



Table - 2

Federal Funding For Indian Education*

(in thousands)

U.S. DEPARTMENT OF THE INTERIOR BUREAU OF INDIAN AFFAIRS EDUCATION		PL 101-121	Post G-R-H	Admin Req.
	FY' 89	FY' 90	FY' 90	FY' 91
SCHOOL OPERATIONS	\$ 186,643	\$ 200,790	\$ 198,067	\$ 231,948 **
JOHNSON O'MALLEY PROGRAM	23,000	23,572	23,252	20,548
CONTINUING EDUCATION:				
Post Secondary School	11,386	12,277	12,110	11,829
Special Higher Ed. Scholarships	1,960	2,160	2,131	1,800
Tribally Controlled Comm. Coll.	12,968	16,043	15,825	16,043
(Operations and Endowment)				
Mansfield University	—	400	385	0
Subtotal	26,314	30,880	30,461	29,672
TRIBE/AGENCY OPERATIONS:				
Scholarships	28,476	28,015	27,635	26,960
Tribal Coll. Snyder Act Supp.	932	916	904	923
Adult Education	3,138	3,211	3,167	3,239
Subtotal	32,546	32,142	31,706	31,122
TOTAL	268,503	287,384	283,486	313,290

**U.S. DEPARTMENT OF EDUCATION
OFFICE OF INDIAN EDUCATION**

Indian Education Act—Subpart 1				
Local Educational Agencies	49,248	51,541	50,825	53,556
Indian Controlled Schools	3,500	3,500	3,451	3,000
Subtotal	52,748	55,041	54,276	56,556
Subpart 2				
Educational Services and other Programs	11,807	12,225	12,055	12,055
Gifted & Talented ***	500	500	493	0
Subpart 3 (Adult)				
Educational Services	4,000	4,136	4,078	4,249
Subpart 4 (Administration)				
Office of Indian Education	2,206	2,437	2,403	2,558
NACIE	292	310	306	344
Subtotal	2,498	2,747	2,709	2,902
TOTAL	71,553	74,649	73,611	75,602

G-R-H — Gramm-Rudman-Hollings Budget Deficit Reduction Act.

* Does not include funding for other federal programs such as Head Start, Chapter 1, Impact Aid, etc. **includes \$19 million transferred from administrative cost grants. *** Funds for a gifted and talented Indian Student pilot project reappropriated from unspent fiscal year 1989 funds.

Included in the Pilot program will be a review of gifted and talented services and the development of pilot activities based on the information gathered. The anticipated 18-month contract is open only to fully accredited colleges that are funded under the Tribally Controlled Community College Assistance Act of 1978. Source: National Advisory Council on Indian Education

Native American,
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gued. At a recent meeting held by BIA in Sante Fe, NM, Swisher was inspired by "some Indian students who wanted to speak out. They gave some really impassioned speeches about wanting to be Indian, to remain an Indian but still to excel and go on to college."

Historically, public education often alienated students from their tribes and even their parents, she explained.

"But from my experience, that is changing. There are some very traditional areas where parents do fear that their children will forget the traditional ways . . . but students are gaining what I call 'cultural confidence,' knowing when to do what and when to act in certain ways."

Speaking at the National Indian Education Association meeting last year, Cavazos agreed that public education has typically failed Indians because of the lack of consideration for

Indian culture. "From the Anglo perspective, the primary purpose of education was assimilation. Well into the 20th century . . . the federal government adopted a uniform curriculum for all Indian schools that ignored Indian cultural heritage, language, mores and traditions," he said.

Unfortunately, Indians don't have many alternatives to public education, noted Ruth Myers, assistant director of the Center for American Indian and

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