

At the outset of the University of Minnesota's program to train Indian school administrators, a symbol of strength and courage was chosen to represent the goals and ideals of those involved in the program. This symbol was the *Noka*, or Bear Totem, of the Mississippi band of the Ojibway Nation, whose members were known for their leadership and fighting ability.

The cover design is an abstract rendition of the totem by Robert Campbell, one of the program participants.

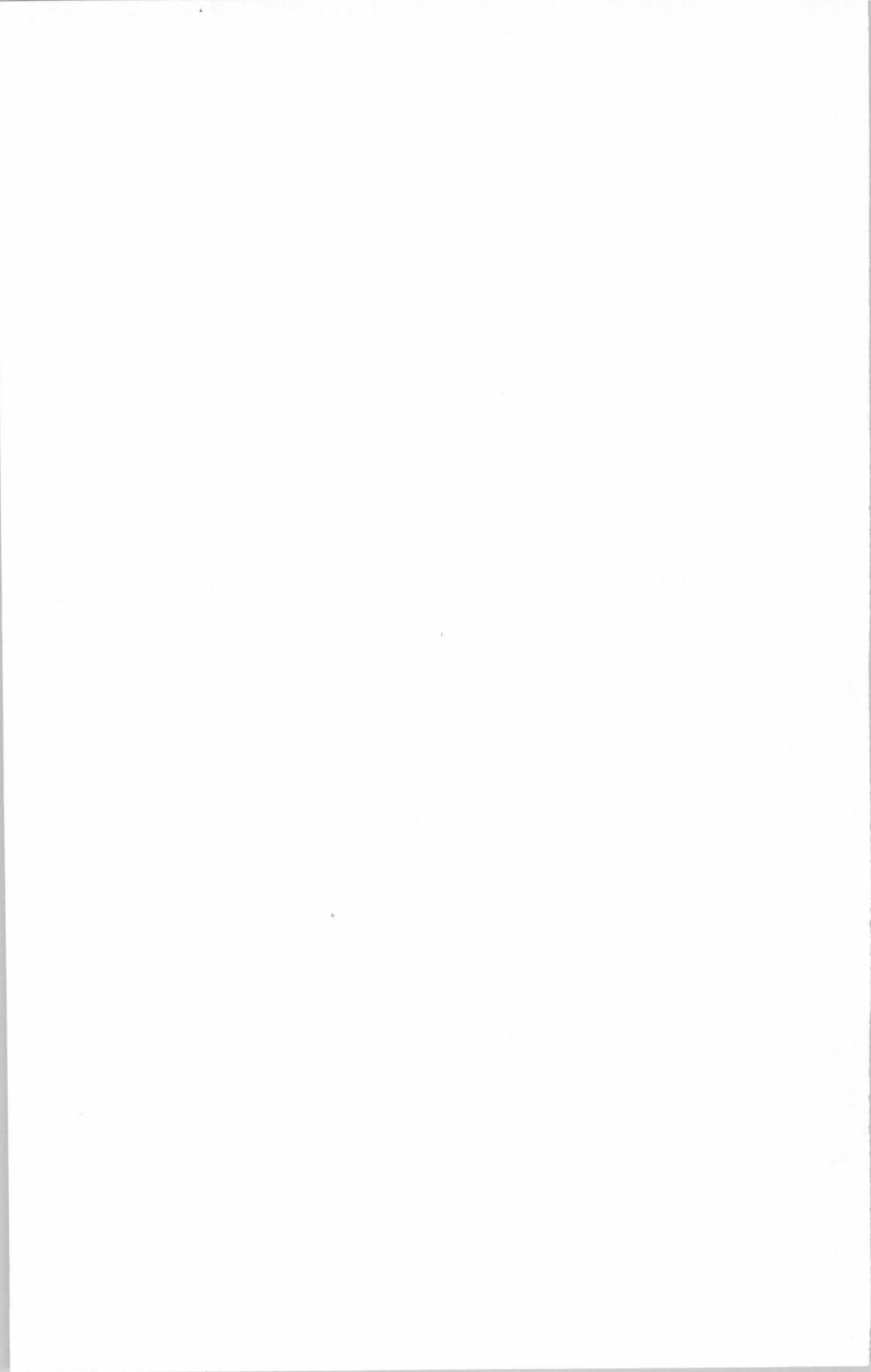
TRAINING ADMINISTRATORS
FOR SCHOOLS
SERVING INDIAN CHILDREN

Office of Economic Opportunity Contract CG-5073 A/O
Progress Report Number 1

by

The Division of Educational Administration
College of Education
University of Minnesota
Minneapolis, Minnesota 55455

December 1, 1970



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UNIVERSITY OF *Minnesota*

BUREAU OF FIELD STUDIES AND SURVEYS
205 BURTON HALL - MINNEAPOLIS, MINNESOTA 55455

Dr. James Wilson
Head of Indian Desk
Office of Economic Opportunity
Washington, D.C.

Dear Dr. Wilson:

We are pleased to submit this preliminary progress report on the Office of Economic Opportunity Contract CG-5073 A/O with the Division of Educational Administration at the University of Minnesota to train administrators for schools serving large numbers of Indian children.

The report is presented in three sections. The first section provides a summary of the program for those who are interested in the project, but not familiar with its goals and procedures. The second section provides information about the operation of the program and its participants. In the last section we present some of our thoughts as we look ahead toward the coming year and beyond.

Thank you for your support and assistance. We will prepare further progress reports as our program develops.

Sincerely yours,

Will Antell
Will Antell
Resident Director

Charles H. Sederberg
Charles H. Sederberg
Project Director

Gary Alkire
Gary Alkire
Assistant Project Director





INTRODUCTION

Self-determination is one of the rights that most Americans take for granted. A complex combination of past and present factors, however, has denied this right to some Americans, including a major segment of the Indian community. One problem has been a lack of education. Indian children, it is true, have the same opportunity to receive an education as other Americans, but it is often one that has not been tailored to their unique background and heritage and ultimately discourages their desire to learn.

The Division of Educational Administration, a part of the University of Minnesota's College of Education, has developed a program to tackle this problem. It is a project to train administrators for schools that serve Indian children.

PROGRAM DESCRIPTION

The primary goal of the project is to train a group of twenty students of American Indian ancestry to become educational leaders, skilled in education management, to serve in local districts, state departments of education, and federal agencies. These administrators will be eligible for certification as elementary and secondary school principals, curriculum directors, school superintendents, and other administrative positions. They will act as spokesmen for the Indian community, enabling its members to participate actively in the determination of educational policies that affect them.

The principal emphasis of the training program is at the Master's degree level, although work toward Specialist and Doctoral degrees is offered to participants who have already earned Master's degrees. The degree programs of the twenty program participants are distributed as follows:

	Number	Per- cent
Master's Degree	17	85
Elementary - 2		
Secondary - 12		
General - 2		
School business official - 1		
Doctor's Degree	3	15
	<hr/> 20	<hr/> 100

General course work for the Master's degree includes 45 quarter credits at the graduate level in educational administration and related fields and three to nine credits in fields other than education. Doctoral degree candidates pursue individualized programs planned jointly by each candidate and his adviser.

A unique component of the instructional program is a special nine-credit seminar, Educational Administration 270, for all program participants. This seminar has been set up to assist participants in planning and developing their research papers and to broaden their awareness of new directions in education through a series of planned field trips. The model for the seminar calls for students' planning and discussion of field activities and research topics.



The project is administered by a three-man team:

Mr. Will Antell, on leave from his position as Director of Indian Education in the Minnesota Department of Education, is the Resident Director. His primary responsibilities are relations with the state government, coordination with Indian agencies, and part-time employment and housing for program participants.

Dr. Charles H. Sederberg, Director of the Bureau of Field Studies and Surveys, and Dr. Gary Alkire, the Bureau's Assistant Director, are Project Director and Assistant Project Director, respectively. Their primary responsibilities are in the management of project affairs that relate to the University organization.

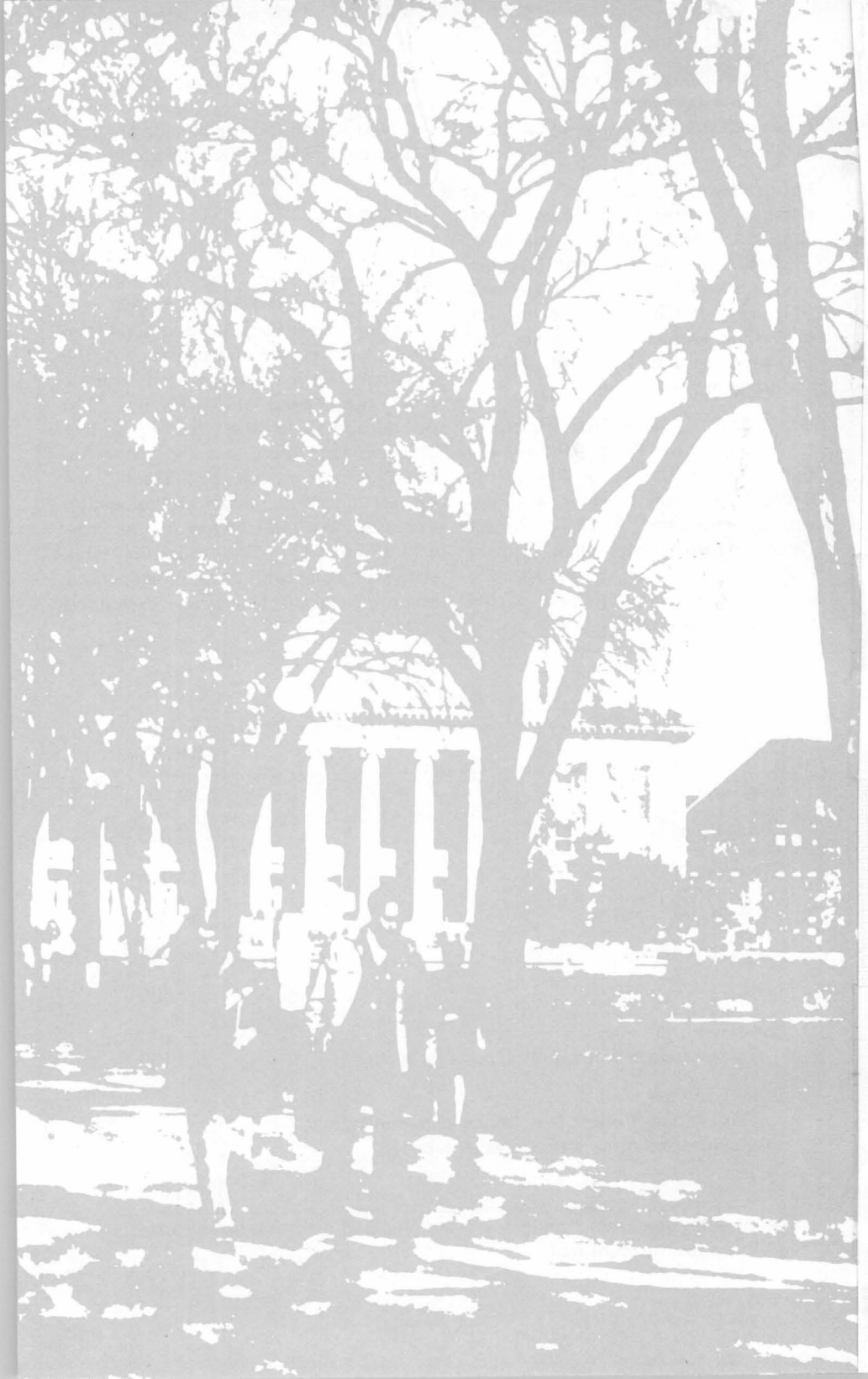
These responsibilities include program planning, advising, relations with the Graduate School, and teaching the Ed. Ad. 270 seminar.

Financial support for the program has been granted only for the 1970-71 academic year. The project budget provides for student support and additional direct costs incurred for operation of the program. Each participant is paid a fellowship stipend of \$2400 plus \$500 per dependent for the year. The project also pays for tuition, fees, and textbooks. In addition, it provides a \$250 allowance per participant for travel and relocation expenses. *The total budget for the project is \$162,334.* The following table shows a further breakdown of allocations according to the University accounting system.

BUDGET ALLOCATIONS

ITEM	AMOUNT
Salaries and Wages	\$ 29,200
Fringe Benefits	3,215
Overhead	12,026
Stipends	88,000
Consultant Fees	2,000
Travel	9,000
Consumable Supplies This includes office supplies, postage, et cetera.	3,186
Other Expenses This includes tuition, fees, books, communications expenses and other miscellaneous expenses.	15,707
TOTAL	\$162,334

A line item operational budget is being prepared now that actual costs are more readily identified.



IMPLEMENTATION

Since it was proposed in February, 1970, the project has already progressed through the first of its phases.

RECRUITMENT

The twenty participants were recruited on a nationwide basis. A brochure, along with more than 200 letters, publicized the project and asked for applicants. Criteria for admission to the program were as follows:

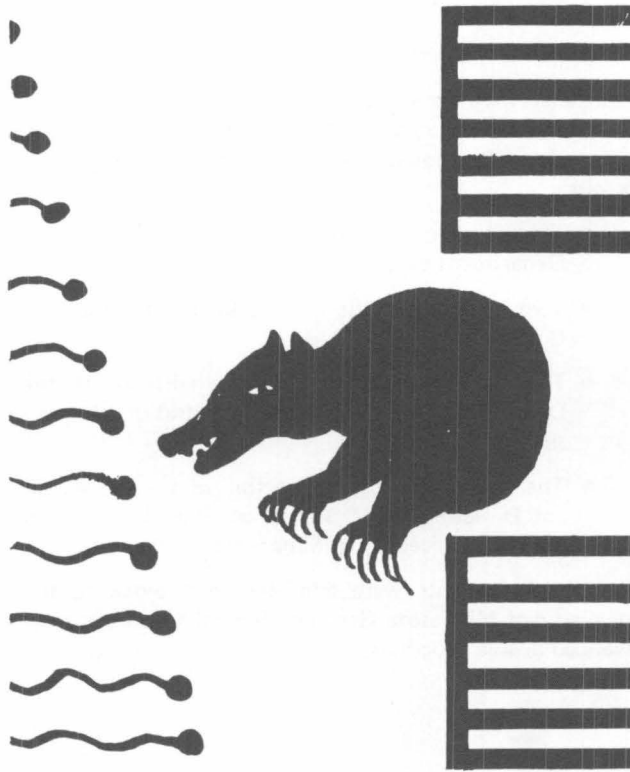
- American Indian ancestry
- A Bachelor's degree (preferably in education)
- Desire to be an educational administrator
- Teaching or other educational experience
- Academic performance

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

- The Director of Indian Education, Minnesota Department of Education.
- Two members of the Minnesota Indian Education Committee.
- The chairman and assistant chairman of the Division of Educational Administration, University of Minnesota.
- The Assistant Project Director, who is the Assistant Director of the Bureau of Field Studies and Surveys, University of Minnesota.

Program participants were admitted in a block to the University of Minnesota Graduate School to pursue their advanced degree programs.

The diversity in background of the participants enhances the quality of the project's educational program. The following table reflects the participants' broad geographic distribution and wide array of tribal identification, educational background, and work experience. Fusing this diversity into a unified effort to serve the Indian community through professional educational leadership is the prime challenge of the program.



LIST OF PARTICIPANTS

NAME	TRIBE	HOME TOWN	DEGREES EARNED	MOST RECENT EMPLOYMENT	DEGREE SOUGHT
Lee Antell	White Earth Chippewa (Minnesota)	No. St. Paul, Minnesota	B.S. (Moorhead State College, Minnesota)	Associate Director Library Services Institute for Minnesota Indians University of Minnesota	M.A.
David Beaulieu	Chippewa (Minnesota)	St. Paul, Minnesota	B.A. (University of Minnesota)	Research Associate Center for Urban and Regional Affairs University of Minnesota	M.A.
W. Larry Belgarde	Plains Chippewa (North Dakota)	Belcourt, North Dakota	B.A. (University of North Dakota)	Consultant, Indian Education State of Minnesota Department of Education	M.A.
Joe Cajero	Pueblo, Jemez (New Mexico)	Jemez Pueblo, New Mexico	B.A. (Highlands University, Las Vegas, New Mexico)	Teaching Instructor (Counselor) Institute of American Indian Art BIA	M.A.
Robert Campbell	Lower Sioux (Minnesota)	Prairie Island, Minn.	B.S. (St. Cloud State College, Minnesota)	Indian Upward Bound St. John's University Summer Program	M.A.
Dolores Castillo	Spokane (Washington State)	Nespelem, Washington	B.F.A. (Alfred University, New York)	Instructional Aide IAIA, Santa Fe, New Mexico BIA	M.A.
Chris Cavender	Dakota (Sioux)	Minneapolis, Minnesota	B.S. (St. Cloud State College, Minnesota)	Admissions Associate University of Minnesota	M.A.
Hubert G. Denny	Redlake- Ojibway/Oneida	Redlake, Minnesota	B.S. (Bemidji State College, Minnesota)	Head Start Representative University of Montana Missoula, Montana	M.S.
Carol Dodge	Menominee	Keshena, Wisconsin	B.A. (College of Santa Fe, New Mexico)	Pre-school Teacher Keshena, Wisconsin	M.A.
Gene Eckstein	White Earth Chippewa (Minnesota)	Anoka, Minnesota	B.S. (Moorhead State College, Minnesota)	Director and Coordinator Indian Upward Bound University of Minnesota	M.A.
Harold LaRoche	Lower Brule Sioux (So. Dakota)	Lower Brule, South Dakota	B.S. (Southern State College, Spring- field, South Dakota)	Tribal Operations Officer BIA	M.A.
Marie McLaughlin	Standing Rock Sioux	Ft. Yates, North Dakota	B.A. (University of North Dakota, Grand Forks, North Dakota)	Family Life Specialist United Tribes Employment Training Center Bismarck, North Dakota Bendix Field Engineering Corp.	M.A.

NAME	TRIBE	HOME TOWN	DEGREES EARNED	MOST RECENT EMPLOYMENT	DEGREE SOUGHT
Michael Miller	Mississippi Chippewa	Minneapolis, Minnesota	B.S. (Appalachian State University, Boone, North Carolina)	Counselor, Minnesota Dept. of Manpower Services Duluth CEP	M.A.
Robert E. Powless	Oneida (Wisconsin)	Prescott, Wisconsin	B.S. (University of Wisconsin, Madison) M.S. (University of Wisconsin, Madison)	Director, P.R.I.D.E. Wisconsin State University Stevens Point, Wisconsin	Ph.D.
Sister M. Grace Ann Rabideau	Bad River Chippewa (Wisconsin)	Bayfield, Wisconsin	B.A. (College of St. Francis, Joliet, Illinois)	Principal, Sisters of St. Francis Holy Family School Bayfield, Wisconsin	M.A.
Charles Robertson	Sisseton- Dakota	Redby, Minnesota	B.S. (Chadron State College, Nebraska)	Program Analyst, OEO, Indian Division Washington, D.C.	M.A.
Joseph Sahmaunt	Kiowa (Oklahoma)	Bethany, Oklahoma	B.A. (Oklahoma City Uni- versity, Oklahoma) M.Ed. (Southwestern State College, Weatherford, Oklahoma)	Assistant Administrator Oklahoma State Department of Education Indian Education Division	Ph.D.
Gwendolyn Shunatona	Potawatomie- Otoe- Pawnee	Wichita, Kansas	B.A. (Sacred Heart College, Wichita, Kansas)	Secondary Instructor, Spanish Chilocco Indian High School Chilocco, Oklahoma BIA	M.A.
Jon Wade	Flandreau (South Dakota)	Aberdeen, South Dakota	B.S. (Northern State College, Aberdeen, South Dakota) M.A. (University of South Dakota, Vermillion)	Education Specialist Aberdeen Area Office BIA	Ph.D.
Robert Werner		Medford, Oregon	B.S. (Mankato State College, Minnesota)	Math Teacher, Coach, Phoenix High School Phoenix, Oregon	M.A.



Left to right: M. Miller, H. LaRoche (standing), C. Sederberg, C. Dodge, R. Powless, J. Cajero.



Left to right: G. Rabideau, G. Alkire, D. Beaulieu, C. Cavender (standing), G. Eckstein, R. Campbell.



Left to right: M. McLaughlin, J. Sahmaunt, W. Antell, J. Wade, D. Castillo.



Left to right: R. Werner, H. Denny, L. Antell, G. Shunatona, C. Robertson, L. Belgarde.

ORIENTATION AND REGISTRATION

Activities prior to Fall Quarter included arranging for housing and part-time employment for some of the participants and orientation to the campus and the Twin City metropolitan area. The initial meeting of all project participants was a group orientation session on September 21. This session was utilized for orientation to Graduate School procedures, individual program planning and registration. The orientation program was planned to minimize uncertainties sometimes experienced by students new to a large university campus.

Each of the program participants is registered for a full 15-quarter-hour load in the Graduate School. Completion of the programs planned during the orientation session will lead to advanced degrees and professional certification at the end of the academic year.

THE PRESENT

The nine-credit seminar (Ed. Ad. 270) is a highlight of the program. The participants are planning research topics related to the theme, "Special Factors in the Education of Indian Children." Such topics as Indian culture in the school curriculum, federal policies and Indian education, a model for the distribution of Johnson-O'Malley funds, and factors affecting academic performance of Indian children have been selected at this time. The culminating project of the seminar will be a volume containing the contributions of each participant. In addition to writing research papers for this volume, the participants have planned a number of learning experiences utilizing community resources outside of the University.

Many individuals and agencies have given support and encouragement to the program. One of these agencies, on the state level, is the Minnesota State Department of Education, under the leadership of Commissioner Howard Casmey and Assistant Commissioner Farley Bright. This department has placed Will Antell, its Director of Indian Education (on leave to the University) as Resident Director of the program. Within the University organization, supporting groups include the Graduate School, the College of Education, the Student Housing Bureau, and other agencies. The Division of Educational Administration, under leadership of Dr. Clifford Hooker, Chairman, and Dr. Van Mueller, Assistant Chairman, has pledged

whole-hearted support toward the success of the program. Community support has also been demonstrated. Mr. Charles Belgarde, a Minneapolis contractor formerly from Turtle Mountain, North Dakota, has made a number of apartment units available at half price. The net effect of these commitments of support has been a positive climate for the program.

LOOKING AHEAD

The Division of Educational Administration considers the initiation of the program a success. The year ahead will offer a series of opportunities to explore, to learn, and to discuss significant ideas in the field of education. Now is the time to plan directions and goals beyond the present academic year. Initial planning efforts are presently being focused on placement, further training of this year's program participants, and recruiting of new administrative fellows. One year of study can provide only a beginning for the training of school administrators. A second year of graduate study and internship experiences would maximize the return on resources already invested. To be effective, plans for the future require inputs from division, college, state, and federal levels.

