

First Annual Report

PROGRAM TO TRAIN AMERICAN INDIAN EDUCATIONAL ADMINISTRATORS*

by

The American Indian Program
Graduate School of Education
Harvard University
Cambridge, Massachusetts 02138

Robert A. Matthai, Program Director

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SUMMARY

In June, 1970, the Harvard Graduate School of Education admitted eleven American Indian educators to a twelve-month program leading to the master's degree in education.

While at Harvard the students took professional-level courses in a variety of areas: administration, guidance, curriculum development, educational planning. The aim of the program was not to teach these persons more about Indian education, but rather to increase their knowledge of educational theories and techniques. Indications are that participants will apply what they learn to the specific needs of their schools and communities, and to assume positions of increased responsibility and authority within their schools and communities.

In June, 1971, at the end of the program year, ten of the students received the master's degree in education; one received the specialist's degree. Two of the students will remain as doctoral candidates, and one will remain for the specialist's degree.

The program will continue for the 1971-72 academic year under joint funding by the Office of Economic Opportunity, the Office of Education, the Bureau of Indian Affairs, and the Harvard Graduate School of Education. A total of 13 American Indian students will take part in the program; besides the three students continuing from the 1970-71 program, there will be nine new master's students and one new doctoral student.

The major change in the 1971-72 program will be the hiring of an Indian program director.

Year I: 1970-71

<u>Name</u>	<u>Tribe</u>	<u>Prior Degree</u>	<u>Prior Occupation</u>	<u>Degree Received</u>
Joe Abeyta	Pueblo	B.A., New Mexico Highlands U.	Education Specialist, BIA	Ed.M.
Rosemary Christensen	Chippewa	-	Research Associate at a regional education laboratory	Ed.M.
Harold Deese	Lumbee	B.A., Pembroke (N.C.) College	Guidance counselor	Ed.M.
William Demmert, Jr.	Tlingit	B.A., Seattle Pacific College M.A., U. of Alaska	School principal	C.A.S.*
Dan Honahni	Hopi	-	Staff member of a BIA-funded curriculum development project	Ed.M.
Artherline Languette (Roberson)	MicMac	B.A., U. of Maine	University minority recruiter	Ed.M.
Emanuel Moran	Sioux	B.A., Southern State College, S.D.	School principal	Ed.M.
Wayne Newell	Passamaquoddy	-	Fellow, Ford Foundation Leadership Development Program	Ed.M.
Peter Soto	Cocopah	B.A., Sonoma (Calif.) State College	Teacher/principal	Ed.M.
Mary Helen Taptto	Navajo	B.A., Arizona State U.	Training coordinator of a Head Start project	Ed.M.
Della Warrior	Oto-Creek	B.A., Northeastern State College, Oklahoma	Associate director of an Upward Bound project	Ed.M.

*Certificate of Advanced Studies; equivalent of specialist's degree.

HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

Graduate Study Opportunities for Native Americans

Last June the Harvard Graduate School of Education admitted eleven Native American educators to a twelve-month program leading to the master's degree in education. Participants in the program come from a wide variety of backgrounds: school principal, Head Start specialist, curriculum specialist, staff member in a regional education laboratory, school counselor, director of minority recruitment for an Eastern university. They represent eleven tribes and ten states.

While at Harvard they are taking professional-level courses in a variety of areas: administration, guidance, curriculum development, educational planning. The aim of the program is not to teach these persons more about Native American education, but rather to increase their knowledge of educational theory and techniques. It is assumed that participants will, while at the University and upon graduation, apply and adapt what they learn to the specific needs of their schools and communities.

It is hoped that for the 1971-72 academic year it will be possible to obtain scholarship funds for master's- and doctoral-level study for Native Americans at the School of Education. Due to a general shortage of scholarship money and the intense competition for admission to graduate study, potential applicants are encouraged to explore non-university sources of financial aid and to apply to several graduate schools.

The basic requirements for admission are outlined below:

1. Applicants must be of Indian, Eskimo or Aleut descent (at least 1/4).
2. Applicants to master's degree programs should have a B.A.; to doctoral degree programs, an M.A. In rare instances persons with outstanding leadership and job records will be considered even if they do not have a B.A. or M.A.
3. Applicants should have at least two years' teaching or administrative experience in schools or programs having a large proportion of Native American students. In rare instances we will consider an applicant who has only one year's experience.
4. Applicants should have an above-average college grade record. An average or below-average grade record may be balanced by an outstanding job record.
5. Applications are sought from persons who are in (or intend to move into) administrative positions in schools or education-related programs serving Native Americans.
6. Applicants may be of either sex, married or single. Preference will be shown to persons under 40 and to those who have shown exceptional administrative ability or innovativeness.

To receive application forms and more information about the program, please contact:

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American Indian Program
Harvard Graduate School of Education
Cambridge, Massachusetts 02138

Telephone: (617) 495-4912 or
495-4916

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Henry Allen	Ponca-Tonkawa	-	Tribal chairman and director of a community development assoc.	Ed. M.
Edna Belarde	Tlingit	B.A., Western Washington College	Talent Search director	Ed. M.
Jerome Buckanaga	Chippewa	B.S., Moorhead State College	Elementary school principal	Ed. M.
Dennis Demmert	Tlingit	-	Coordinator of a cultural heritage preservation project	Ed. M.
William Demmert, Jr.	Tlingit	A.B., Seattle Pacific College	Continuing from Year I	Ed. D.
		M.A., U. of Alaska		
		C.A.S.*, Harvard U.		
Hartman Lomawaima	Hopi	B.S., Northern Arizona U.	University student	Ed. M.
William Pensoneau	Ponca-Tonkawa	-	Deputy director of American Indian task force	Ed. M.
Anita Pfeiffer	Navajo	B.A., U. of Arizona	Follow Through director	Ed. D.
		M.A., U. of Arizona		
Charles Poltras	Chippewa and Sac & Fox	-	Equal employment opportunity officer	Ed. M.
Peter Soto	Cocopah	B.A., Sonoma State College	Continuing from Year I	Ed. D.
		Ed. M., Harvard U.		
Ramona Sueopka	Hopi	B.A., U.C.L.A.	University student	Ed. M.
Mary Helen Tapto	Navajo	B.A., Arizona State U.	Continuing from Year I	C.A.S.*
		Ed. M., Harvard U.		
Arthur Zimiga	Stoux	B.A., Stoux Falls College	Director of bi-lingual education at a university	Ed. M.

