

UNITED TRIBES TECHNICAL COLLEGE WEEKLY NEWSLETTE²⁰R

VOL. 7 NO. ~~26~~ 27

April ~~18~~ 1998

Weekly Menu

April 20- April 24

DINNER



LeRoI

- Mon.- Chuckwagon Stew, Baking Powder Biscuit, Salad Bar, Fresh Fruit, Relish Tray, 2% or Skim Milk
- Tue.- Ham Sandwich, Soup, Salad Bar, Dessert, 2% or Skim Milk
- Wed.- Chicken Stir-Fry w/Oriental Noodles, Rice, Cranberry Sauce, Salad Bar, Pumpkin Bars, 2% or Skim Milk
- Thu.- Bar-B-Que Beef On A Bun, Soup, Salad Bar, Assorted Fresh Fruit, 2% or Skim Milk
- Fri. - Tuna Salad Sandwich, Soup, Salad Bar, Lemon Bars, 2% or Skim Milk



Rita

- April 27**
- Mon.- Goulash, Vegetable, Dinner Bun, Salad Bar, 2% or Skim Milk



Dennis

SUPPER

- Mon.- Bar-B-Que Ribs, Baked Potato, Vegetable, Salad, Dessert, 2% or Skim Milk
- Tue.- New England Dinner, Boiled Potatoes, Boiled Vegetables, Salad Bar, Dessert, 2% or Skim Milk
- Wed.- Chicken Breast On Rice, Vegetable, Salad Bar, Dessert, 2% or Skim Milk
- Thu.- Pepper Steak, Rice, Tossed Salad, Garlic Toast, 2% or Skim Milk
- Fri.- Roast Pork, Mashed Potatoes & Gravy, Vegetable, Salad Bar, Dessert, 2% or Skim Milk
- Mon.- Hamburger On A Bun, French Fries/Potato Chips, Soup, Salad Bar, Brownies, 2% or Skim Milk



Bugs

Theodore Jamerson Student Wins Gold Medal



Amanda Peltier of Bismarck won a gold medal and a first place standing at the 11th Annual National American Indian Science and Engineering Fair. On April 2, 1998, Amanda and her family traveled to Rapid City, SD where the National Science Fair was held this year. After an outstanding oral presentation to the judges, she walked away with the gold in

the Behavioral and Social Science Division for 7th graders. Amanda's project was on Peyote and the Native American Church. She took first place at the State level in Botany division for 7th and 8th graders and 1st for the 7th and 8th graders at the Theodore Jamerson Elementary School.

ART EXHIBIT

at the Art Department

May 1, 1998 from 10:00 am to 3:00 pm

featuring

THE WORKS OF 1998
GRADUATING ART STUDENTS

Julie Crisjohn

Chris Fox

James Tallwhiteman

Caramel Rolls & Coffee Will Be Served.

All Are Invited To Attend!

Most of the Works Are For Sale.



NEWS FROM THE PLACEMENT DEPARTMENT

NOTICE TO ALL GRADUATES!

A notice to all Spring 98 Graduates, your 30 day interview should be scheduled from now until graduation. The purpose of this interview is to confirm that your Resume and Federal Application forms 612 and 171 are filed in the placement office. Also to fill out a final closure form and to make your file active by scheduling job interviews with prospective employers.

Graduates who do not submit their required paperwork to us before graduation will not receive their original transcripts. Please schedule your 30 day interview with Shirley Iron Road or myself soon.

Cooperative Education students remember to get your timesheets in at the end of each month. Co-op students will be required to get working hours in by the May 7, 1998 or lose hours not reported.

Remember that the Bismarck Tribune Employment Ads are posted on my door once a week. Jobs highlighted in the Tribune are related to all vocations offered at United Tribes. The National Job Announcements a few feet away, are in colored binders by room 120. If colored binders are not updated Shirley Iron Road will have them in her office.

Career Ware has been installed on a second computer in my office for students seeking Higher Education or Career Development. You are welcome to use it, but if you are using it for the first time, I would like to give you a lesson on how to run the program. You can then explore the Career Development program yourself. Please make an appointment with me on this matter.

.....

SUMMER CO-OP EDUCATION

Students who want to take Summer Cooperative

Education internships please enroll at the Placement Office ASAP. Remember, you have to be enrolled at the beginning of each semester to be eligible.

Please remember, students who do not get work experience in their vocation will have a difficult time finding jobs. Unless you have prior work experience in your field of study, it will be hard to land a job with a reputable company. Approximately 75% of employees who put ads in the newspaper and Job Service want reliable hard working people with **EXPERIENCE**. You won't find too many ads that don't ask for experience in the associate level.

A field study will be conducted by the Placement Office this summer allowing Alternate Plan Co-op students to bank their Cooperative Education credit hours until this coming fall. Students will not have to pay for co-op credit hours since they become active in the Fall when the students are full-time.

Students who want to do co-ops during the summer but worry about child care will be happy to know that the daycare may be open after hours if the need arises. For more information on daycare after hours contact Leah Woodke, Extension 339.

Graduates, please feel free to use the Placement Office anytime for your employment needs. Think of us as a mini job service to help you in pursuit of that special job or college institute. We are on the Internet and will try to get you on line. We also have Career Choices installed in lot of the computers throughout campus.

For more information please contact us at Extension 280 or 226.

Thank You
Vince Schanandore
Placement Counselor



Yes! Spring Is Here!



News Bits From AASPN

Congratulations to Lucy White Eyes for receiving an award at the AIHEC dance competition, she participated in the Jingle Dress competition.

Second year Nursing students are now getting experience at Missouri Slope Lutheran Care Center and at St. Vincent's Nursing Home where they are receiving leadership experience under the direction of preceptors – "scary" – but great!

Sister Kathryn Zimmer, Nursing Department Director will be participating in the annual Nurse's Association Convention being held in Fargo, April 18-21. She is a member of the Board of Directors for the Association.

*submitted by
Sr. Kathryn Zimmer, Director, AASPN Program*

"Just Say No" Family Club Schedule:

- April 23:** *UTTC Health Fair (to be planned)*
- April 26:** *River Walk and Picnic, Sun. 2:00 pm, Sertoma Park.*
- April 30:** *Presentation, Thurs. 6:00 pm - Small Gym.*
- May 3:** *Trip to the Zoo, Sun., Sertoma Park, Bus leaves at 2:00 pm.*

STUDENT HEALTH REMINDING YOU TO TAKE CARE OF MEDICAL APPOINTMENTS WHILE HOME FOR SUMMER

Students who are returning to their home agency during summer vacation are encouraged to schedule medical appointments such as eye examinations, ob/gyn appointments, physicals, dental examinations and yearly examinations. If the yearly appointments are taken care of during vacation, the student will not have to take time away from college for medical care. See the SHC staff if you need assistance in phoning your home agency to schedule an appointment.

Students who are pregnant and plan to return for fall semester should make financial arrangements with their home agency or Social Services. The Student Health Center does not pay for any medical bills related to pregnancy.

After May 8, Student Health Center will only provide medical coverage to those students who are enrolled in summer school. No exceptions will be made. If you are a student who plans to remain in the Bismarck/Mandan area during summer vacation, you must make arrangements with other agencies such as Social Services, home agency, private insurance, etc. to pay for your medical bills.

If you have medical bills that have not been submitted to the Student Health Center for payment, please submit them as soon as possible.

Students and staff interested in starting an exercise/walking program please contact the Student Health Center. We would like to start as soon as possible. Please submit your

ideas.

Stay Tuned . . . Mini Health Fair to be announced. Planning is underway!


Aerobic Exercise for Health

Aerobic exercises improve the condition of your heart and lungs by increasing the amount of oxygen your body can process in a given time period. Among the best aerobic exercises are aerobic dancing, handball, hiking, jogging, jumping rope, racquetball, rowing, squash, stair-climbing, swimming, tennis, and walking! With so many aerobic exercises to choose from, just select the ones you enjoy most and get moving!

– Remember, always check with your healthcare provider before starting any exercise program.

– If you haven't been active, start slowly, and gradually increase both your intensity and duration until you are doing aerobics at least three or four times a week for 30 minutes each time.

– Remember to always do 5 to 15 minutes warm-ups and cool-downs, including stretches.



Criminal Justice State Weapons Exam is Scheduled

STATE WEAPONS EXAM is schedule for Thursday, April 23rd at 6 pm in Room 117D in the Skill Center. **This is the only time this test will be given, no exceptions!** Next scheduled exam time will be in the Spring of 1999. Two separate Study Guides are available to study from. Be sure to get a copy of each.

NOTE: If you failed to qualify on the firing range, you will be unable to take the State Exam.

RADAR TRAINING for all Criminal Justice students will be held on Monday, April 27th, 1998 in Room 117D, Skill Center. This training is required for all first and second year students. Class will run from 1 pm to 4 pm. Guest instructor is Lt. Pat Idyle. All Criminal Justice students will need to make arrangements with instructors for their regularly scheduled classes and make-up that work.

PHYSICAL AGILITY TESTING will be held on Wednesday, April 29th, 1998. Second year students will test at their regularly scheduled time of 1 pm and first year students will at their regularly scheduled time of 3 pm. Failure to attend testing will earn you an automatic "F" for the Spring Training course.

FIELD EXPERIENCE/RESEARCH PAPERS ARE DUE ON MONDAY, MAY 4TH BY 9 AM.

REMINDER! All Criminal Justice students who will be enrolled in Patrol Procedures must have a valid State Driver's License. Submit a photocopy of your driver's license with the Criminal Justice Department.

Chemical Health Center Prepared for New Addiction

Its springtime and almost at the end of another school year. The students are asking where has the year gone?

Many times we forget to tell each other what a great job you have done. At this time the staff at the Chemical Health Center would like to say to all staff and students at UTTC. **GREAT JOB!**

Recently found in April issue of Professional Counselor, an article on Internet addiction, it's rapidly being recognized as a condition similar to gambling or chemical dependency, where the user is unable to discontinue use despite severely negative consequences, and actually experiences a physiological high from using.

Joe McGillis, and Julie Cain has recently passed their test for Level I, Certified Indian Addiction Counselors. Through Northern Plains Native American Chemical Dependency Association recognized as the training body for the Public Health Service, Aberdeen South Dakota. Congratulations!!!

Child Development Center Summer Update

The CDC will be open this summer. The hours will run from 7:30 am to 5:00 pm daily. You may take advantage of these services if you are in the following situations:

- *Attending summer school.*
- *Doing Cooperative Education internship*
- *You have jsut graduated and are searching for a job or just starting a job.*
- *You are working a summer job in the Bismarck area and returning to UTTC in the fall.*

All you need to register for the summer is just update your child's records in the Child Development Center. Space is somewhat limited, so sign up soon!

If the need arises, the CDC may be open in the evening as well.

All summer registration is due by Friday, April 24, 1998.

If you have any questions, see any one of the directors: Barb, Marie or Leah.



Lady Thunderbirds Basketball Update

The Ladies played in the Shane Fox Memorial Tournament at New Town and Parshall April 4th and 5th – Lost 2 Won 1.

April 9–11, the Ladies traveled to Hardin, MT to compete in the AIHEC Tournament.

On Thursday night, Sitting Bull College forfeited so we advanced to the next round.

In Friday's game we lost in a close game to Stone Child Community College from Rocky Boy, MT.

In Saturday's first game we beat the Lady Rams from Little Big Horn College, Crow Agency, MT. In a loser out game Saturday we lost a heartbreaker by 2 points to Sinte Gleska University of Rosebud, SD.

First game MVP honors went to Michelle Provancial, second and third game MVP honors were won by Deana Roberts. The officiating at our games, and all games I watched, was outstanding.

I know the players were disappointed that we didn't advance. As a coach, you want your players to give it their all, and I feel they did. I also know they had a great time which is what it's all about.

During the season the Thunderbirds had 16 wins and 23 losses. *It was a very enjoyable season for me and I was fortunate to have the opportunity to coach such a fine group of young Ladies.*

Have a Nice Summer and Good Luck to all the Graduates at UTTC!

Bob Bucholz

REC STUFF

Intramural Action

The Hoosiers were the 1998 Intramural Basketball Champions, they defeated Waylon Goodleft's Urban Warriors in the championship. The Warrior's who only had one win during the regular season played good ball to get to the title game.

League Order of Finish

1st - Hoosiers, 2nd- Urban Warriors, 3rd - Sitting Bull College, 4th - SD Tipi Creepers, 5th - SS Bombers, 6th - Inner City Bobcats.

The Intramural League would like to mention the passing of two of our participants. Chris Fallis and AJ Starr. We offer our deepest sympathy to the families and friends.

Anyone interested in playing softball - give recreation a call at Ext. 261 or 377.

AIHEC Volleyball Tournament

The 1997 AIHEC Volleyball Tournament was held at United Tribes April 5, 6, 7. Sinte Gleska College from Rosebud was this years Champions.

Order of Finish

1st - Sinte Gleska, 2nd - Dull Knife, 3rd - Salish Kootenai,
4th - United Tribes.

United Tribes Roster

Eli Feather Earrings
Todd Thomas
Gerald Bogola
Geri Whiteman
Reida Whiteshield
Molly Tendore
Norra Two Bulls

**Information for the
Next Newsletter must be
submitted to Arrow Graphics
No later then April 24
Attn: Wanda Swagger**

Graduation Announcements

*are now ready in Arrow Graphics
the price is 50¢ each. (This includes envelope)
Payment is due at time of pick up,
please bring correct change.*

**THEODORE JAMERSON ELEMENTARY SCHOOL
HEALTH FAIR & NEWS**

A **Health Fair** for TJES students is in the planning for April 29th. The schedule is not set. Topics include: brushing teeth, blood pressure, heart rate, healthy snacks, growth chart, bike safety, summer water safety, tobacco, protecting our hearing, glow germs, etc. Do you have any other ideas? Coordinators: Charlene G. or Barb Danks assistance will be needed. This is sponsored by Student Health, Chemical Health, Hospitality, Safety Program, Security, Transportation, Cafeteria, and ...

The **Family Health Club Fair** on Thursday, April 23rd is **cancelled**. The Health Fair is **changed to April 29th**.

April 26th, the **Family Club** is planning a **SCHOOL PICNIC AND RIVER WALK at 2:00 pm at Sertoma Park, Shelter #8**. This is open to all staff, students, school board members, etc., and their families. (Bikes, rollerblades welcome!) We will have hot dogs, potato salad, lemonade, fruit or something like that. You may also bring something to share. It will be a fine celebration for all our work and learning this year.



OPEN HOUSE
Chemical Health Center
April 22, 1998
from
9:00 am to 4:00 pm
DOOR PRIZES
GOODIES
FUN!

An Important Message to Parents

Current scientific research shows that most of the development of the human brain takes place during the first three years of life. To ensure healthy development, children need appropriate cognitive, emotional, and physical stimulation. Parents need to be aware of their child's developmental stages in order to encourage healthy development in an age-appropriate manner.

COGNITIVE

A study by Dr. William Greenough at the University of Illinois, Champaign-Urbana found on autopsy that rats exposed to an enriched environment full of toys, food, exercise devices, and playmates had superbrains. They had about 25% more connections between brain cells than rats raised in standard, dull laboratory cages. Studies also show that the IQ's of premature children or those born into poverty can be significantly increased by exposure to toys, language, appropriate parenting, and other stimuli.

What You Can Do:

- * **Challenge your children to think.** Teach them to count, match colors, recite the alphabet, learn nursery rhymes, and work puzzles. Most importantly, read to your children or show them picture books.
- * **Create a stimulating environment.** Surround your child with bright colors, various textures, and interesting sounds and smells.
- * **Talk to your children.** Children are eager to learn and to understand. Talk to them often and talk to them in complete sentences. Tell them about their environment—situations, people, places. Don't underestimate their ability to take in information.

EMOTIONAL

Dr. Ned Kalin, chief of psychiatry at the University of Wisconsin, Madison, found that rats stressed during pregnancy have offspring that are very emotional and reactive. They are hyper-responsive to stress and their brains produce more adrenaline, a stress hormone. Neuroscientist Bruce McEwen of Rockefeller University and others have found that with increased mothering behaviors, newborns grow up calm and ready to explore.

What You Can Do:

- * **Show how much you care.** Provide an abundance of love, concern, and care for your child.
- * **Take good care of yourself.** Monitor your own stress and mental health. Find help if you feel overwhelmed. Your state of mind will affect your child's development.
- * **Do your best to shelter your child.** Shield children from stressful or violent environments.

PHYSICAL

Dr. Saul Schanberg of Duke University and Tiffany Field of the University of Miami noticed a lack of growth among premature infants in "do not touch" incubators. The doctors felt these children were so small that they should not be disturbed. Yet no matter how well fed or medically cared for the children were, they struggled to survive. To understand this phenomenon, Schanberg and Field studied rats without physical stimulation from a caretaker and found that the baby rats released stress hormones to decrease the body's need for nourishment and cause growth to cease. The animals' brains were responding to the absence of a caretaker by telling their bodies to stop growing because they would not be cared for. With this information, hospitals started to hold and rub the backs of the preemies, and the infants began to grow and thrive. Their growth rates nearly doubled!

What You Can Do:

- * **Cuddle, hug, kiss, and hold your children.** Children need a lot of affection many times a day!
- * **Make sure your children have opportunities to run, stretch, skip, and jump.**
- * **Feed your children healthy foods:** fruits, vegetables, milk, cheese; fish, chicken, whole-grain breads and cereals.

The studies cited were reported in Ronald Kotulak's 1993 "Unlocking the Mind, A Prize-Winning Series from the Chicago Tribune."



31 Days of Nourishing Your Children's Spirits



Provided by the National Committee to Prevent Child Abuse

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Hug and tell your children "I love you" every day	Plant a seed, watch it grow; let your children take care of it	Write a story together	Let your children plan a fun day for the family	Hang up your children's artwork at home or place of work	Enjoy a book with your children	Watch a favorite television show together
Enjoy a picnic at the beach	Let your children plan a meal and help them prepare it	Make a card to send to a relative	Make a chart of your children's chores and put a star by every task completed	Give help to a friend or neighbor	Draw a family tree and talk about your family history	Plan and decorate your children's room together
Go to the zoo and let your children take pictures	Make puppets from socks and buttons	Fly kites in the park	Make snacks	Decide together on a movie to rent	Enjoy watching a sports game together	Draw all your family members to make a "family album"
Volunteer together at a soup kitchen	Work a crossword puzzle together	Have fun fingerpainting	Start a collection with your child, such as stamps or rocks	Make a growth chart	Help your child sign up for a library card	Teach your children safety rules
Go to a museum	Show interest in your children's day at school	Tell your children you are proud of them				

Parents®

Still make the difference!

Focusing on the Future

Middle School Classes Help Kids Get Into College



College may seem a long way off, but middle school is the time to start thinking about it.

Taking the right classes in middle school will allow your child to take more advanced classes in high school—classes that help with college admission.

The U.S. Department of Education says middle and junior high school students should take these courses when possible:

- **Algebra I** in eighth grade and geometry in ninth grade. Or other similar, challenging courses.
- **English and science.** These should be taken every year in middle school.
- **History or geography.** Middle-schoolers should study at least one of these subjects each year.
- **Foreign language.** Two or more years of a language is best. Some of this studying can be done in high school.
- **Arts and music.** These classes help with intellectual growth.
- **Computer science.** Be sure your child participates in computer classes or activities if they're available.

Source: U.S. Department of Education, "Getting Ready for College Early," <http://www.ed.gov/pubs/GettingReadyCollegeEarly/#note> (January 1998).



Illustration by Joe Mignella

Encourage Your Child to Read During the Summer Months

Reading over the summer helps halt the backslide in reading skills many children have when they're "vacationing" from school-time learning.

Doing these things can keep your child's reading skills active:

- **Set aside a period of time** each day for all family members to read together, quietly to themselves or aloud.
- **If you can, subscribe** to one or two magazines for your child.
- **Make extra trips to the library** for reading material.
- **Send a reading "care package"** to your child at camp. Or make up one for home. Include comics, magazines and books by favorite authors.
- **Suggest your child keep a reading log.** She can title it, "Books I've Read This Summer," and list the name, author and date of each book read.
- **Collect maps and travel brochures** together to read before making family trips and excursions.
- **Encourage your child to start a summer reading group.** Members can lend each other books and share their reactions to what they've read.
- **If your child is interested** in a certain movie or video, suggest she read the book on which it is based first.
- **Read what your child reads** and take time to talk about it.

Practical Ideas for Parents to Help Their Children

Solving School Problems

Help Your Underachieving Middle Schooler Improve



The end of the school year is near. Is your middle schooler still not making the grades?

You don't want to overreact. Putting too much pressure on children to perform can backfire. They can become anxious or angry and engage in even more self-defeating behavior.

Taking these steps can help:

- **Talk with your child's teachers.** If they think your child is doing well, perhaps you need not be so worried.
- **Talk with your child.** Why does he think he's not performing well? Is he involved in too many activities? Does he need help with study skills or perhaps some tutoring?
- **Encourage your child** to think about the future. What does she want to be doing in 15 years? If she doesn't apply

herself now in school, will she be able to do that?

- **Help your child set daily goals** for completing assignments and making better grades. Break large tasks into smaller segments.
- **Be supportive.** Underachievers often have low self-esteem. They need to know that their parents have confidence in them and love them no matter what their academic standing.
- **Offer praise and rewards** for meeting goals and making improvements.
- **Get involved at school.** When your child sees your interest, he might decide school is worth his interest as well.

If serious underachievement continues, consult your child's teachers, a school counselor or private psychologist.



Parent Quiz

Do You Stay Involved With Your Child's School?

Being involved with your child's school benefits you and your child in many ways. Here's a quiz to see if you're involved enough in school activities.

Give yourself five points for something you do often, zero points for something you never do, or any score in between.

1. **I attend** parent-teacher conferences.
2. **I go to school events.**
3. **I keep in touch** with my child's teachers.
4. **I volunteer at school** when I have the time.
5. **I join** parent-teacher organizations.

How did you score?

20 points and above means you're very involved with your child's school. Fifteen to 19 is average. Below 15 means you're missing out on opportunities for parent involvement.

Motivating Your Child

Help Your Middle Schooler Start a Postcard Collection



Most middle schoolers love to receive mail. So this idea from **Tammi DeVore** of **McLean, Virginia**, should be especially appealing.

When visiting other cities or places like museums and historic sites, suggest your child purchase a postcard and mail it to himself.

Before mailing the card, your child should write a "journal entry" on it—noting details about the visit.

The cards will help him remember and share his travel and sight-seeing experiences.

Parents®

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Editor & Publisher: *John H. Wherry, Ed.D.* Editors: *Luann Fulbright & Susan O'Brien* Editorial & Production Manager: *Kate Lowe* Editorial & Production Assistant: *Jeff Peters* Illustrator: *Joe Mignella* Marketing Director: *Laura Bono* Business Manager: *Sally Bert* Subscription Manager: *Arlene E. Norrell* Research Associate: *Anna Sava* Subscription Associates: *Pat McLean, Sue Toole, Beth Franks, Pam Lampe & Peggy Costello* Subscription Assistants: *Peggy Miller & Kathe Naughton* Business Assistant: *Donna Ross* Circulation Associate: *Sheryl Poerschmann*.

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Have an Idea to Share?

Do you have an idea for parents that should be in this newsletter? The editors of **Parents Still make the difference!** Middle School Edition are looking for practical ideas about how parents can help their children.

Parents Still make the difference! pays \$25 for each original idea published, and you will receive credit in the article. Please send your ideas written in English.

Send ideas to **Parents Still make the difference!**, Editorial Department, P.O. Box 7474, Fairfax Station, VA 22039-7474. Materials sent cannot be returned.



AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

121 Oronoco Street • Alexandria, Virginia 22314

703-838-0400 • facsimile: 703-838-0388 • e-mail: aihec@aihec.org

FAX COVER

April 13, 1998

To: AIHEC Presidents
Fr: Debra Crawford, AIHEC
Re: USA TODAY Article

Attached is the long awaited *USA TODAY* piece by Mary Beth Marklein from today's edition (4/13). These two articles, "Tribal Colleges Bridge Culture Gap to Future" and "Native Americans Learn Hope With Their History," are a direct result of the AIHEC press conference in May 1997 celebrating The W.K. Kellogg Foundation's Native American Higher Education Initiative and the release of The Carnegie Foundation for the Advancement of Teaching's report on the Tribal Colleges.

This coverage is the third article that AIHEC has been successful in obtaining in *USA TODAY* since the May press conference. For this article, Marklein conducted extensive interviews with Veronica Gonzales and AIHEC staff, she also visited the South Dakota Tribal Colleges and interviewed Dr. Lionel Bordeaux and Tom Shortbull. Please contact me at 703/838-0400 if you would like a hard copy mailed in addition to this fax copy.

MEMBER INSTITUTIONS

Bay Mills Community College
Escanaba, Michigan

Blackfeet Community College
Livingston, Montana

Candlish Okana Community College
Fort Totten, North Dakota

Cheyenne River Community College
Eagle Butte, South Dakota

College of the Menominee Nation
Keshena, Wisconsin

Crowpoint Institute of Technology
Crowpoint, New Mexico

D-Q University
Davis, California

Diné College
Flagstaff, Arizona

Dull Knife Memorial College
Lame Deer, Montana

Fond Du Lac Community College
Clouet, Minnesota

Fort Belknap College
Great Falls, Montana

Fort Cassin Community College
New Town, North Dakota

Fort Peck Community College
Poplar, Montana

Haskell Indian Nations University
Lawrence, Kansas

Institute of American Indian Arts
Santa Fe, New Mexico

Lac Courte Oreilles Ojibwa
Community College
Hayward, Wisconsin

Leech Lake Tribal College
Cass Lake, Minnesota

Little Big Horn College
Crow Agency, Montana

Little Priest Tribal College
Winnebago, Nebraska

Nebraska Indian Community College
Nebraska, Nebraska

Northwest Indian College
Bellingham, Washington

Oglala Lakota College
Kyle, South Dakota

Red Crow Community College
Cardston, Alberta, (ex-Oka, Canada)

Salish Kootenai College
Pablo, Montana

Sinte Gleska University
Regebud, South Dakota

Sisseton Wahpeton Community College
Sisseton, South Dakota

Southwestern Indian Polytechnic Institute
Albuquerque, New Mexico

Sitting Bull College
Fort Yates, North Dakota

Six Flags Community College
Boxelder, Montana

Turtle Mountain Community College
Belcourt, North Dakota

United Tribes Technical College
Bismarck, North Dakota

Tribal colleges bridge culture gap to future

By Mary Beth Marklein
USA TODAY

MISSION, S.D. — "Take up and master the skills of the white man," Lakota warrior Sinte Gleska counseled his people more than 100 years ago. In an increasingly white-dominated world, he believed, education — a white concept — would be Native Americans' secret to survival.

The Svangi Lakota still battle poverty and disease, but the 27-year-old Sinte Gleska University has become a source of pride and a symbol of hope for the 24,200 Native Americans on the Rosebud reservation.

"The visions of our forefathers and grandmothers are alive and well," says university president Lionel Bordeaux, who has watched the college blossom from a two-year school offering 32 courses and five majors to 132 students into a university boasting 18 bachelor's degrees and a master's in education for close to 1,000.

Similar stories can be found at the 30 other tribal colleges in 12 states, which together enroll about 26,500 full- and part-time students. There's "a new mood of optimism and self-respect among native people," Paul Boyer concluded last year in a report for the Carnegie Foundation for the Advancement of Teaching. There are signs the outside world is taking notice.

► The Clinton administration recently named the first director of the White House Initiative on Tribal Colleges and Universities.

► President Clinton singled out the institutions for the first time in his proposed budget for the Higher Education Act. He recommends \$5 million.

► Recent proposals in Congress push for \$10 million in programs for tribal colleges.

► Tribal colleges earned land-grant status in 1994, giving them access to U.S. Department of Agriculture resources.

► Native American education is attracting grants from such groups as the Kellogg and Ford foundations, the Pew Charitable Trust and Philip Morris Cos. Inc. Actress Winona Ryder recently joined the board of the American Indian

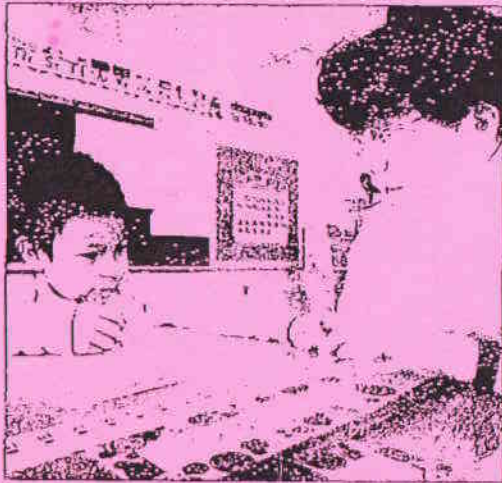


PHOTO BY JOHN STOKES AP FOR USA TODAY
Finding new places: Kullo Sam, right, knew little tribal history before getting to Oglala Lakota College. He and Hope Cross, helping Charlotte Little Moon with math, are learning computers.

Native Americans learn hope with their history

PORCUPINE, S.D. — Kullo Sam grew up hearing about "how big a hero Columbus was for discovering us." And Charles Little Spotted Horse says his last name "was the only way I knew I was Indian."

But in Lakota History I at Oglala Lakota College (OLC) on the Pine Ridge Indian Reservation, they finally saw themselves. Native American students are "looking for their identity," says professor Karen Lute Hill, who covers such Lakota luminaries as Red Cloud, Black Elk and Crazy Horse in her introductory history class.

Sam, 19, and Little Spotted Horse, 24, went to high schools where they were in the minority. But even reservation school graduates recall learning little about their heritage. That's why tribal colleges see their mission

as one of both preparing students for skills most needed on the reservation and preserving a culture that "has been basically decimated," says OLC president Thomas Shortbull.

Their efforts are paying off. On a reservation where the median per capita income hovers around \$4,500 and 84% of adults are unemployed, Shortbull says, 93% of OLC graduates have jobs — 80% of them on the reservation — including nurses, lawyers, accountants and teachers.

Moreover, enrollment has grown a hundredfold, from 13 in 1971 to about 1,300 today. The college boasts a new master's degree, and its National Science Foundation-funded computer science program has captured the interest of students like Sam and Hope Cross, 24, who says she "didn't even

know how to turn a computer on" before her OLC class.

But for Shortbull, the most significant achievement is the community's pride in its college and in itself.

For years "there was a perception that the preference would be to go to a non-Indian (institution)," Shortbull says. OLC drew mostly single mothers in their 30s or 40s who otherwise would not have gone to college.

But tribal colleges increasingly are attracting traditional-age applicants. The median student age has fallen to 32. Educators say younger students are infusing new energy into the classrooms. Last spring OLC students protested the depiction of Native Americans in a mural in South Dakota's Capitol, and new efforts are aimed at state welfare reforms that don't recog-

nize tribal college course work as job training.

"Students are more willing to assume leadership roles in the community ... to help shape their own future," says Paul Robertson, a non-Native American who has taught social sciences for 30 years at OLC.

The first step is to fill in the gaps in their past. Kullo Sam wants "to see different things for the tribe start to happen, to strengthen our independence from the United States." Yet looking back, he says, "I really don't know that much about my culture."

But the students are fast learners. After just one day in history class, Hope Cross knows this much: "We have a whole history behind us."

By Mary Beth Marklein



87% qualify for Pell Grants for low-income students, only 51% of tribal college students get them. The student loan default rate is so high on reservations that most colleges discourage them. Still, colleges rarely turn away applicants.

Most colleges get by "with a lot of prayer and hope," says Bordeaux, who had to cut salaries 10% when a vocational grant expired recently.

Tribal colleges, most of which offer only two-year degrees, remain a small player in Native American higher education, together enrolling the equivalent of 11,000 full-time students, a fraction of the 131,000 Native Americans in U.S. colleges.

But an American Indian Higher Education Consortium survey suggests tribal college education improves Native Americans' chance for success. It found that of the 42% of tribal college graduates who transfer to a mainstream institution, 80% get bachelor's degrees. Only 30% of Native Americans who enter mainstream institutions as freshmen graduate, other data show.

For many older adults, education — especially at reservation boarding schools, where students were forbidden to observe tribal customs and speak the native language — symbolizes all they despise about mainstream society.

Now tribal colleges, patterned after mainstream institutions and accredited under their guidelines, are reconstructing themselves to reflect tribal culture. Students might consult elders rather than read textbooks, for instance. While some faculty members hold doctorates, course books credit others as having "known expertise in Lakota studies."

And Sinte Gleska is building a campus designed to reflect traditional Lakota spirituality relating to earth and sky.

The campus, being built with a \$10 million grant from the Los Angeles-based Patrick Lannan Foundation, will sit on land that once housed a boarding school. Bordeaux hopes it will "provide a balance or positive effect for those who have lingering negative (feelings)"

College Fund

Still, the often tense relationship between Native Americans and federal and state governments confounds most tribes, which depend on government money even as they work toward independence.

Welfare reform, which im-

poses job training and sets time limits for recipients, presents tribal colleges with their newest challenge. While they welcome the enrollment surges of 10% to 100% per year, colleges struggle to meet the needs of their growing constituency and think state and

federal governments should pick up the extra tab.

Tribal colleges were underfunded even before welfare reform, supporters say. At \$3,017 per Native American student, federal funding for core operations is below the 1994 high of \$3,178 and the \$5,820 author-

ized by Congress. Tribal colleges get no federal money for non-Native American enrollments, which account for about 10% of tribal college enrollment.

And tribal colleges lack access to other resources. Most don't get state funding, and alumni support is minimal.

Most casino revenue goes to basics, such as clothing and feeding children.

While full-time tuition at tribal colleges is a relative bargain — a 1994-95 average of \$1,580, compared with \$2,680 at four-year state schools — many can't afford it. Though