

American Indian Oral History Collection  
Transcript Record

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1  
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AMERICAN INDIAN HISTORICAL RESEARCH PROJECT

University of New Mexico

Tape Number:

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Tribe: ANGL O

Miscellaneous

Informant: John Caton

Informant's home address: Albuquerque, New Mexico

Band or Clan: n/a

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Field Worker: Margaret Szasz

Date of transcription: March 14, 1972

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Coordinator for Special Indian Programs for Albuquerque Public Schools  
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MISCELLANEOUS  
John Caton (anglo)  
By Margaret Szasz  
March 2, 1972  
Side Two

- Coordinator for special indian programs  
for Albuquerque Public Schools  
- Johnson O'Malley and bordertown programs  
in Albuquerque Public Schools

Q. Well the buildings come from 815 don't they?

A. Well...

Q. They are supposed to theoretically?

A. I don't really know, 874 monies for example in Alamogordo New Mexico, Los Alamos, places that are federally impacted...as I understand these things those people were classified and school districts draw money on them so that those people don't pay taxes, they are brought in from out of state impacted areas...haven't been there to accumulate taxes and funds come in to help the school district to support itself. Whether the monies go for buildings or teachers, how they spend them I have no idea...

Q. Okay, so we will concentrate on...

A. I am not a finance man and don't know what the word is on that...

Q. Okay...this is an interview with John Caton and it is second march... and I am Margaret Szasz...Okay...before we launch off into your JOM and Bordertown programs...I am always interested to know how people get into this business of Indian education...specifically, now you have a long background with APS schools is that right?

A. I have been here about 20...25 years...

Q. How did you find yourself in this position of coordinator of special programs for Indian education...

A. I have been in the system since WWII or been working and about fourteen



years ago, the Bordertown program started...the BIA found many youngsters on the reservation and they could not really get into school. Isolated families that lived so far from school and no roads...that they couldn't bus them into reservation schools whether public or BIA schools, they couldn't get them there...and then as the extended family begins to break down among our Indian people...or Anglo people or Spanish American people...but taking care of our own, let the government do it...and of course these things break down there are social welfare cases on the reservation that don't really have a home...so a dormitory situation is necessary...and some of those children come into Bordertown programs...and this is the way that Bordertown programs were formed, kids that for some reason could not get into a school close to home...come to Bordertown...Bordertown meaning the schools on or near the reservation, or near a city...border of the reservation is what it implies...

Q. Right...

A. Not border of New Mexico...but these youngsters were in a rather unfortunate position in most cases of not having stable home life or being so isolated that education was difficult. The BIA tried to find a way to take care of them. They contracted with three New Mexico schools and I think there are four or five in Arizona and maybe one in Colorado...that have what they call Bordertown schools...kids live in BIA dorms...dormitories and attend public school where that dorm is...It has been here a long time, but my first contact with these kids in school was in this program. There was a group in school with my children...at Monte Vista Grade school...



Q. Oh, that is where my children go...

A. That...I have always had an interest in the Indians of this area... I've worked with them in the fields...they do form labor work and I am a farmer and there are always some of these people coming over to where I was raised in the fields, and as a kid I worked with Navajos and Pueblo Indians and in the broom corn fields in eastern New Mexico, fully grown corn and this sort of thing and so I knew the Indians when these kids got to grade school they were classmates of my two boys and they started making friends with these kids and we had them home for dinner once in a while and picked up a few of the kids buddies and take them to a movie, you know this sort of thing and the interest started in these kids in school...But I had no real close ties until I was stationed at Del Norte high school which is one of our schools that has the bordertown kids. There are nine of them, one grade school two junior high four junior high and four high schools, that have their kids now...Working as a counselor in that school, Miss Allen, another counselor and I both interested in Indian kids already became aware that these kids were in more trouble academically than any of our kids in school. So we got a special interest in this and started looking for ways to get some help for them...

Q. They had, at that time, no help at all?

A. ...They still don't have!

Q. Okay...

A. Well I take that back...we were able to, this September makes the

second year that \$14,400. was allocated from the general fund into our night tutorial program to help with the Title I funds... We had written a Title I program about five years ago to do some spring tutoring and summer school work...to try and help these kids. But this was really the start of my interest, was I, the big push when we hit that school. We started hitting central office for...I can't give you something about it, because we felt that there was sufficient funding to provide some supportive education for these kids, because they were way at the bottom of the ladder All testing shows Gringos, Anglos, Chicanos, Negros and Indians in that order in academic achievement...It is not because of brains in any group, because of opportunities, language problems, poverty problems, not culture problems...culture doesn't makes me difference though...It does not because an Indian from India has his culture... but with enough help he will become an educated man, you know... Culture isn't it...One of the big things that Americans won't accept is the Indian culture. They'll except the Chinese, the Indian, the African from Africa...They will accept foreign culture, but they won't accept the native culture...as being worthwhile...That is part of the problem. So we are going to work on it to see if we couldn't get funds that we thought were available...

- Q. This is in the '60s by this time you were in the '60s right?
- A. Oh yeah, in the '60s...actually I guess it has been seven or eight years, my first contact with central office...to try to shake...I've been on this job for three years as coordinator...About seven or eight

years ago that I first made contact to see about it...We were always assured that there were no extra funds...although we know that the Federal Government fully funds the bordertown program...pays full tuition costs. Then the school district also draws some state support on these same kids, whatever state support is and it is gradually creeping up you know...Maybe seven years ago it was 350 dollars and now it is 430 per head...something of that kind. So we thought we could probably find a way to get some of these money's put into special supportive staff which is the only way I know of to help the kids...

- Q. Were there any, at this time when you first started going to central office was there any accounting of funds or did they just go into a straight general budget?
- A. The state support monies and the tuition costs went into the operational funds...
- Q. Both the BIA money coming directly for the bordertown students and the JOM...?
- A. It still goes into the funds except that for the second time this September, the central office granted us \$14,000 towards our night tutorial program and it is certainly possible to say that my salary as coordinator of special Indian education projects...is paid by the operational fund too...so it could easily be...sure it can come from that extra money...
- Q. But your initial salary...three years ago was the first definitive money that was allocated specifically for Indian students...



A. Towards the bordertown students?...

Q. Yeah I am referring to the bordertown students...the

A. The Johnson O'Malley program is the same way...it started at the same time. What happened with this is that...I didn't even know that the Johnson O'Malley children, the Canoncito Navajos that we bussed in and the Isletas that we bussed in, I hadn't even been in those schools and didn't know that they were there. I wrote a little program to try and get help for the Bordertown kids...and I couldn't but Mr. Nelson of the central office, curriculum specialist or something...I don't remember his title...he said Johnny, I think we can get this program with Johnson O'Malley funds because there was \$60,000 of Johnson O'Malley money in the budget at that time, in the operational budget...not identified and not being spent in the program. So we did add a counselor for the Canoncito project...and two language arts specialists who worked with the grade school junior high, and high school...

Q. This is when you came on the job?

A. Yes mama...and the counselor for the Isleta...and a reading specialist for the Isleta group at one junior high and high school. We got a program started with the idea that came from trying to get it for the bordertown, we got it into the JOM...Now I am using the JOM program to show that it works to try to get help for the bordertown still.

Q. Why do you think...if I have interpreted you correctly...why is it easier or why were you able to get the JOM funds specifically allocated before the bordertown?

A. I think it is simply a matter of and this is knocking APS, you know

Q. I don't care...

A. Johnson O'Malley money, the \$60,000 we had the year previous was sixty thousand before we got started. I don't know what it was the four years ahead of that...a similar amount you know, though smaller ...as things started creeping up. But that money comes from the Indian division of the State Department of Education, to our school system and it is called supportive education money...Okay, it was not designated on our books and being spent, but it came into the budget with a name that implies that it should be used, right?

Q. Yeah...

A. That made it very easy...you see...easy? It made it possible to convince central office that if we wanted to continue to receive this kind of funding, they had we probably better get it on the books and identified because somebody is going to come looking and if we are going to identify it, we must spend it for that...and we got it...and it is helping. It is helping, not just the kids. One of the biggest helps for the kids, for the students is the involvement that we have been able to stimulate with their parents from the reservation groups... which indicates school work...You can't imagine Isleta...not as much as Canoncito...Isleta didn't need the help as much...They are a Pueblo close to town and working with the river valley population... for years anyway. The Canoncito group though, isolated out there, had no contacts with the school. They were just sending kids to school and that was all...you should watch this school for example it is terrific...

Q. How many kids come in from Canoncito?

A. Oh about 160 I guess

Q. How large a population is there out there?

A. About a thousand...about a thousand people

Q. And so this is most...do most of the kids that live out there come in?

A. They have their own little BIA school out there, and up until this September...kin...head...what do they call their first year before they start...

Q. Head Start?

A. Pre-school - they had...first and second grade there...right on the reservation at their BIA compound...and now they have head start, pre-first, and first and second...and this September opened a third grade classroom...

Q. You know you would think so little bitty kids have been bussed in as third graders?

A. This is part of what I am talking about...the value of our program is that, I can just bubble about this...the parents got so interested by their request they can get things that we can't get...we have got, they were able to get their transportation improved a whole bunch...and instead of kids walking from the edge of the reservation into the ones paved road we were able to help them get little busses to go out and pick up the kids and bring them into the big busses...and the parents still, as they become more involved, say, gee, it is kind of tough on being third graders to ride 35 miles after they get on



the bus, big bus to go to school it's 35 miles you know...35 miles back...So they said, well maybe we can build our school up more with the BIA...so they got a third grade started, not all of them go out there...some of them still ride the bus. But it was something that the community wanted...We don't resist what they want; we try to help them get what they want and so we put some third graders out there...and maybe next year they will ask for fourth grade out there...I think they should all go to school at home...stay closer to home...because I drove a school bus in a consolidated school district 75 miles a day when I was a kid...and first graders through 12th grade ...and no roads...and it was tough...famr kids, you couldn't get them all the time, you couldn't get to them to get them, see like these people...Attendance went from like 30% absenteeism to last year it was...9% when the schools attendance was 7%...absenteeism...that much improvement...as the community has gotten involved...

Q. How do you work with the communities? Do you work through a representative group?

A. Each of them has school boards...Isleta Pueblo has an elected school board that serves in an advisory capacity...so does Canoncito...

-----INTERRUPTION

A. These people each got elected school boards...three or four years ago, I don't know just when...Kennedy's visits to the reservation prompted a lot of activity, these people worshipped President Kennedy...

Q. Oh I thought you meant Robert...

A. Maybe it was Robert...he followed...but they got something started like

this but in many places it may not have had lots of influence but at least they were organized and had a group already elected...

Q. Before you came into the program they were already organized?

A. They already had a school board...but they were not really functioning with the public schools, I don't know about the BIA but with us... we didn't know that they existed until we went out there...you know...

Q. Well I side-tracked you here and you didn't have a chance to tell me how...exactly what the procedure was that you went from a counselor at Del Norte to your position here...was it one step or was there something in between?

A. Well I was trying to get something done as a counselor at Del Norte, I was concerned with these kids and trying to get some program started...I wrote that little proposal for the bordertown which Mr. Nelson got into JOM program and that was just the start of it as the....When they decided to put on some staff with that \$60,000, Mr. Nelson was leaving up at Central office...and Mr. White was taking his place...and they said, well if we are going to have some special Indian education programs...going, we probably should have somebody to coordinate them...and I said, oh great...hire an Indian...hire a Navajo because bordertown kids...350...suppose to have that many each year...are Navajo. The Canoncito group of 160...are Navajo...510 kids and Isleta Indians at that time were about 90 kids...that are Pueblos...Okay if 5/6 of our group are Navajos...let's see if you can find a Navajo Indian to coordinate, push for these programs to give people...laugh at me about this...I still think it is worthwhile but

but to have a good sound, strong Indian person for a success figure in the field of education for these kids to look at, might help in school, I feel that it should be that way...

Q. You are absolutely right...

A. But do you know what...we can't find anyone that is qualified that wants to work for us because if they have got the qualifications for this kind of job, those rascals can make five thousand dollars a year more than they will pay me...on our salary schedule...Jobs on the reservation, BIA jobs...personnel jobs...an educated Indian can get a good job today...

Q. Did they look hard?

A. I don't think they've looked hard...I've looked real hard...

Q. Have you really?

A. I have found three or four that I wanted to come in but couldn't talk them into even applying...

Q. No kidding?

A. Two reason...one of them is money...a second one...oh a great counselor...Navajo who is now in Farmington, Wilfred Billy is a terrific person...sharp...personable and all Navajo...no he wants to work out there, where there are masses of his people to work with...you can't get him to come into the big town, he doesn't want to live in town even...

Q. Wouldn't you have to have an urban Indian? I mean somebody who was already here?



A. Well...

Q. If you are going to get that kind of a reaction...from someone who lives out there and doesn't want to come...

A. Well it wouldn't necessarily have to be an urban Indian... it could be an Indian with some education I think to be accepted in our school system...gringos won't let a high school graduate come in and tell them how to do something... educators as a rule won't do that...public school educators resent university professors that don't have teacher training you know...It's just the way we work...we had to go through a process, we think everybody else should...before he is knowledgeable...I don't think that is true...but we work that way don't we...

Q. Well I am not going to argue that point...you certainly do

A. I think he would have to be an educated Indian to succeed... in the first place if he isn't an educated Indian then it is not going to encourage the kids to go to further education... if he can succeed without it. I think it needs to be from that point of view if the purpose of it is to stimulate kiddos to want more education...and I think that it is one of the main values of it, does it make sense?

Q. You certainly do...

A. And then to get him...I know high school graduates of Canoncito, as the community becomes active, who make more money than I do...yeah...

Q. Well

A. Are we going to get them to come in here...an educated one... because they can make more money, we will find one...

Q. It would have to be a question of dedication over money

A. Another little point that you just made...does it need to be a Navajo...well Indians have prejudices just like any other people...

Q. I think you are right...

A. And Navajos and Pueblos have arguments...because most of our kids are Navajos, if we are going to go the ethnic route ...then I think we need to continue with the tribal route, if we can. I think it would be better to have a Pueblo than a gringo...than me...I think it would be better to have a Sioux or a Kiowa or an eastern Indian as to have a gringo, if he is a good man for the job...

Q. But this is the trend...this is the trend regardless of whether the Indian is from the area where he works...the important fact is that he is Indian...

A. Yeah, he is still Indian...this is an advantage...I think he would be a greater advantage to his children if he represents a majority of tribal affiliation also

Q. But given the impossibility of that situation...?

A. Yeah and I think we can do that other...I think if APS ever decides to get rid of me, and they have my permission. You can talk to Mr. White, as we started the job, I said, hire an Indian...

Q. Who is Mr. White?

A. He is the coordinator...curriculum coordinator or something at central office...I don't know his title...I know him too well to know his title...

Q. No but that might give me an idea...

A. No, he is my immediate superior up there...I want him to hire an Indian and he said no no, who would you recommend if we can't find an Indian...I said Miss Allen who is a counselor that worked with me at Del Norte, who is better in Human relations...kids or parents than I will ever be, will always be a great person for that and so I recommend her for the job. She wouldn't touch it...she wants to work with the kids, and we ended up, he said, will you take this job I said, yeah, until we get the program going, once we build the program, if we can hire the staff that I want for the bordertown program...there is, counselors and language arts people, I don't really care, as long as they are warm relating people, I don't care what their title is, but they have to have titles to get them in. I want one of those jobs...let someone else run the program...I want to work with the kids too...

Q. Ah-h-h-h I see...

A. And the parents, instead of fighting brass for more money, I sure want someone else in once we get the money and then I am through...

Q. But you don't have the money?



A. Not yet...that is what I am still fighting for...and I am going to keep fighting til I get fired...one way or the other...until we get the money

Q.

A. It can go, I don't care...

Q. Interesting...can you have...this may be an unfair question but are you aware of the situation in other cities which have a large Indian enrollment, or is there this type of thing being done in other cities?

A. Yes, the serious thing...for example Gallup...has a border-town school...we are not at all alike, Albuquerque is so large...that we don't have the same situation

Q. There probably wouldn't be the same kind of situation...

A. For example, if Gallup has \$130,000 profit coming into their system, if their proportion of Indian children is, maybe they have 60% Indians...in their school district if that money is spread out over their district...it is helping those kids...

Q. No, what I was thinking in terms of was...Cities in other parts of the country...where there is a large population...

A. Well, I am slightly acquainted...with reading and a few conversations with the Minnesota situation with Indians flocking to the cities there and really the urban Indians there are in a mess...

Q. Well do you someone up there who would be very informative on the...

- A. Oh yes...I know somebody up there...
- Q. Could you give me the name of the person?
- A. I guess...I could give you the name...oh
- Q. I would love to have someone...
- A. Oh this guy...this guy can talk your head off about this stuff...
- Q. Well I don't plan on going up to visit him, but I could write...
- Q. He will respond...he is head of the group that put out this little thing...will Antell
- Q. Oh, I know who he is...
- A. I think he is still the state director of Indian Education... in Minnesota...
- Q. I think he was down here at the conference here...he was director of the National Indian Education Association, he is no longer...I don't believe he is president...this year, but I think he was last year
- A. Yeah
- Q. Of the association...great, great...
- A. But this guy is on top of the Minnesota problem...and he is a strong enough figure in Indian education...that he is quite aware of what is going on over the country I think. He could tell you for example what is going on in California ...where nothing is going on, where they have not even had Johnson O'Mally money for years...he knows this

- Q. Until last year...I've written to Rupert Costo hoping to get some information on California too...
- A. Will he be a good one
- Q. Are these two related, Will and Lee...
- A. I have no idea...
- Q. It is rather unusual that they should have the same last name...
- A. I would suspect tht they are, but I don't know...and I don't know
- Q. When we finish, I will take a look at that
- A. That little piece of work right there is one of the necest things that I have run across...
- Q. That's great
- A. That is a bibliography that will got about 30 or 40 Indian educators together in Minnesota in '68 or '69...and they studied all literature that is concerned with Indians or by Indians history, novels, the works and classified this stuff. Two stars is great, one star is better than average and no star is worth using...and they didn't even list those that they didn't want to recommend...and so when you see this...if you get a book out of this you aren't going to embarrass the Indians...because they have called them, it is great.
- Q. Are you acquainted with Rupert Costo on the...I don't remember the exact title, but it is on Indians in textbooks...American Indians in textbooks...which is published by the American Indian Historian Association...
- A. I read quite an article about that in some place where it shows quotes from history books...degrading to the kids and this sort of thing, is that what you are talking about?



- Q. Well yes, but what he has done is compiled a list of some 200 books which are used in both public and bureau schools and then he reviews each one of these...says, for specific points...sort of the type of thing as this except he includes all the books that are derogatory towards the Indian...
- A. Shows quotes as to why they are...?
- Q. Yes, oh yes...
- A. I read it...but I don't even remember the name...I read some work of this kind...Most of our history books are like this...and Those of us who have had a concern with this since we were growing up have been aware of this
- Q. Sure...well this is a very detailed account...it is quite interesting...
- A. It says derogatory things that creep in without meaning to...an administrator said to me last week, oh we'd like to have bordertown kids in our high school, we would like to see if we couldn't do something for those kids...and what...tell me why do these damn Indians think that they can just keep asking for more and more and more do you think that I want to send our kids to these schools?
- Q. What kind of response do you make to a comment like that?
- A. I said...what they are asking for is damn small rent for this country as far as I am concerned...
- Q. Wow...
- A. But do you think I would want to send the kids to that school? I wouldn't recommend it, they don't want the kids
- Q. Sure...they don't want the kids...

A. On an intellectual level...but on a dead level where they can drop remarks like that...

Q. Is it the kids they want or the money?

A. I don't know...

Q. Well

A. Friends of mine...dedicated teachers, master teacher which I would be delighted to have my kids in their class, because my kids were blonds...master teachers, no prejudices...on intellectual levels... can not quite accept the kids who would want to go home to a sing if he was feeling bad...some of us are so strongly missionary oriented in the religious sense that if a person is not a Christian he isn't educable...

Q. That still hangs on...

A. And if they have that tiny little feeling inside...if the Indian kiddos are different in any way it is in having a stronger ability to perceive that kind of feelings in us, and it is probably not just a natural thing...it has been developed...as they have been pushed down and kicked around...until I don't think I can fool an Indian kid into thinking I'm on his side...there is no fooling

Q. That is very interesting...

A. He can feel it inside...you slip someday, you will let him know and I don't know why they have any indication of why they have a but I am glad that they can see it...

Q. So you sort of stepped in this job in the back door, you didn't want it and you wanted to hire somebody...

A. I wanted to help for the kids...and if I were going to be involved in it yes...I would have like we would have gotten it started when it started with the, I would have liked to have been the counselor that Tommy is or the counselor that Mary Perkins is...and No, I didn't want Mary's job. I am not that deeply interested in the Pueblo people. They don't need as much help as the Navajo do, the ones here close to us...They fit in the schools that they are in down there quite well...We have some kids on the honor roll, we have some honor roll kids and we have some in special education, down there, they are still prejudices...don't kid yourself against them having help down there is being helped for the kids...but instead of trying to bring them up to the schools norms...we are trying to help them succeed above the norms...is the way I look at it.

Q. Now when you said that there were still prejudices...you were referring to...?

A. Peer prejudices...?

Q. On the part of...

A. Teacher prejudices...administration prejudices...

Q. Okay..all the way around...

A. These exist in our society...I don't think that we can get around it

Q. But these...run like a steady thread all through my coverage of my dissertation, from 1928...to...

A. Just to get an example...of this...

Q. I'd love to have an example

A. I am a country boy, and when I came to Albuquerque in 1939, there



A. was only 900 students at the University, but I was lost...god what a swarm of people there was in this town of 30,000

Q. Did you come to school here?

A. On campus was a boy from the cotton patches of Las Cruces, six foot two, black...in a lost country boy and Fritz Straight and I got acquainted, the first Negro that I had ever known. He and I were both lost, ran around by ourselves, you know, and a guy name, A.B. Chavez, a chicano from Albuquerque who wasn't lost, somehow made friends with the two of us...Here was a Negro, a Chicano, and a Gringo that all three had strong prejudices and kind of got to be friends. Chicanos couldn't live in the community where I was raised...Indians could... but Chicanos and negros weren't in our community. We were prejudiced

Q. Which specific community?

A. Forrest, New Mexico...between...Tucumcari

Q. I'll look it up on my map

A. It isn't even on the map anymore...we don't even have a school anymore, it has all moved away, it was a farm area that had to move out...

Q. Why?

A. Too many people, couldn't make a living...quarter section, 160 acres farms...and it takes four sections to make a living over there...one out of every sixteen families had to leave...starve to death, they were all living in town, teachers...

Q. The soil so poor or what?

A. No it was good soil, but not enough rainfall...

Q. Oh...

- A. Marginal farmland, it should have never been broken up, my granddad said that he helped to ruin the Plains...but I am afraid beautiful ranch country...it should have stayed that way.
- Q. Do they dry farm? That is what we do up in Washington State...
- A. You're from Washington
- Q. Yes, it has an average rainfall of about 9 inches where I come from central Washington...so they dry farm too
- A. You have winter snow, so that makes your wheat crops...
- Q. Right...
- A. When we had winter snows, we made wheat crops...now our moisture, we average 14 inches a year...but ours all falls now...in August and September and I haven't got but one crop since 1942...
- Q. You mean that the snow fall has been that different since that time?
- A. We dont get not much snow...any more
- Q. Very interesting...okay...
- A. But prejudices that exist...I just had to say about prejudices
- Q. That is a good point...
- A. But what happened, with this, I became a teacher here and Fred was an assistant, the negro, after the war we still see each other, saw each other once in a while...and as he was fixing to leave town, go to California to a job...he came up to see me at Manzano...I was out there at that time and he said, John...when are your prejudices going to break down and I said, oh Fred, don't guess they ever will. You know I didn't marry a negro girl, I never dated a negro girl... I dated Indians and Chicanos, but for some reason, my background I

couldn't get myself into the other and he said, we've known each other for a long time you have never invited me to your home...and I said Fred, when are your prejudices going to break down? We have known each other for a long time and you have never invited me to your home and he said, I'll be damned...he said I never thought about, actually never thought about it that way Johnny...and I can see...as subjugated group that Fred belonged to, why he would, should perhaps been more reluctant to invite me to his home because he has been a part of the group that was really pushed down...So it wasn't a fair statement to make and I had to say that to Fred...I conceded there may be a different although there damn sure shouldn't be...but he never invited me to his home either...and that is funny

Q. That is a very interesting story...

A. He is a nice guy, a wonderful person...

Q. But there is a psychological reaction on the part of what you termed psychological group...you know over...literally hundreds of years...they can't help having certain attitudes just as we do too

A. The things that happen to you as a child can influence you. My mother and father both have black hair and dark eyes, and I was a white headed kid with blue eyes...I was raised in a farm community where every kid knows everything about animal breeding...and they would say, John, how come you are not an Indian...yo're a bastard...when I was a little kid...you feel those things...

Q. Sure

A. You can't keep from feeling them...so I had one of my kids...buddie take some mule shears and clip off my hair and give me one of those...



roaches like the Iroquois wore...you know cause I was going to be Indian, I wore a headband as a little kid, did things to be Indian... I was one of today's hippies as a little kid...

Q. Yeah, ahead of your time...sure

A. And I could, see white bred was not in the same position, I should have been the one that should have made the advance...my kids have, we have, we have negro kids in our home frequently, my daughter used to bring just regularly...visiting trackmen she was in girl's and women's track that would come from all over the United States to meets and it isn't always easy to find homes for the negro kids...so we would have negro kids at our home and my sone who played ball at Las Cruces came home from the Navy and the first persons that he ran across was one of his exbuddies...and he had him over to the house for lunch and these things couldn't have happened in our family when I was groing up...

Q. How much of this type of thing exists...for thinking more of the border=town kids...are they invited out to private homes very much?

A. Not much, no maam.....somewhat...

Q. I know the church groups do it...I have been down to the school and talked to them

A. The missionaries do...they get turned off easily when they expect a kid to be at church with them and they find out that they have been home to a sing because they were sick and they decided that they missed the boat and let them go...these are my prejudices now...very strongly

Q. Reverse?

A. I won't contribute to a missionary fund of my own Christian church, I don't believe in that...but I have absolute faith in every person's need for a belief in something, I don't care what it is...I don't think there's, has to be mine...

Q. Well then

A. They don't visit a great deal...well some kids make some friends, but there is not you don't see. My son went down to the dorm to pick up a kid to take him to a basketball game at his high school, but he never dated an Indian girl and believe me some of their cousin's, beautiful Indian girls, that isn't the reason they did not get to know them well enough in school to make this kind of friends, kiddos...there are kids are Highland High School, a few Navajo kids and now 3000 kids...that is such a small number that and the prejudices exist, Kids are better right now than they have ever been, more accepting...I believe this with all of my heart, but you can still be walking down that hall following one of our bordertown kids and before you get to the end of the hall he will have heard someone say, besides, dirty Indian or stinken Indian you have heard these things...particularly among the Junior High school...

Q. And that was the next thing that I was going to ask you, how many do you have at Jefferson?

A. We didn't have any last year and we put 22 or 29 up there this year... started again.

Q. One of them...I am sure that one of them had a poem in the school newspaper...one of the first issues of the school, I should have kept it.

A. They do some real nice things...

Q. It was my first awareness that some of the kids were in Jefferson,  
I didn't know it before then...

A. We have had them there since the program came into public schools but  
last year we, ordinarily we have 350 bordertown kids but the dormitory  
had been able to house about 700 kids in barracks, you know those  
army barracks...with two high in rows and they separated these and put  
walls in and made rooms for four to six kids...which takes more space  
and they lost 100 beds...

Q. Oh

A. BIA doesn't...

-----INTERRUPTION

A. I'm sorry...I've wandered haven't I?

Q. No, everyone I've talked to wanders...that's the way it should be...  
it is much better, you get more spontaneous...stories

A. We were talking about the kids in...

Q. Oh yeah, the number of dorms...

A. The BIA has a school on campus...

Q. Yes, I have been down there

A. And this has gradually been getting smaller over the years, they used  
to have 1400 kids down at the Albuquerque Indian School...and it is  
getting smaller, and when we lost 100 beds, for some reason...it was  
the bordertown kids that didn't get in...If they had lost from their  
300 kids if they had lost 100 they'd had to almost close down their  
little school see...so that make sense to me...They weren't ready



to close it down. They still need it...gosh dang they need it... The kid that flat cannot succeed with us they have an ungraded program...they have a small teacher load...the kiddo has a better chance of succeeding there than he has with us. If the teachers are any good and they should be just as good as ours...so boy I ain't anxious for them to lose it.

Q. You think the teachers are as good as yours?

A. They should be...we have some teachers that are good too...I don't think you can point a finger at any group in the United States and say that their teachers are superior...

Q. I have heard it said that when the children who come to the Indian school, not the bordertown kids, but the kids that go to school there are almost hopeless cases...?

A. This isn't always true...somebody is leading you astray somewhere... True, the kiddos that we get for the bordertown program for the most part are the kids from the reservation who have the least possible chance to succeed....Isolated so that they don't have contact with gringos, and yet they need English language to function the way our schools work...we are not teaching in Navajo...Isolated so that they have not had contacts to know what is going on in the world...or broken families, gringos broken families, the kid can be a brain but if he has got something bugging him, has less chance to succeed...Okay we get these kids...All right if we get 700 kids down at the dorm... all of them, well the only ones that can apply for border town are Navajos the Pueblos that are down there aren't eligible for the border-town program, it is a Navajo program but gee there are some sharp kids

in that AIS program down there

Q. What is the difference...what are the criteria which form the decision by which a child goes to bordertown or AIS?

A. A Navajo kid?

Q. Right...Now I have heard some criteria...but I want to know what you have heard...?

A. Well from my...I don't do this so it isn't my field...but I would say that the criteria are these. Their council must send them in the first place, they must apply through their council...for bordertown

Q. Their tribal council?

A. Yes...their tribal council...okay. They need to be the isolated case...or a social welfare case...and the welfare workers send many of them in...sends them...they have got to find a place for them, they send them in...and Third, we occasionally get a kiddo who, say has been at Tohatchi and got in serious trouble in this school and they won't let him stay there...we kick kids out of school too and they move to another school here in town. Okay, we get some of those kids... we get in a fourth kind...which really I don't think that they are suppose to be here...but that happens in every society. If you happen to be parents that went to a boarding school and were successful, thought it worked, say in Albuquerque or Santa Fe when they had boarding school, you might want your kid to go there...and if you have some influence, you might be able to get your kids to go...

Q. What percentage...

A. We get a few of those

Q. Just a few?

A. I don't think it is very many at all

Q. I would think it would be decreasing...

A. As schools improve on the reservation I would hope that it would be decreasing...I would the hope those parents want them to be at home... some of them really do believe, parents that I have talked to, really do believe that the advantage of being in the minority part of the dominant culture school is a distinct advantage...

Q. That is very interesting...

A. And it is a very distinct advantage for the kiddo who can succeed academically in that school...you bet your life...Oh we had a beautiful example last year, a girl who was 4.0 all the way through the tenth grade in a reservation school...She learned to speak Navajo after she started to school and her peers, Navajo peers, laugh at her Navajo because she learned it later and it isn't quite as good as theirs

Q. Sure, I am sure...

A. And they kid her some about it...She was a strong personality; she made it beautifully...She came in here, wanted the challenge and they accepted it, let her come, strong student, let's see what she can do. Anyone would have let her come...any control group. That is an extenuating circumstance...see if this kiddo can make it. First semester at Valley High School in a college prep course she knocked off a 3.2 and was disgusted with herself...she had two B's...one in Algebra I believe and one in P.E. And she said, I can whip the Algebra, but I



don't believe that I can make a better grade in that P.E. because I sure tried, you know...bless her heart...she had a three point six, I believe the second semester...and held just about that through graduation and was one of the two speakers at the graduation programs... We didn't do that for that gal...APS didn't do that for that gal, she was a strong one when we got to her...makes us look good.

Q. Yes, well you fairly get a wide range then don't you?

A. Yes...now, no we don't get a wide range...we occasionally get a kiddo like this. We have a boy at Albuquerque High School now named Olson Patterson who was elected as a ninth grader by his school at Washington junior high school as the outstanding student in the school. He is a strong student, he is a good athlete...he speaks English well, but... Yes, we have a broad range...but those kiddos in that range are isolated in their group up at the top. Our grade point average this semester in one of our schools was 2.5...one of our high schools...The grade school that feeds that school was 2.4...the rest of our school averaged 1.8...just below grade point average and grade points don't really reflect what is happening in education. Because some of those grades in spite of all we can do are sympathy grades...you know...The kid hasn't always earned the grade you get...these are nice kids damn it...we do that...I am not sure that it helps the kids...but we do that also in the schools where the success pattern looks better, the competition isn't so severe...and I'm for that...our dropout rates were low in that school and that is good.

Q. What level was this? High School?

- A. Well ninth grader and junior high school and 10, 11th and 12th in high school...they come out that high, but the subjects that are carried by these kiddos...contribute some to the grades that they might make too...because very few...not many of our bordertown students can successfully do a sound college prep course...work. They are too far behind. We seldom get one through Algebra with strong enough grades to go into Chemistry and for a year they required Algebra and Geometry and Chemistry on a college prep course...and a foreign language...
- Q. Is this still the case?
- A. It is beginning to drop off...
- Q. Is it really?
- A. It is beginning to drop off...the colleges are finding that they are keeping a lot of fine kids out of college because they don't have math requirements that aren't even used any place...They are also starting to look at the foreign language requirement. I had to have a foreign language...and the only thing that I have had use for is Navajo and I couldn't learn it...I tried last year...I am too stupid...too slow. I needed four years of it and all I could get was one...Year. I couldn't get in the class this year because it was in the daytime...I couldn't go
- Q. Is this Bob Young's class, at the University...
- A. I don't know if he is teaching it now...he was teaching it then...
- Q. Yeah, I know, I had a couple of really good interviews with him...
- A. I sure wanted to a year ago...
- Q. You took a whole year?
- A. I took a semester's work accomplishments out of my four years...it was

that hard for me

Q. I don't think that that is unusual...

A. Let's talk about what you came to talk about...

Q. What, I maybe have mentioned it as we have been rambling...what specific programs are now in existence for bordertown kids?

A. All we have for the bordertown kids are night tutorial program...we have permission from our administration to take teachers from the school that the kiddos attend to get them to come to the dormitory at night to help the kids with their homework...It is a Title I program...

Q. And this started...?

A. Oh it started about five years ago...

Q. This program?

A. The tutoring bit...

Q. With the bordertown kids?

A. With the Title I...BIA...Title I monies...and they were going in the last six weeks of school picking up the kids that were flunking and bussing them down to a location to meet with tutors...to try and bring them up and I was involved with that and could not keep...The dormitories couldn't get the kids on the bus, they'd run out and kid, we'd start to unload the buses; they'd run out and hide we'd get them in the classrooms. I didn't want to go...end of school, three years behind and trying to tutor them to catch them up...in the last six weeks of school, that is a waste of money...we found a way and we still haven't been able to modify the program...we still get our funding each year for this year, I was told just in February...how much money



we would have for this year...see...so, that I have been able to hold funds over so that we can start the tutoring in September if they let me extend the funding, but...the program has been trying to run the year round...tutoring at night and the APS brings the money to help that too you see...the \$14,400...comes into it...we have to have it because this year they just gave 1/3 of the Title I money that we had the year previously...well, we are funded according to the number of out of state kids...

Q. Title I?

A. Title I is based on the number of out of state kids...in the bordertown program...and

Q. Oh that is low...

A. And they do this for all the schools, bordertown schools...and the bordertown schools, their Title I programs are funded after the BIA schools Title I needs are taken care of. The money that is left in their till...then is divided up on a per capita basis...and I don't write a program and ask for money, I always do, but it doesn't work that way they then notify us how much money we are going to be allocated and I rewrite the program to fit the money...but APS coming through with this \$14,400.00, our push hasn't been entirely washed, so we got our foot in the door...

Q. That was big of APS...

A. It...is a start, that is all I can say...

Q. That is better than nothing...This school system is broke...I can't get mad at Phil Gonzales...whose job is to try to find money from

every source that he can to do all the things that we need to do in this system...that is his job

Q. What would the school system do without BIA? Money and...

A. Well that...the cream on this little crop deal amounts to...a dollar and a half a head for the whole school system...if they lost it, that is all that they would lose...they are so big

Q. The BIA funding you mean?

A. Yeah

Q. The total funding for the Indian students...

A. The profit...

Q. Oh,

A. The profit that we make on the kids...is the money that I am fighting for, you have got to pay for this head...

Q. Yeah, but you can't consider it per head...

A. Well that is the way that it goes, it is in the general funding and it is spread out, except we have \$14,400.00 of it and we have got my salary if you want to count that and so we have one foot in the door, we are making some progress...but it's too slow...These kids are graduating you know...they are not graduating, we are letting them out of school...I said that, we try and keep them around...

-----INTERRUPTION

Q. The fourteen thousand dollars at APS...

A. We couldn't function with our tutoring program...we tried

to keep, cover the major fields...science math, English ...social studies in four dorms, grade school in three dorms...grade school dorm and three other dorms...we tried to cover those major fields and then any elective subjects...that there is a sufficient number of kids in, to keep somebody down there at night to help the kids because they need help so much. I couldn't help my kids with their math courses...you know at home...and those dorm aides, haven't as much education as I have, they can't help them...so we try to keep some teachers down there...they have been given permission to do this...It is against their rules...for a teacher to tutor their own kids per se...see how that works...against the rules, but we got special permission because in my opinion what we needed more in the tutoring was to build a student-teacher relationship...which can be done in a kids home that can't even be done with staying with them after school...if you can work with that kid in his home...off the school grounds away from the school situation, you can get to be friends, easier than you can at school, I think.

Q. Was there a good teacher response?

A. Not a heavy teacher response no...just to point the finger at my closest buddies, good friends, master teachers, the kinds that you want down there. Several things keep them from doing it. The first place, that good teacher



doesn't quit when they go home anyway. They work every night on their school work...secondly...I would discourage someone from coming down that has a family at home...I almost lost mine giving my 12 hours a day to APS...so I discouraged that...Yeah, it is kind of hard to find tutors if I got a church group, we could tutor for every kid down there, but that does not build a relationship with that kid and a teacher at school. They need friends on campus and it works...we have tutors who didn't even believe this was true when they started it...after they have been working with us, they would say Johnnie, I have known these kids ever since they have been in the system and never had one speak to me in the hall had to force replies in class, but after working with them down here, getting acquainted they yell at me in the hall and they volunteer in class...and there is no carry over. If you get next to that kid in class, he comes to me the next period and I haven't, don't know him that well, he says...(inaudible) teach him to like me cause they like you, when we need 650 teachers in the dorm at night to get acquainted with 300 kids

Q. How many do you have...how many teachers?

A. Well we would use about 20 to 25 teachers...it works best if we get the same teacher Monday, Tuesday and Wednesday and Thursday night...four nights a week, it works best

if they are regular and come all the time...if you could come Monday and Wednesday and a friend in your department who is teaching English could come Tuesday and Thursday we do that some, but they don't build the relationships that the ones that comes four night there is just something ...about being there when they need them instead of having to wait someone who you want to see...But we do some of that because we can't do it the other way...we use a few people once in a while...in a speciality area that we can't get from the teachers at school...but I try to stay with the teacher's because that relationship, having a friend on that campus is worth more than the tutoring...

Q. Like what special areas...what would you...

A. Like for two years, we couldn't find anyone that wanted to teach bookkeeping...the bookkeeper from the school didn't want to come to the dorms and a lot of the kids were in her class...why couldn't all those guys keep books for anybody...you know they are busy...

Q. Oh, I see what you mean...okay

A. I finally got an old buddie who was playing ball when I was coaching freshman at the University he is at one of our schools and was a bookkeeper and was teaching book-keeping...and his health wasn't as good as it used to be and he quit that and he came down and helped us two nights a week...you know, you find ways

Q. And that is the teacher response, about the student... this year has been lousy we have been very unsuccessful this year...the two previous years, our tutors have been kept quite busy...This year in the boys dorm we had a lousy response, we finally took them out at Semester... run out of mon-y anyway...but we might have taken them out say we had sufficient funds because the kiddos were not using them...Something has happened that I don't understand...I know many of these kids, I don't have the close contact that I did, but I still have some friends. Last year I could walk down that hall and kids would... "Hi Mr. Caton," and go and sit down on the bunk and shoot the breeze and they know when you are counseling, you have a kid out tutoring...and doing some good. This year I walk down the hall, they close doors...I have a feeling that something is going on that authority figures would not like and even those that I thought I had a relationship with...they still do not trust John Caton. Maybe something like that's happened...there is another possibility...for many years BIA dormitories and schools, things went almost in a military fashion you know, they called roll, you stood at attention, you marched you know, kids had to be in there sitting at their study desk at eight p.m. til nine p.m. with their feet under the desk with both hands on the table and your book here and a light right here... like that...Okay, kids were still running off...going home,



getting frozen to death...going home, this sort of thing... they started to give them more liberties at the dormitories a year ago this September...and we still have...

Q. You mean here?

A. Yeah, down here at this dormitory and I am all for this, I believe that it is a necessary thing to do...they gave the kiddos many liberties...last year...I'm not real sure that the kids really believed that they would not get sent home if they got a telephone call and weren't in the dorm and couldn't find them

Q. This is 1970?

A. Yes, just last year...I think maybe it took a year for them to really feel free to...of that campus if they wanted to, or stay outside and hold hands if they wanted to...that can be it...This year, they may be accepting that liberty and have not yet reached an acceptance of the responsibility to take care of their studying...which I think should come...I don't think you can force it on a dog, on a human being...I used to train horses, those that were the best horses, those that you could get to work the best we didn't have to hit with the stick...the one we had to hit with the stick we usually sold to somebody who we didn't think we'd ever see again...the one we could train with kindness and talking and working with, we sold to somebody we knew because we'd sell them another one

next year...People are the same way aren't they? You can't force it...that can be one reason because we weren't as successful the girls dorm still operated pretty well this year...our tutors were not as busy...and then let me hit you another one...We consolidated our tutors into the girls dorm...because they weren't using them no more at the boys dorm...there are more boys over at the girls dorm studying now...than we say over the first semester...

Q. How amazing...

A. The social aspects of the liberty that has been given these kids has made it possible for them to mix and mingle... and the boys will come over there and study, the boys will come over there and not study and be there and it gives the tutor or counselor an opportunity to talk to them.. See, the liberties may be paying off...Our program looked like hell this year...it still does, it was not as good in the grade school...even with the little kids who are more closely controlled...we didn't get as good a response this year...and I am not smart enough to know why.

Q. Now this is the only thing that these kids are getting?  
As far as...

A. There is no supplementary help in the schools? Like you have with the Johnson O'Malley programs?

Q. There is no...Indian culture or anything of this type

A. No Navajo language...

Q. For example

A. Navajo culture...

Q. Yeah

A. No, not as such..we do have friends in schools that for example, the high school, the Valley High School, their social studies department has been working for about three years to develop a culturally oriented social studies program...they have Indians, Chicanos, Negros and gringos at Valley High School. They are trying hard at that school to tie cultural things for all four groups into their total social studies program. It is an effort as far as I am concerned, in the right direction...because this gringo needs to be taught about the Indians, Chicanos and Negros. Not the Navajo; he may be losing his culture a bit because of living with the gringos all of his life and going to school but he still doesn't need to know about the Navajos like I need to know about the Navajo if I want to be friends with Joe Yazzie...I think I need to know about him. We are the ones that need it...

Q. So you think it is more important for the other groups, than for the Indians themselves.

A. Yes...yes...

Q. You don't feel...you said that he may be losing some of his culture...going to our school system but you don't feel that it is a significant amount of culture...?

A. Let me put it this way...what we will teach them...what we can teach them about their culture isn't lost...what



are they going to give us to teach them, they won't tell me about their religion, we don't know about their religion

Q. But what were you referring to gringo teachers...see I was referring to Navajo teachers

A. For Navajos kids in a Navajo class?

Q. Yeah, you were referring to this kind of thing...like they are doing up on the reservation

A. I think that this is going to start to come more...I asked three or four years ago...as we started to try and get programs...I could see if we had these kids in grade school, one junior high and one high school...we'd have forty grade school kids, we'd have 120 junior high school kids and 60...we'd have about 200 high school kids, all in one school, we would have a solid enough group that we could plan programs more easily...I can not see how for example with four high schools averaging forty kids in a high school how we are going to get with all the varied schedules and all the varied programs, how we could teach a class in Navajo culture to forty kids...and afford to di it. You would have to use the same person in the four schools, you can't have one person for each of the four schools.

Q. I see

A. Try to get one...a very difficult thing to do...and a very expensive thing to do...so I want to condense them...

Q. What kind of response did you get to that...

A. I didn't get a good response at all...and I am not positive where my hang up is...It may be my good friend Clinton Jones with the BIA...who is coordinator for...from BIA end ...for APS...he works with the Bordertown kids...he has an excellent reason for wanting to keep them spread out in that, if we have forty kids in each high school, there will be about ten of that group out for athletics in each of those schools...we put all of those boys in one school... there will be ten of them out for athletics...and I believe that it will be just that way

Q. Why is that?

A. Okay we have got 30 Navajos at Highland, there is maybe ten boys up there and probably five of them will be out for sports...of the ten boys that are there five of them know that they are the strongest and fastest...they go out for sports...

Q. Sure, I know why...

A. We had 120 kids up there...five of them maybe 10 of them would be out for sports, they know that the others aren't going to make it...

Q. Okay

A. They will go out and compete...people say that they won't compete...they will...Indians will compete, they love competition...do you know where people get the idea that Indians won't compete?

Q. Where

A. Most of them have something that I think is terrific...they

don't really like the public acclaim, standing up on the pedestal and getting the award, before a big group, looking better than their peers...and get the peer pressure from being big shot...This is what they don't like...not the competition...they will run their guts out to win a race... you may have trouble finding a kid to hand him his award, not this guy...man, I'd give...boy...I would stand there in my little 32 inch chest and get as big as a horse that I got that medal you know...But these kids don't like to do that. But they will compete. I think in this classroom the same thing is true...a girl may write a beautiful poem, but if you told the class...Oh, Mary Jane wrote a beautiful poem today...you may not get another one...You may hand that to Mary Jane and o-h-h-h-h can I see you after class...

and she will come in after class and just love your praise...

- Q. You are doing some bussing...some special bussing is that just for the JOM kids or the bordertown kids?
- A. JOM we do have special funds for bussing...in the border-town contract, there is tuition money to take care of the normal cost in the classroom and then there we identified funds in that contract. There is a transportation amount that is identified and on the books and Mr. Jones can get busses...to bring these kids back and forth to school activities...take them to games at night...



Q. Do they do this?

A. Yes maam...not to the satisfaction of the kids...In my opinion it is not the fault of the kids

Q. They are not interested?

A. No...I don't mean to say that, but a kiddo will call from the school and say, I have a program, I need to stay here for an hour after school...Mr. Jones say, Okay, we will send a bus up after him, there was no meeting, the kids didn't want to ride the bus home...they do this a great deal and they gripe continually about not having the transportation they they want...All right some of these are just as legitimate as they can be though, but kids are kids...

Q. It is a built in situation because my boy rides his bike to and from school and if he had to get home he can ride his bike, but if he had to wait for a bus I could see the same thing happening...

A. My kids did it to me before they could drive. They used me...you know...okay they use him...all right he has 300 of them.

Q. Poor Mr. Jones...

A. To try to keep track of in nine schools...No, he doesn't always get a bus there everytime he asks for it...because a lot of the times it is impossible to do and the kid hasn't been justified in the first place calling...for the bus

Q. Is he a patient man?

A. Yes...he's an Indian

Q. Oh he is...then he would be...

A. Then as far as I am concerned, he makes some mistakes, but he is more interested in kids than most educators than I know...

Q. Is he from this area?

A. No, he is...Kiowa or a Sioux...

Q. That ties in with our earlier remarks...

A. And he is quite good with the kids, he is a directive counselor ...but I think he's got quite good rapport with the kids.... they are not afraid to go and see Mr. Jones when they have any problems, which I think is terrific...

Q. Now we haven't talked about JOM very much...you were so enthusiastic

A. This is where we have programs

Q. Yes, I guess I find myself looking for weaknesses rather than...

A. Weaknesses is what I have to talk about...I want to talk about it...I want to get something done about those...Our only problem with JOM, we have just about by doing a good job...JOM, the Isleta group are located in the Junior high school and a high school. We started out with a counselor and a language arts person, those people, that was the funding, those two salaries...and Canoncito at the same time, the Canoncito Navajo group we started with and

They have a great school group...junior high school and a high school...the grade school predominately fourth fifth and sixth grade kids...third, fourth fifth and sixth

Q. Yeah

A. Third...part of them are up there...we have got a counselor for that group and a language arts person for the grade school which is the largest group...and a language arts person to share with the junior high and high school...which made it comparable to the other group situation with the junior high and high school only...that language arts person works with junior high and high school...It is a tough one, but there wasn't a large number of kids...but it makes it tough because you have to work two schools and have to work with two separate teacher which is what makes it tough because you help the kids by helping them with their teachers ...the number of kids you work with, is not a tough part of our Johnson O'Malley counselors...and language arts people it is the fact that they have so many teachers to work with ...this way we have to help the kids, you see...you try to help them yourself, but you can help him more if you can get the teacher to work with him...while in the classroom. I'm trying to do for nine schools, what that staff does in five schools.

Q. It would be more difficult because every teacher that the



children have, I mean from junior high level up...six different...

A. Kids scattered all through there...one period, one kid in the class, this...sort of thing, but we do have good program down there, we were able to build that program from 60 thousand dollars two years ago to \$120,000 this year. We have added aides...oh yes we have added activity transportation, we have added some materials and this sort of thing... and those are fine programs and they have used...the state department has used us as their example...all over the southwest...because most other places had been doing just what we had been doing to get the funds, they wanted the operational funds...and they use us as an example, we have this program going...where the people are writing detailed programs...to get started, the funds are still the same.. they all comes from. And we were being funded much heavier than these other places, and they want their money too and they deserve it and so we may get our program cut...we expect to...

Q. Do you find that a large number of your workers are Indian?

A. No maam...we have tried real hard to keep Indian aides in our aide situation because I think it is extremely important ...yes we would like to have teachers...but go look at the applications...It is hard to find a language arts specialist who is a Navajo we have got one of them in the state department

...you know...she wouldn't come down here to work...you betchcha...we'll get them...we have got a little girl... from the bordertown program, who graduated from school last year...in elementary education...and we thought sure that we would get her to apply here...she said are you nuts... I am looking for a Navajo to marry now, I am going to go and work out on the reservation...she went out there and is already married too...and she is working out on the reservation god bless her...

Q. Oh gee...

A. Wonderful kids...

Q. But somebody has got to help here...

A. It isn't just real easy...who wants to live in this damn town, I don't...If I could make a living I would go back to sheep camp...I'm here because I can't make a living there...I enjoy my work, I'd still rather be a rancher, I can't so I am here...there are a lots of people in that shape...if they have a choice...and God bless them...God... I would rather work at Tohatchi high school and live in that community than live in Albuquerque here...and people think I am a liar...I was raised that way and haven't learned to like the swarms of people. I would reach for a tomato in the grocery store and somebody knocks my hand aside to get the one that I am reaching for, I want to go back to the hills...I am not a very aggressive yankee. But this program,

this Johnson O'Malley program works out beaitofi;;u amd I am using what I can see, the profits that I can see in these kiddos...obviously with the Isleta kids, who were... doing as well as their classmates...the schools that they are in aren't going to be up to national norms...

Q. Yeah

A. But they were doing as well as their classmates were going on an average...attendance a little bit lower, they may have been a little bit behind, but in bad shape, but we, last year, nine graduates I believe...every single one of them at the end of school was set up for further training or college...This was not true the year before we had the program. little things like this are happening. At Canoncito we had a kid there that was overage in grade in sixth grade, in the elementary school, the silent Indian...the one that my buddies all call Dumb Indian...I don't know what his vocabulary was, but I would guess that he did not use... over 200 words of English, he was a sixth grader he was going to be in the sixth grade, they moved him up to the Junior high school where they had a little bit more opportunity to work with and that kiddo now, about two months ago I was out to the reservation out to Canoncito...and an Indian that I didn't know but knew who I was...said, hey...isn't it great that Joe can read...it wasn't Joe's family...the whole reservation knows that Joe, 13 year old Joe is learning to read



- Q. Isn't that
- A. And bothering the hell out of the teachers, asking question...this quiet...this...what do you call it when you don't step forward when you stay backwards...what is the word...
- Q. I know what you are looking for, but I can't think of...
- A. Re...something re...you know what I am thinking...he wouldn't push himself forward at all...he was at school at the back of the room and he would just sit there, he had been doing this for six seven years...so we got this special help
- Q. What kind of stuff or training was he getting? Counseling and what...
- A. Before...
- Q. No...with your program
- A. Human contact in contact with his counselor and the language arts teacher, the aides now human he was contact, that meant that he was appreciated and wanted and that he was somebody...and it stimulated his curiosity and he started to learn in school, that is all I can say, it wasn't a change in his mentality...
- Q. No, I didn't mean that
- A. a it had to...

END OF TAPED INTERVIEW WITH JOHN CATON