaneously and naturally and respond to each part of the survey to the best of your ability. Some of your conversation will be taped. If you have any fears about talking into a recorder, we will make a few trial runs so that you will feel more relaxed."

The initial part of the survey unit will consist of a questionnaire that will be completed by the fieldworker and the test subject. On the questionnaire the fieldworker will record the characteristics of the subject that serve as key variables in the study.

The second part of the survey unit will consist of three passages wherein the subject will be asked to read three versions of the same material written in three different modes (description, narration, and exposition/argumentation). The subject will respond to a list of strategic questions after reading each passage.

The third part of the survey will consist of a conversation between the fieldworker and the subject about the material in the passages. The conversation will be taped. The fieldworker will elicit about 10 minutes of discussion from the subject.

In the fourth part of the survey, the subject will write a passage of at least 100 words about the material presented in part two. The fieldworker will give no

guidance to the subject in preparing the passage, If the subject is not capable of writing an essay, the fieldworker will ask him or her to talk about the passages at length, without prompting by the fieldworker, for about five minutes. In this part of the survey, the subject will not be able to refer to any written material presented and available in earlier sections of the survey.

In the last part of the survey, the fieldworker will complete a questionnaire about discourse apprehension of the subject. The subject will be instructed to keep confidential all information that he has about the material presented in the survey.

Design of the passages in the survey

The three passages in the survey instrument will be validated as to their effectiveness through extensive review by consultants and will be tested upon twenty teachers in the Robeson County school system. They will be asked to grade each passage and comment on its characteristics on a scale.

Design of the passages will reflect difficulty that is inherent in written discourse, with narration as the most easily understood mode, description as a more difficult form, and exposition/argumentation as the most difficult to understand and comprehend. All three passages will focus on the same subject, something familiar to the Lumbees (e.g., the Lumbee River) and/or someone well known to them (e.g., Henry Berry Lowery).

The passages will be designed to investigate the following hypotheses:

- 1) There is significant correlation among the mode, mental organization, and extent of recall.
- 2) The most complex version is hardest to read aloud and causes most mistakes.
- 3) The most complex version will be recalled less clearly than the others.
- 4) The recall protocol for the version that has the most complex syntactic structures will be most disorganized.
- 5) The test subject will be forced mentally to reorganize the most complex version.

Sentence complexity will also be arranged in the passage to test the cognition of the subject as affected by sentence structure. In the graph of the design of the passages, the sentences can be designed thus: I = simple sentence with one T-unit; II = compound sentence with two T-units; and III = complex sentence with two T-units.

One Possible Design of the Passages

<u>Sentence Number</u>	<u>Narrative</u>	<u>Descriptive</u>	<u>Expository/Argumentative</u>
1	I	I	I
2	II	II	II
3	III	III	III
4	I	I	I
5	II	II	II
6	III	III	III
7	I	II	III
8	I	II	III

The writing samples will be analyzed in terms of the following variables judged by the researchers to reveal the interrelationships among syntax, retention, and cognition: 1) Length of the essays in terms of total words and in terms of number of T-units; 2) Number of paragraphs; 3) Words per paragraph; 4) Syntactic maturity in terms of words per T-unit; 5) Number of sentence control errors (fragments, comma splices, run-on sentences, subject-verb disagreements); 6) Number of spelling errors; 7) Level of abstraction of each T-unit; 8) Dominant mode of each writing sample.

The speech samples collected will be analyzed equally appropriately. Measures employed by Loban and/or Deese will be incorporated.

Objectives for research in the second and third year

In the second year of the research project, contrastive studies of the Lumbee language will be made, comparing it to the language of Blacks and Whites in adjacent communities and to a non-reservation rural tribe of Indians located in the Southeast, possibly the Catawba Indians of South Carolina.

The comparison study of the Lumbee language with the language of Blacks and Whites in Robeson County would prove that the Indian speech is unique and is not an admixture of the two. It would disprove some commonly held beliefs that the speech of Indians of the Southeast is barely distinguishable from that of Southern Blacks and Whites.

The comparison with the Catawba Indians should reveal some similarities that may be common to many rural non-reservation Indians of the Southeast. The Catawbas and the Lumbees share many characteristics, such as a rural environment, a low socio-economic level, and life in predominantly Indian communities. Although the Lumbees lost the major elements of ancestral Native American speech long before the Catawbas, the comparison study should reveal much information about the nature of language acquisition among Native Americans. The similarity of Lumbee speech to that of other Native Americans has been noted by Dr. Robert Thomas, a Cherokee anthropologist of Wayne State University, Michigan, who stated, "It's not necessarily the way that Lumbees speak, but the way that they put words together to make sentences and the meaning placed on words, that makes me think that they learned English as a second language."

In the third year, the research project would identify materials and strategies for the amelioration of language difficulties created by the "dialect clash" commonly felt by Lumbees and other rural Indians in their communications with speakers of standard English. Particular attention would be given to the identification of conceptual schemes that will aid Lumbee school students in

scoring higher on the state's mandatory competency tests of literacy, and maintain better educational achievement overall. Protocol for the study of language of Indian groups will be created and disseminated.

With the information obtained through the research, teaching and demonstration models can be set up through Pembroke State University and/or the Robeson County Board of Education to help teachers provide effective instruction to Indian students.

Available Facilities and Arrangements

The research into the Lumbee language will be made through the auspices of Lumbee Regional Development Association, which was chartered in 1968 to analyze and develop solutions for the education, health, economic, and general welfare problems of about 40,000 rural and urban Indians in and around Robeson County, North Carolina. LRDA has developed a structure with a Board of Directors, who are Native Americans elected by the Indian communities, an Advisory Council, and Advisory Committees which give advice and support to projects and activities sponsored by the organization. The LRDA Board of Directors has approved the research project and will support the study.

In-kind contributions for the research study from LRDA will include centralized bookkeeping, internal evaluation, and regular reporting to the Board of Directors. Administrators of LRDA will periodically review the project to ascertain that it is proceeding according to plans, and the Board of Directors and advisory groups will give valuable insights into executing the study in the Indian communities.

The LRDA Board of Directors has a member on the North Carolina State Board of Education and a member who is Chairman of the Robeson County Board of Education, who will facilitate the work of the study in their respective capacities.

The LRDA is housed in three buildings that can also accommodate the offices of the staff of the proposed project. The offices are located on the main street of Pembroke, approximately at the geographic center of the target communities as shown in the map in appendix

Pembroke is regarded as the Indian cultural, educational, and trade center by Lumbees of Robeson County. It is the home of Pembroke State University, a major university of the University of North Carolina System, of Pembroke Senior High School, the largest high school in the Robeson County School system; Pembork Junior High School, the largest junior high school in the County system; and Pembroke Elementary School. It is indeed an educational park.

The Communicative Arts, Sociology, and American Indian Studies Departments of Pembroke State University will be very supportive of the proposed research. The University and LRDA have a long standing relationship of cooperation and mutural participation in related projects. Educational specialists of Pembroke State University are regularly employed as consultants in key projects of LRDA.

APPENDIX B

LUMBEE INDIAN EDUCATION

On January 26, 1979, Lumbee Regional Development Association submitted a proposal for the continued operation of three learning centers for pre-school aged Indian children to the U.S. Office of Education under Public Law 92-318, Title IV, Part B, Subpart B and D. Lumbee Regional Development Association requested about \$250,000 per year to provide an educationally and culturally reinforcing early childhood and parental involvement project in a three year program.

The objectives of the proposed program are: (1) to teach Indian and American culture in the centers to enable the students to develop positive self concepts; (2) to give the students instruction in language arts, math, and science; (3) to detect and help treat physical or mental disabilities of the students; (4) to involve the parents of the students in the management and operations of the centers, through meetings, lectures and a career awareness program. The program will use an experimental method of teaching based on the theories of child development, of Jean Piaget, in two of the three centers.

In the proposal, the need for the Lumbee Regional Development Association Early Childhood Education program was demonstrated with an overview of the problems affecting Native Americans in Robeson County, one of the most economically and educationally disadvantaged areas in the U.S. The weaknesses of the Robeson County School System, in which 60 percent of the students are Indian, were revealed by recent state competency testing, wherein the students scored at the bottom in the state. This reflects the extremely low scores of the county's kindergarten age students on the Test of Basic Experiences.

As indicated in the proposal, Lumbee Regional Development Association's Early Childhood Education program is sorely needed in Robeson County. Through it, experienced and qualified personnel will be used to give Indian children the instruction they need for successful entrance into public schools.

APPENDIX C

LUMBEE RIVER NATIVE AMERICAN CENTER FOR THE ARTS

On January 26, 1978, Lumbee Regional Development Association submitted a proposal for the creation of a center in Pembroke for young, gifted and talented Indian artists. An application was made to the U.S. Office of Education, under Public Law 92-318, Title IV, Part B, Subpart C, requesting about \$230,000 annually to operate the Lumbee River Native American Center of the Arts, in a three year program.

The proposed Center would offer courses in visual arts, dance, drama, Native American studies, communicative arts and music (both voice and instrumental) to Indian students of grades 7-12 in Robeson County. These areas of instruction are sadly lacking in the Robeson County School System, which had about the highest failure rate in the state on the recent competency test of its 11th grade students. In this system, the high achieving student suffers along with the remedial student. The gifted and talented student does not receive instruction on his level and has no means to express his artistic talents and ideas.

The proposed Center would provide unique educational experiences to about 150 gifted and talented Indian students, during the regular school year, and would serve about 200, in a summer session. In the second year of operation, the Center would audition Indian students from throughout North Carolina, and in the third year, participants from all over the eastern United States. The Center would encourage students to continue their education or enter a profession in the area of their gifts and talents. It would provide rewarding artistic and cultural experiences to the public in Robeson County. The Center would serve as an artistic, cultural and educational center to foster leadership and creativity in the young Indian artist and would be a catalyst for developing art in Robeson County.