





# Preparation of Administrators For Schools Serving Indian Children

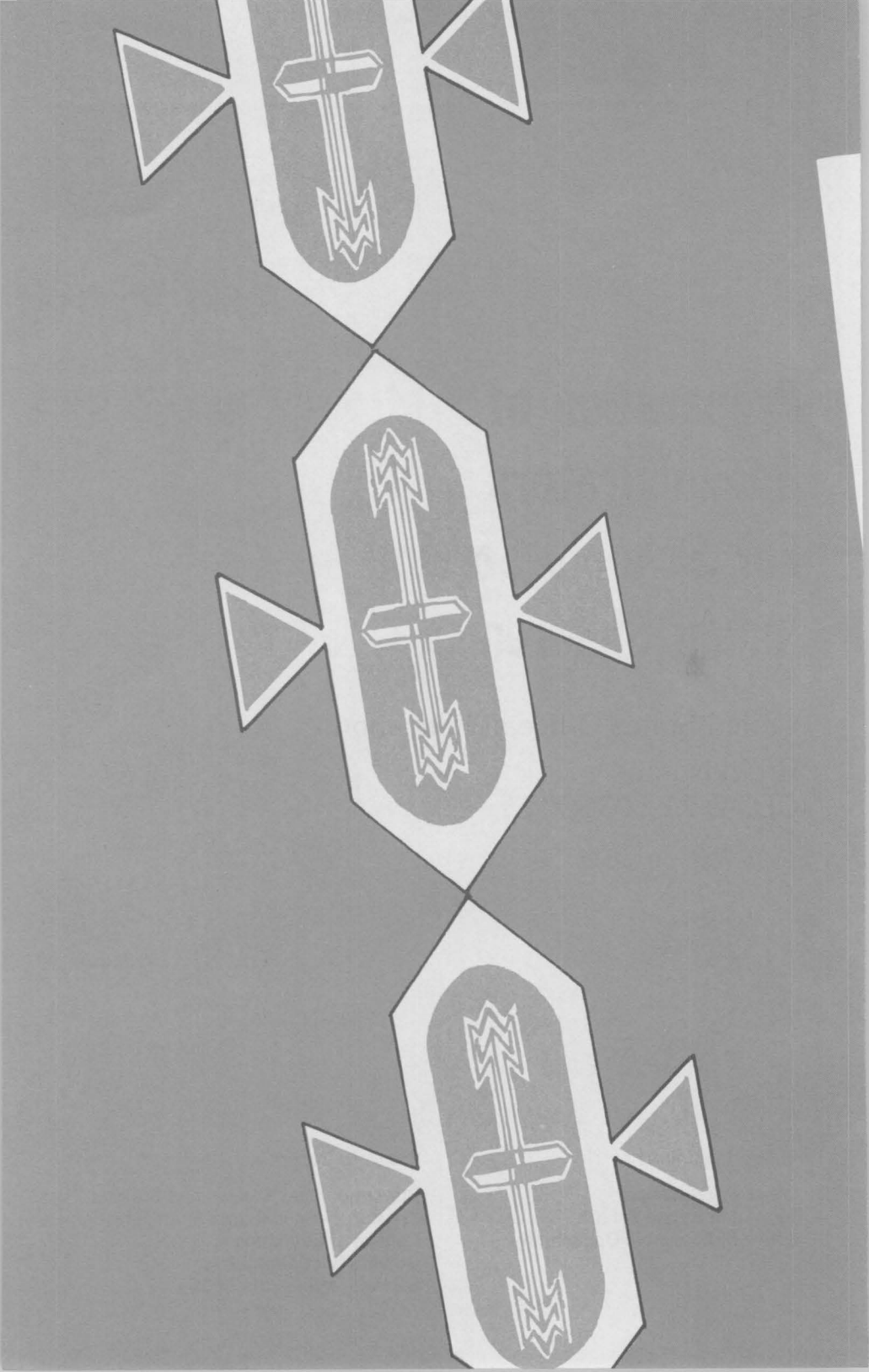
United States Office of Education  
Grant Number  
OEG-O-71-1086(725)

*Supported Jointly by*

Office of Education  
Bureau of Indian Affairs  
Office of Economic Opportunity

*Progress Report by*

Bureau of Field Studies and Surveys  
Division of Educational Administration  
College of Education  
University of Minnesota  
St. Paul, Minnesota 55101



Ed 831  
A3p  
1972

UNIVERSITY OF *Minnesota*

---

BUREAU OF FIELD STUDIES AND SURVEYS  
300 HEALTH SERVICE BUILDING - ST. PAUL, MINNESOTA 55101

May 31, 1972

Dr. Dustin Wilson, Jr., Chief  
Educational Leadership Branch  
U.S. Office of Education

Mr. James Hawkins, Director  
Educational Programs  
Bureau of Indian Affairs

Mr. Robert Howard, Head  
Indian Desk  
Office of Economic Opportunity

Gentlemen:

We are pleased to submit this progress report on the program at the University of Minnesota to train administrators for schools serving large numbers of Indian children under OE Grant Number OE G-0-71-1086 (725).

The report describes the program and provides a preliminary internal evaluation. We are pleased with the progress of our program and grateful for the opportunity to serve Indian communities through the resources of your agencies.

Sincerely yours,

*Will Antell*  
Will Antell  
Resident Director

*Charles H. Sederberg*  
Charles H. Sederberg  
Project Director

*Gary Alkire*  
Gary Alkire  
Asst. Project Director

mhs

---

## INTRODUCTION

---

Education for Indian children must take into account cultural differences and meet special educational needs that arise from those differences and other social experiences. The development of meaningful and educational programs requires input from Indian people, both lay and professional. The shortage of Indian educators has hindered the development and implementation of many needed programs in Indian education.

In recognition of this need, the Office of Economic Opportunity funded a program to train American Indian School Administrators for the school year 1970-71. The program, operated in four universities, was refunded for the 1971-72 academic year through a joint effort of the Bureau of Indian Affairs, the Office of Economic Opportunity, and the Office of Education. The Division of Educational Administration, College of Education, University of Minnesota, operates one of the programs supported by these resources. This report presents a descriptive summary and progress report for the Minnesota program.

---

## THE PROGRAM

---

The goal of the program is to provide training for fifteen students of American Indian ancestry who wish to serve as administrators in local districts, state departments of education, and federal agencies which serve large numbers of Indian children. Their programs of study will lead to state certification as elementary and secondary school principals, curriculum directors,

school superintendents, and other administrative specializations. By redistributing funds, the program was able to arrange support for one additional student, bringing the total number of participants to 16. The primary emphasis of the 1971-72 training program is at the doctoral level. The degree objectives of the 16 program participants are distributed as follows:

Master's Degree	3
Doctor's Degree	13
TOTAL	16

Plans for a nation-wide recruitment were curtailed by the late notification of refunding. When approval was finally given, it was too late to print and distribute a promotional brochure. As a consequence, letters and personal contacts with Indian organizations and individuals were employed. Criteria for admission to the program were as follows:

- American Indian ancestry.
- Bachelor's Degree (Prerequisite for Master's Degree program).  
Master's Degree (Prerequisite for Doctor's Degree program).
- Desire to be an educational administrator.
- Teaching or other educational experience.
- Academic performance.

Applicants were selected by a six-member Advisory Committee, which included three members of the Indian community. The committee consisted of the following persons:

- The Director of Upper Midwest Indian Center

- Two members of the Minnesota Indian Education Committee
- Chairman and Assistant Chairman of the Division of Educational Administration of the University of Minnesota.
- Director of Bureau of Field Studies and Surveys (Project Director).

The 1971-72 program participants are listed below:

Name	Tribe	Place of Birth	Degrees, Place Earned	Degree Sought
Amiotte, Lowell	Sioux	Pine Ridge, So. Dak.	BS, Black Hills State College MA, Univ. of So. Dak.	Ph.D.
Antell, Lee	Chippewa	White Earth, Minn.	BS, Moorhead State College MA, University of Minnesota	Ed.D.
Beaulieu, David	Chippewa	St. Paul, Minn.	BA, University of Minnesota MA, University of Minnesota	Ed.D.
Bordeaux, Lionel	Sioux	White River, So. Dak.	BS, Black Hills State College MA, Univ. of So. Dak.	Ph.D.
Buckanaga, Gertrude	Chippewa	Ponsford, Minn.	BA, Concordia College, St. Paul, Minnesota	M.A.
Cavender, Chris	Dakota	Pipestone, Minn.	BS, St. Cloud State College MA, University of Minnesota	Ph.D.
Christensen, Rosemary	Chippewa	Ashland, Wisc.	EdM, Harvard University	Ph.D.
Denny, Hubert G.	Chippewa	Redlake, Minn.	BS, Bemidji State College MA, University of Minnesota	Ed.D.
Keene, Duveen	Mandan Hidatsa	Elbowoods, No. Dak.	BS, Univ. of No. Dak.	M.A.
Mahto, Ted	Chippewa	Minneapolis, Minn.	BS, Aberdeen Teachers Col- lege	M.A.
Powless, Robert	Oneida	West DePere, Wisc.	BS, University of Wisconsin MA, University of Minnesota	Ed.D.
Ross, Allen (Chuck)	Sioux	Pipestone, Minn.	BS, Black Hills State College MA, Arizona State	Ed.D.
Ross, James	Sioux	Flandreau, So. Dak.	BS, Black Hills State College MA, Arizona State	Ed.D.
Ross, Kenneth	Sioux	Pipestone, Minn.	BS, Black Hills State College MA, Arizona State College	Ph.D.
Sahmaunt, Herschel	Kiowa	Cache, Okla.	BA, East Central College MA, Oklahoma University	Ed.D.
Sahmaunt, Joseph	Kiowa	Cache, Okla.	BA, Okla. City Univ. MA, SW State College	Ed.D.





From left to right Bottom Row—C. Cavender, and C. Sederberg  
Top Row—J. Ross and H. Sahmaunt

A second unique feature of the program is a six-credit Indian Education Seminar taught jointly by the Division of Educational Administration and the Department of Indian Studies. The program participants plan and arrange for appropriate consultants. The following are examples of a few of the topics:

- Passage of State and Federal Indian Legislation
- Federal Policies Affecting Indian Education
- Academic Performance of Indian Children
- Creating an Indian Lobby for Legislation
- Private Foundations in Indian Affairs
- Employment Opportunities for Program Graduates

The budget for the program is indicated below:

Item	Amount
Salaries .....	\$ 30,400.00
Consultant Fees .....	1,000.00
Fringe Benefits .....	2,968.00
Travel .....	8,000.00
Consumable Supplies .....	5,050.00
(This includes office supplies, postage, etc.)	
Tuition, fees, books, etc. ....	9,545.00
Stipends and Dependents .....	68,000.00
Indirect Costs .....	9,997.00
<b>TOTAL .....</b>	<b>\$134,960.00</b>



Prior to the fall quarter, arrangements were made to find housing and part-time employment related to Indian education for program participants. The program started with an orientation meeting of all participants on September 20, 1971. At this session, newcomers were oriented to the University of Minnesota, graduate school procedures, individual program planning, and registration to minimize the effects of being new on a large university campus.

The program this year has two new and unique features. First, each participant has been encouraged to become involved in Indian affairs through part-time employment in some phase of Indian education. The following list indicates the part-time employment activities of the program participants.

Name	Part-Time Employment
<b>Amiotte, Lowell</b> , Research Assistant, Bureau of Field Studies and Surveys, National Indian Library Study	
<b>Antell, Lee</b> , Research Assistant, Bureau of Field Studies and Surveys, National Indian Library Study	
<b>Beaulieu, David</b> , Research Assistant, Bureau of Field Studies and Surveys, National Indian Library Study	
<b>Bordeaux, Lionel</b> , Consultant, Bureau of Field Studies and Surveys, National Indian Library Study	
<b>Buckanaga, Gertrude</b> , Indian Adult Basic Education Instructor, Minneapolis Public Schools	
<b>Cavender, Chris</b> , Freshman Admissions Counselor, University of Minnesota	
<b>Denny, Hubert</b> , Indian Drop-Out Prevention Program, Minneapolis Public Schools	
<b>Keene, Duveen</b> , Indian Adult Basic Education, Minneapolis Public Schools	
<b>Mahto, Ted</b> , Indian Studies Instructor, Minneapolis Public Schools	

**Powless, Robert**, Teaching Assistant in Department of Indian Studies and in Guidance Department, University of Minnesota

**Ross, Allen**, Research Assistant, Bureau of Field Studies and Surveys, National Indian Library Study

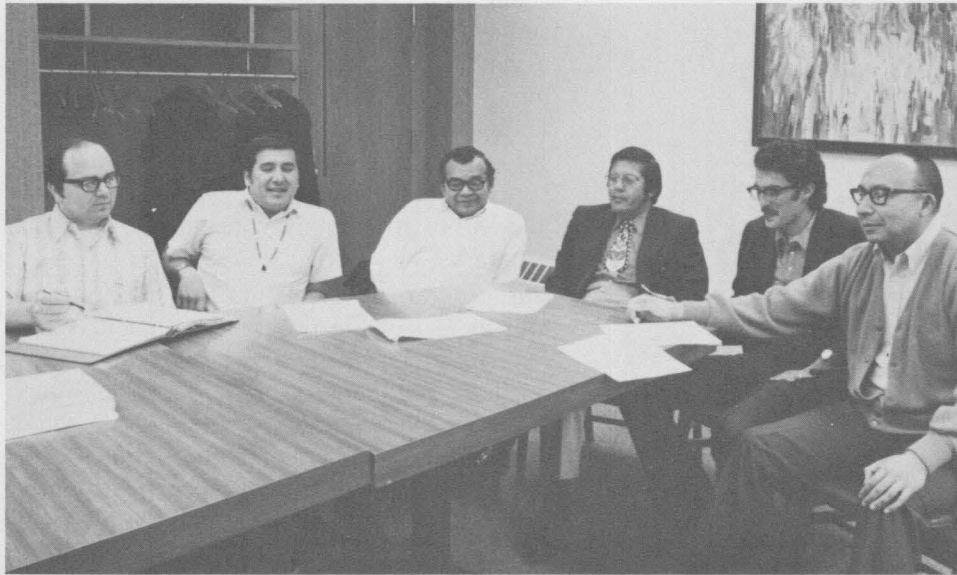
**Ross, James**, Assistant to Director of Trainer of Teacher Trainer (TTT) Program, University of Minnesota

**Ross, Kenneth**, Research Assistant, Bureau of Field Studies and Surveys, National Indian Library Study

**Sahmaunt, Herschel**, Executive Secretary for National Indian Education Association

**Sahmaunt, Joseph**, Field Director, National Indian Library Study, National Indian Education Association

*From left to right L. Amlotte, C. Ross, T. Mahto, W. Antell, D. Beaulieu, and R. Powless*



---

## EVALUATION

---

It is too early to evaluate the results of the 1971-72 program. Since most of the participants are doctoral students, few can be expected to finish by the end of the program year. The real impact of the program cannot be fully evaluated until five or more years from now when participants have had an opportunity to utilize their training in positions of leadership in Indian education.

A mid-year, in-process evaluation has been conducted in which program participants were asked to respond anonymously to four questions. The following responses were picked at random for each of the four questions:

1. What is your overall perception, impression, and evaluation of the program?
  - The program, I feel, has been thoroughly developed and implemented by competent personnel to assist program participants secure a well-rounded educational background in the field of Educational Administration. Through personal commitments toward ensuring adequate resources to supplement subsistence levels, participants have been allowed to thoroughly concentrate on their programs.
  - This program is excellent. The most important aspect of the program is that it is administered as a *program* rather than the individual financing of students. The interaction of Indian students pursuing the same field and general interest is an educational benefit which would not occur with individual student financing without the program aspects.

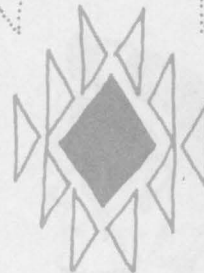
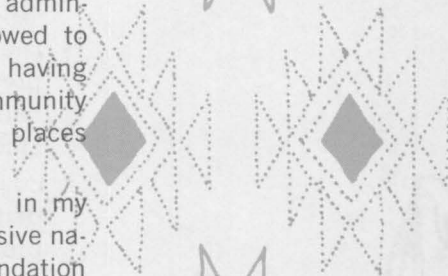
- My overall evaluation of the program is that the program is very fine. However, many of the courses did not really interest me. I think I could recommend it very highly.

2. How do you evaluate the instructional program and/or learning activities in which you have been involved?

- Since this program is to train Indian administrators, more time should be allowed to take Indian seminars and the idea of having different people from the Indian community come in. I also enjoyed going out to places as a class.
- The program developed for me has, in my estimation, been one of a comprehensive nature. It should provide a sound foundation for implementation of administrative endeavors in future years.
- The instructional program has been excellent with options in many diverse subject areas.

3. How do you evaluate the organization and administration of the program?

- These components have been admirably handled. A lot of personal commitment to participants' total well-being has been very enlightening.
- This aspect of the program is all right, but I do feel it perhaps would have greater strength if, for instance, funding went directly to the Indian Studies Department rather than subcontracting to the Educational Administration Department.
- Excellent! I especially appreciate the regis-



tration procedures and the work that Gary (Alkire) puts into this aspect of our program.

4. What suggestions do you have for improvement of the program?

- The process of cross-listing courses with other departments within the University could be improved as well as securing a definite commitment on seminars so as to reduce the anxiety level of participants.
- The process of securing books could be improved by a less paternalistic approach, namely paying the allowance directly to the students.
- Book allowance ought to be given to students to spend where and when—present procedure smacks of paternalism.
- Should have more educational consultants visit such as superintendents of cities in New York, California, and other prominent educational centers. Should have provisions to spend time at model Indian schools for a period of two weeks to learn, i.e. Rough Rock, Redlake, Rocky Boy. Should assist those tribes wishing to set up their own schools. Need to meet at least two times per year with participants at other schools.

In view of written and informal responses by the participants, the directors consider the program to be a success. This success is a credit to the participants, the Office of Education, Bureau of Indian Affairs, and the Office of Economic Opportunity. We think the investment in human resources promises to yield a high rate of return and that the program is worthy of continued support.





From left to right Bottom Row—D. Keene and L. Antell  
Top Row—G. Alkire and H. Denny



From left to right R. Christensen, J. Sahmaunt, G. Buckanaga,  
K. Ross, and L. Bordeaux

Art work by Ken Ross      Photography by Chuck Ross

