



UNITED TRIBES TECHNICAL COLLEGE WEEKLY NEWSLETTER

VOL. 8, NO. 34

May 3, 1999

Graduation Program - Tentative

Processional	UTTC Singers
Flag Song	UTTC Singers
Honor Guard	Lynell Rising Sun & Natasha No Heart
Invocation	David Strange Owl, UTTC Student
Welcome & Introduction	David M. Gipp, UTTC President
Student Senate President	Geri White Man
1998 Who's Who	Bob Parisien, Financial Aid Director
Merit Awards	David M. Gipp, UTTC President
Percy Good Eagle Scholarship Award	Family Representative
Ray Dwelle Scholarship Award	Tony Dwelle
Don Cadotte Scholarship Award	Family Representative
Guest Speaker	Dr. Jeanine Pease-Pretty On Top, President, Little Big Horn College
Class Speaker	Darla Camas, AIHEC Student of the Year
Presentation of Graduation Certificates and Degrees	David M. Gipp, UTTC President Dr. John Derby, UTTC Academic Dean John Bebler, Administration
Closing Remarks	David M. Gipp, UTTC President
Honor Song	UTTC Singers
Recessional	UTTC Singers





Weekly Menu

DINNER

May 3 - 7

- Mon.- Goulash, Vegetable, Dinner Bun, Salad Bar, 2% or Skim Milk
- Tue.- Bean Soup, Fry Bread, Salad Bar, Assorted Fresh Fruit, 2% or Skim Milk
- Wed.- Turkey Club Sandwich, Soup, Salad Bar, Assorted Fresh Fruit, 2% or Skim Milk
- Thu.- Variety Pizzas, Salad Bar, Dessert, 2% or Skim Milk
- Fri.- Tuna Salad Sandwich, Soup, Salad Bar, Dessert, 2% or Skim Milk

SUPPER

May 3 - 7

- Mon.- Hamburger on a Bun, French Fries or Potato Chips, Soup, Salad Bar, Brownies, 2% or Skim Milk
- Tue.- Pork Chops, Rice, Vegetable, Salad Bar, Dessert, 2% or Skim Milk
- Wed.- Meatballs over Noodles, Vegetable, Salad Bar, Dessert, 2% or Skim Milk
- Thu.- Grilled Steak, Baked Potato, Garlic Toast Tossed Salad, Fresh Fruit, 2% or Skim Milk
- Fri.- Lasagna, Garlic Toast, Vegetable, Salad Bar, Dessert, 2% or Skim Milk

From the Academic Dean

1999 Summer School *

- Session I for Criminal Justice, Automotive, and Art/Art Marketing will begin on Monday, May 10th.
 - Session II for all other academic/vocational programs will begin on Monday, May 17th.
- * Please see your vocational advisor if you have not already pre-registered for summer school.

Status on Primary Nursing Care Program at Heart of America Nursing Facility

Things are moving quickly. As you know we were looking for 26 nurses to fill our Primary Nursing Care program in Long Term Care. I'm happy to report we have already hired 6 nurses!

Interest in Primary Care is very strong. Please let your students know that this is a great opportunity for them.

Student loans are available for nursing students in school and can be made "retroactively" for students who have graduated.

Please feel free to contact us for further information and don't forget to visit our web site at www.hamc.com.

Alums Share Learnings

During one of the last sessions in their Careers course, second year students listened to the experiences of five alums who graduated in 1998. They told of the realities of the workplace as compared with those of school days.

The Alums including Stephanie Johnson (RN student at Medcenter One and work at Dakota Alpha), Deb Steffan (Walk-In Clinic), Arnold Douglas (Penitentiary), Charmelle Fuchs (St. Alexius Labor and Delivery), and Deanna LaVallie (St. Alexius Transitional Care), we thank them for sharing.

Continued on page 3.



Continued from page 2...

An alum of several years ago, Dawn Grosz, will be graduating as an RN from Mount Marty College, Yankton, on May 8.

Nursing faculty and second year students participated in the North Dakota Nurses Association Annual Convention held at the Radisson last week. Sister Kathryn is a member of the Association Board of Directors.

First year nursing students are looking ahead to their summer courses: Pharmacology and Basic Concepts in Nursing

submitted by Sister Kathryn Zimmer,
Director, AASPN Program

TESTING SCHEDULE

Testing will be as follows: Regular scheduled class

<u>Beginning at:</u>	<u>Monday, May 3, 1999</u>	<u>Tuesday, May 4, 1999</u>
8:00 a.m.	8:00 - 9:00 a.m.	9:00 - 10:30 a.m.
9:00 a.m.		
10:00 a.m.	10:00 a.m. - 11:30 a.m.	11:00 a.m. - 12:00 p.m.
11:00 a.m.		
1:00 p.m.	1:00 - 2:30 p.m.	2:00 - 3:30 p.m.
2:00 p.m.		
3:00 p.m.	3:00 - 4:30 p.m.	4:00 - 5:30 p.m.
4:00 p.m.		

WEDNESDAY, MAY 5, 1999 - Any Instructors who still need to give a test may do so on this day.

THURSDAY, MAY 6, 1999 - All grades *must* be turned into the Registrar's Office by 12:00 p.m. Thursday, May 6, 1999.

Any grades that are incompleted must be in the Registrar's Office by *May 17, 1999.*

OLD YEARBOOKS FOR SALE

There are still yearbooks available from the first one ever done (1997). Some of you are pictured in this one and may wish to purchase it in the BOOKSTORE for a sale price of \$5.00 (down from the original price of \$12.00). The new one (1998-1999) will be out before school is out and will also be available in the BOOKSTORE. Watch for posters. This new one will be sold for the cost of printing and will be more informally done and most pictures will be of UTTC students/TJES students only.

Thank You, Deloris Diegel



Ganielle George beams with excitement as she receives her diploma and gift bag from Director Barbara Archambault.



From L to R: Preparing for the big event: Mason McDonald, David "Max" Emery, Terrance McDonald

Preschool Graduation



Dayne Fox, Sierra Black Hoop, Brad Lee, Jude, Tehilape, Belinda



Jacinta Ducheneaux and Nicole Geigle wait patiently for their turn while David Emery receives his diploma and gift bag. The gift bags were generously donated by the staff at Admin.



From L to R: Joey Yellow Eagle, Terrance McDonald, Juan Hollow, Sherilyn Fredericks, David Emery, Nicole Geigle, Jacinta Ducheneaux, Stevie Yankton



Parents, relatives and CDC staff watched the ceremony with pride and admiration.



Preschool Staff

Thank you very much for your hard work and effort throughout this whole year. Thank you for coming to work even when you didn't feel too good but you knew you had a commitment to your group of children and to your job responsibilities. Thank you for always being there and that I could always count on you. Thank you for making that commitment to the Center and to me.

Barbara Archambault, Preschool Director

A Very Special Thank You

To everyone whose concerns, thoughts, prayers, monetary contributions, donations and cards are greatly appreciated during my loss of a loved one, Mom. It is caring people like you that make life more bearable and worthwhile. May God bless each one of you.

Vivian Gillette

Flag Pole Memorial Dedication in Memory of Don Cadotte



Theodore Jamerson Elementary dedicated a new flagpole to the memory of former School Board member, Don Cadotte. Speeches were provided by Sam Azure, Kevin Finley and LeRoi Laundreaux.



Pictured here are Chris Cadotte (raising the flag), T.J. students, staff and faculty and members of the Cadotte family.



In celebration of April's Poetry Month, we are publishing three poems by eighth grade students at TJES. These students wrote the poems in their own time and wanted to share them.

Look, the sky is pink and it just made me think. You need to float, like that purple cloud. Over there, just don't stare, it hypnotizing like sad despising. I see you trying to die but stop cause it's a stupid reason why. It's all in your head, just don't forget; it you. All that drama, man, I thought you knew. Depth of mind warfare, its just a package of nothing but I don't care. So you hit reality... it's kind of sad to see but luxurious and I know now cause before I wasn't sure of us. It's brand new and I'd like to tell you about my dreamland show. You'll take it easily, yeah I hope so. But maybe devastating. And too much and such and such with no luck or love so rise above. And soak hope. You know that ain't gonna help... always trying to mope. You dry your eye and wonder why you sit below and interbeing. A nothing, a nobody, is that me I'm seeing? This is a final cue cause I think it's not me but all you.

by JoElla Many Bears

I Wish I Was A Little Bit Taller

My thing is to play basketball.
When I get to college I hope to be pretty tall.
I play on the streets and roll.
Playing with peeps I don't even know.
My friends say when I bring it in I look like satan.
But I got to play cool like Gary Payton.
I loved the game since I was a little guy.
Now on the court I could make people cry.
For a career I want to be a pro baller.
Straight out of high school, I hope to be a scholar.
Just to play ball, and be a little taller.
I can have fun without drugs and alcohol.
I just go out and play some ball.
Now, only if I was a tad bit tall.
I could make the fans go rah, rah, rah.
I wouldn't play for the fame and glory.
Just to hook up with some fine girl named Tory.
But for the love of the game
And not the fame.
I would like to play like Vince Carter.
But, I don't like to ride in a charter.
M J was the best baller.
I could be too, If I was a little bit taller.

by Frank Eagle Jr

True Thoughts

When sleep would close my open eyes,
I remember the songs and lullabys.
The ups and downs plus the highs
give affection and love to God's cries.
He forgives and makes you realize;
to speak the truth not the lies.
Having fun when you fantarize.

Antia Littera Rebe



AWARDS BANQUET PROGRAM

Flag Song..... *UTTC Singers*

Prayer *Russell Gillette*
Chemical Health Director

Welcome & Remarks *David M. Giff,*
President UTTC

Vocational and Attendance Awards *Dr. John Derby, Academic Dean*
Bennett Yellow Bird, Dean of Student Services

Athletic Awards..... *Kevin Finley, Athletic Director*

Honor Song..... *UTTC Singers*

ATTENTION:
GRADUATING STUDENTS
Graduation Rehearsal will be held
on May 6th at 2:00 pm
in the large gym.

All graduates must attend.

**Graduates stop at the
Library before
Graduation**

A Reminder

A Reminder to all 1999 May Graduates that your Placement files need to be completed this week. The deadline for this will be May 5, 1999 at 5:00 pm. Remember that it is mandated we receive this material from you for our placement files.

The required material in question are your Up-dated Data Base Card, Federal Application Forms 171 and 612, your resume and a completed Exiting form. Please submit this material ASAP.

Cooperative Education Students remember to get your time-sheets in at the end of each month. Co-op students will be required to get working hours in by May 5, 1999, 5:00 pm or lose hours not reported.

Students who are interested in the WINS Program may pickup application at my office. I had a conversation with WINS Director Mike Burgess and said he had 30 slots to fill. He would appreciate it if I'd send him more students.

The deadline for the applications is extended beyond May 1, 1999 for late applications. Please come see me ASAP on this matter.

The following is information from the WINS Brochure.

"I loved the WINS program. It was challenging, and I know I have really changed. There was so much packed into the program and all of us gained insights about what we can do for our people."

Lillian Rainer
San Carlos Apache/
Taos Pueblo

"All that we were exposed to during the WINS program was valuable, especially meeting so many Indian people in Washington. It's great the WINS program exists."

Michael Bakker
Acoma Pueblo

"What was especially good about the WINS program is how we were able to learn from each other and at our job sites. The WINS program does a lot for Indian students. It was a good experience."

Michelle Bates
Yurok

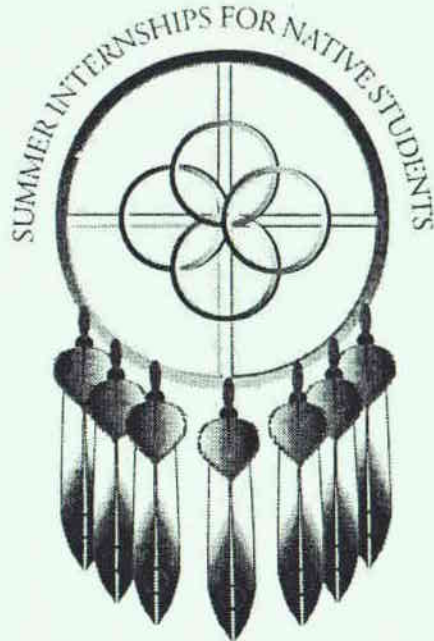
"The opportunity to witness the U.S. Congress in action was exciting. In a short amount of time I learned so much because of the WINS program. WINS went way beyond my highest expectations."

Carrie Sekayumprewa
Hopi/Navajo/Sac and Fox



WINS

Washington Internships
for Native Students



IN WASHINGTON, D.C.
JUNE 7-JULY 31, 1999



WINS intern Lillian Rainer (on right) (San Carlos Apache/Taos Pueblo) visits with Miss Indian U.S.A., Natascha Wagoner (Lumbec), and Miss Lumbec, Rebecca Revels, at the WINS annual Powwow.

WASHINGTON INTERNSHIPS FOR NATIVE STUDENTS (WINS) IS A VISIONARY EFFORT FOUNDED ON THE PHILOSOPHY THAT THE PEOPLE OF THE SOVEREIGN NATIVE AMERICAN NATIONS AND TRIBES ARE WINNERS. ▽ WINS IS A UNIQUE EIGHT-WEEK LEARNING EXPERIENCE FOR FUTURE NATIVE LEADERS FROM THROUGHOUT INDIAN COUNTRY. THE GOAL IS TO FOSTER THE DEVELOPMENT OF SELF-MOTI-



Visiting guest lecturer Governor Mary Thomas of the Gila River Indian Community speaks with WINS interns in Washington, D.C.

VATED, SELF-DIRECTED LEADERS IN KEEPING WITH THE TRADITIONAL PRACTICES. ▽ WINS HAS BEEN DESIGNED BY NATIVE PROFESSIONALS TO PROVIDE PRODUCTIVE LEARNING OPPORTUNITIES FOR AMERICAN INDIAN AND ALASKA NATIVE STUDENTS WHO ARE COMMITTED TO CONTRIBUTING TO THEIR RESPECTIVE COMMUNITIES. ▽ WINS IS OPEN TO AMERICAN INDIAN AND ALASKA NATIVE SOPHOMORES, JUNIORS, SENIORS, AND GRADUATE STUDENTS WHO ARE CURRENTLY ATTENDING COL-



Olympic gold medalist Billy Mills shares his motivational message with WINS interns.

LEGES OR UNIVERSITIES NATIONWIDE AND WHO ARE IN GOOD ACADEMIC STANDING. ▽ WINS IS A DYNAMIC LEARNING EXPERIENCE WITH FOUR COMPONENTS: ACADEMIC COURSE WORK, ACTION RESEARCH, WORKPLACE INTERNSHIP, AND CULTURAL AND SOCIAL ACTIVITIES. THE COMPONENTS ARE INTERWOVEN TO ENSURE THAT

TRADITIONAL NATIVE PRACTICES AND VALUES ARE EMPHASIZED.

LEARNING AGENDA

Academic Course Work

The 6-credit Washington Leadership Seminar for WINS interns is designed specifically for Native students. The class consists of discussion and research on topics important to Native communities and individuals across America. Those topics may include tribal sovereignty, trust responsibilities, education and policy issues, language retention and development, health and social welfare issues, and gaming and economic development concerns.

Action Research

Under the guidance of the WINS professional staff, students gather information from their respective internships and do research and writing on topics relevant to their respective communities.

Workplace Internship

Special arrangements are made with a wide range of federal government agencies, congressional offices, and Native organizations to provide a focused internship experience for WINS participants.

Cultural and Social Activities

Several major cultural and social activities are planned during the eight weeks. They include:

- an opening reception
- a theatrical performance at the John F. Kennedy Center for the Performing Arts
- a Powwow hosted by local Native organizations
- a tour of the National Museum of the American Indian (NMAI) in New York City (tentative)
- an honoring banquet
- tours of the CIA, FBI, Capitol, White House, and other federal buildings

SPECIAL EVENTS

WINS participants will hear from Native leaders about issues of concern to their people and will visit sites where such leaders work on behalf of their people.

WINS NATIVE ADVISORY COUNCIL

Members of the WINS Native Advisory Council provide advice and counsel to the director of WINS to ensure that the traditional values and practices of the sovereign nations and tribes throughout Indian country are maintained.

WINS PROFESSIONAL STAFF

Program coordinator: Michael Burgess, Comanche
Program director: Dr. Cary Ballou
Program instructor: TBA

WINS PARTICIPATION

Eligibility

American Indian and Alaska Native students who are enrolled in a college or university as a sophomore, junior, senior, or graduate student in good academic standing are eligible to apply to participate in WINS.

Number of Participants

WINS accommodates 30 students each summer.

Cost

The cost of the program is \$7,000 for each participant. Funding for scholarships is provided by governmental agencies, Native organizations, tribes, foundations, and corporations. The scholarship funds are for tuition, travel to and from Washington, D.C., local transportation on the Metro, room and board, and the cost of scheduled social and cultural activities. Incidental expenses for nonprogram activities, including medical care and independent social activities, are the responsibility of the student.

Stipend

Subject to available funding, participants will receive a stipend of \$150 per week.

Application Process

All application materials must be returned by May 1, 1999. Incomplete applications will not be considered by the WINS Native Advisory Council Selection Committee. Application materials include:

- a completed WINS application form
- an essay (minimum 500 words) on why the applicant would like to participate in the WINS program
- a nomination letter from a member of the applicant's nation or tribal council or from an official of the applicant's nation or tribal education department
- a recommendation letter from a faculty member at the applicant's college or university
- a resume detailing the applicant's work experience
- an official copy of the applicant's most recent transcript

Selection and Notification

Each application will be reviewed, and candidates selected to participate in WINS will be notified by May 15, 1999.



Students from many different nations and tribes come together for a unique learning experience at American University.

REPLY FORM

Apply Today

For an application, please complete the information below.

Name _____

Address _____

City _____

State, zip _____

Phone _____

College or university _____

Current year in college or university _____

Major _____

E-mail or fax _____

A college counselor, Indian club advisor, or personal number is fine.

Mail or fax to:

WINS
American University
McKinley Building, Room 350
4400 Massachusetts Avenue, NW
Washington, DC 20016
Fax: 202-885-1505

For more information, contact the WINS office.
Phone: 202-885-2033
E-mail: wins@american.edu
Web: www.american.edu/other.depts/wins



AMERICAN UNIVERSITY



Enrollment Services

April 21, 1999

Joetta McLeod
United Tribes Technical College
3315 University Drive
Bismarck, ND 58504

Dear Ms. McLeod,

As another school year comes to an end, we would like the opportunity to tell your students about Minot State University's Registration Program. Students, who apply to Minot State, may choose to take advantage of one of several days of registration. **Students must have an application for admission submitted prior to registration.** Students can receive an application from MSU's Enrollment Services or apply on-line at www.misu.nodak.edu.

Registration days are: June 14, June 28, July 12, July 19, August 9, and August 23. Transfer students will receive advising appointments between 8:30 A.M. and 12 P.M. To register students must make appointments with Tricia Black at: 1-800-777-0750 ext 3987. Again, students must have the admission application submitted.

Please share this information with your students. If you have a specific place where information of this nature is posted, please do so. Also, if your campus newspaper runs stories of this type, please share it with them.

Thank you, your cooperation is greatly appreciated.

Troy Potter/Darcy Rydin
Enrollment Services Representatives

Enclosure

Minot State University

Minot State University

Registration Activities

.....



How do I register?

- ✓ Apply for admission.
- ✓ Once your application is received, a reservation form and more details will be sent to you.
- ✓ An appointment with an advisor in your major will be scheduled for you on the date you select.

Early Registration

Register for Summer and/or Fall term early to beat the last minute rush.

April 26th & 27th

12:30 p.m. or 2:30 p.m. sessions

If you are unable to attend either session in April, there will be several more chances for early registration throughout the summer.



Registration Dates

June 14

June 28

July 12

July 19

August 9

August 23

Transfer students will receive advising appointments between 8:30 a.m. - 12 p.m.

Freshman students will receive advising appointments between 12 p.m. - 4 p.m.

*Enjoy a stress free-start this fall . . .
Take advantage of these early registration activities.*

CHEMICAL HEALTH CENTER

Congratulations to all the students who will be graduating this Spring we wish you the best of luck in your endeavors.

To all Summer School students, the Chemical Health Center will be open with the same hours:

MONDAY – FRIDAY 8:00 A.M. 5:00 P.M.

A.A. MEETINGS: TUESDAYS AT 7:00 P.M.

AL-ANON MEETINGS: THURSDAYS AT 3:00 P.M.

ALATEEN MEETINGS: THURSDAYS AT 4:00 P.M.

MAKING LIFE EASIER

Life doesn't have to be hard. Yes, there are times we need to endure, struggle through, and rely on our survival skills. But we don't have to make life, growth, recovery, change, or our day-to day affairs that hard all the time.

Learn to let things happen easily and naturally. Learn to let events, and our participation in them, fall into place. We can go with the flow, take the world off our shoulders, and let our Higher Power ease us into where we need to be.

Today, I will stop struggling so hard. I will let go of my belief that life and recovery have to be hard. I will replace it with a belief that I can walk this journey in ease and peace. And sometimes, it can actually be fun.

Taken from The Language Of Letting Go Book

GREETINGS FROM SACRED CHILD PROJECT

Submitted by Terri Martin and Jan Birkland, Turtle Mt. Sacred Child Project

The Sacred Child Project is a five (5) year children's mental health demonstration project funded by the DHHS Center for Mental Health Services. It is coordinated through the United Tribes Technical College in Bismarck, ND with (5) service delivery sites at Spirit Lake Tribe, Standing Rock Nation, Three Affiliated Tribes, and Turtle Mountain Band of Chippewa and Trenton Indian Service Area.

Mission Statement:

To join with families to ensure that children grow positively in mind, body, spirit, and emotions.

The mission of the Sacred Child Project is to work with seriously emotionally disturbed children and their families by implementing the wraparound process to keep the children from being removed from their community. Another initiative is to assist the four North Dakota tribal nations and the Trenton Indian Service Area to develop a strategic mental health plan for Native American youth on the reservations of North Dakota.

Why the need for this Project?

Although Native American children comprise only 7% of children under the age of 18 in the state of North Dakota, they represent over 1/3 of the children in foster care, group homes and other residential centers, the state hospital, and the Youth Correctional Center. Native children are over-represented in the most restrictive environments.

The Wraparound Process:

The wraparound model takes a team-centered approach to working with families. The family partners with natural and professional supports called a child and family team. Historically, natural support systems have been used by Native American families for support such as extended family members, peers, spiritual or cultural people. Professional supports are services provided by the systems the family is involved with, e.g., child welfare, mental health, juvenile justice, education, etc. The child and family support team meets to develop a strength based plan of care by 1) asking what the family needs, 2) partnering with the family, and 3) never giving up.

The wraparound process enables children and their families to access services and resources to meet their families needs. Flexible wraparound funds are available when there are no other available or existing resources in the community to meet the needs of the family. The wraparound process coordinates and collaborates with tribal and community services to keep native children in their homes or to assist in their transition back into the communities.

The Sacred Child Project celebrated their first year of service at all five sites on January 27, 1999. Within the first year there were approximately 76 families enrolled at the five sites. As hope is restored and success grows for children and their families, community buy-in breaks down existing barriers with service providers and partnerships are formed.

Sacred Child Staff:

Bismarck: Deb Painte, Director
Jan Two Shields, QA&I Coordinator/Evaluator
Donna Albers, Development Specialist
Cheryl Danks, Administrative Assistant

Fort Berthold Reservation:

Barbara Smith, Care Coordinator
Mike Young Bird, Care Coordinator
Bertrille Cuny, Data Coordinator

Spirit Lake Reservation:

Mary Lohnes, Care Coordinator
Sandra McDonald, Care Coordinator
Agnes Cavanaugh, Data Coordinator

Standing Rock Reservation:

Vacant: Care Coordinator
Cheryl Taken Alive, Care Coordinator
Beverly Bullhead, Data Coordinator

Trenton Indian Service Area:

Patricia Larson, Care Coordinator
Nikki Rogers, Data Coordinator

Turtle Mountain Band of Chippewa:

Terri Martin, Care Coordinator
Bernadine DeCoteau, Care Coordinator
Jan Birkland, Data Coordinator

Next fall when you see geese heading south for the winter flying along in a "V" formation, you might be interested in knowing what science has discovered about why they fly that way. It has been learned that as each bird flaps its wings, it creates an uplift for the bird immediately following. By flying in a "V" formation, the whole flock adds at least 71% greater flying range than if each bird flew on its own. *People who share common direction and sense of community can get where they are going quicker and easier, because they are traveling on the thrust of one another.*

Whenver a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone, and quickly gets into formation to take advantage of the lifting power of the bird immediately in front. *If we have as much sense as a goose, we will stay in formation with those who are headed the same way we are going.*

When the lead goose gets tired, he rotates back in the wing and another goose flies point. *It pays to take turns doing the hard jobs.*

The geese honk from behind to encourage those up front to keep up their speed. *An encouraging word goes a long way.*

Finally, when a goose gets sick, or is wounded by a gun shot and falls out, two geese fall out of formation and follow him down to help and protect him. They stay with him until he is either able to fly or until he is dead, and they launch out on their own or with another formation to catch up with the group. *If we have the sense of a goose, we will stand by each other like that.*

Author Unknown

N.A.I.C.G. 29th ANNUAL POWOW

NORTH DAKOTA STATE PENITENTIARY

Bismarck, North Dakota

• *Saturday, June 5th, 1999* •



PRE-APPROVED VISITORS ONLY!

Anyone not on an inmate visiting list must submit an application 14 days prior to Pow-Wow and be approved to attend.

Applications can be obtained by calling:

328-6100 - ask for Jeff Wolf or by contacting the Tribal Office.

• **NO ADMISSION FEE** •

Gates Open at 10:30 a.m.

Registration Closes at 11:45 a.m.

Grand Entry at 12:00 p.m.

NO ADMITTANCE AFTER 3:30 p.m.

• **Total Cash Prizes: \$2,700.00** •

Men's Traditional

1st: \$150.00 ~ 2nd: \$100.00 ~ 3rd: \$50.00

Men's Grass

1st: \$150.00 ~ 2nd: \$100.00 ~ 3rd: \$50.00

Men's Fancy

1st: \$150.00 ~ 2nd: \$100.00 ~ 3rd: \$50.00

Boy's Traditional

1st: \$100.00 ~ 2nd: \$75.00 ~ 3rd: \$50.00

Boy's Fancy / Grass

1st: \$100.00 ~ 2nd: \$75.00 ~ 3rd: \$50.00

First Four Drums Paid.

EMCEE: Tom Iron

HONORING:

- Standing Rock Color Guard •
- Vietnam Veterans •

Future Generations

N.A.I.C.G.

Princess Contest & Crowning

Contact or Write: N.D.S.P.

P.O. Box 5521

Bismarck, ND 58506

• MEAL SERVED •

• FINE ARTS & CRAFTS SHOW •
DISPLAY / SALE

• CHUCKWAGON FOR YOUR CONVENIENCE •

Women's Traditional

1st: \$150.00 ~ 2nd: \$100.00 ~ 3rd: \$50.00

Women's Jingle

1st: \$150.00 ~ 2nd: \$100.00 ~ 3rd: \$50.00

Women's Fancy

1st: \$150.00 ~ 2nd: \$100.00 ~ 3rd: \$50.00

Girl's Traditional

1st: \$100.00 ~ 2nd: \$75.00 ~ 3rd: \$50.00

Girl's Fancy / Jingle

1st: \$100.00 ~ 2nd: \$75.00 ~ 3rd: \$50.00

Tiny Tots Will Be Paid.

ALL WINNERS WILL BE PAID AT 6:00 PM.

• NO DRUGS, ALCOHOL OR TOBACCO ALLOWED. •

• ONCE YOU LEAVE THE POWWOW YOU WON'T BE ALLOWED BACK IN •



Sponsored by the Native American Indian Culture Group at the North Dakota State Penitentiary East on Highway 10 • South of Cashman's Nursery - Bismarck, ND 58506



Bismarck-Mandan Area Parent Education Programs for May 1999



2nd Ave. N. W.

Mandan, North Dakota

58554-3158

Tel. 701.667.3342

Fax 701.667.3348

vlechler@ndsuet.nodak.edu

For more information on any of the following programs or to request additional programs, contact: Verona Lechler, Family Resource Center, Morton County Courthouse, 210 2nd Ave. NW, Mandan, 58554, 701.667.3342.

March 16-May 4, 7:00-9:00 pm, (Tuesdays)
"Surviving & Thriving with ADHD", (8 week session), The Parent Place, 1223 S 12 St., Bismarck in the Central NoDak Bldg., (next to Jack's Steakhouse). Sponsor: Bismarck-Mandan ADHD Task Force, \$20.00 fee (scholarships available). Call 667-3342 to register.

April 26, May 10 & 24, 7:00 - 9:00 pm, "Living With Your 10-15 Year Old" Linton High School, Linton, Sponsor: Region VII Family Resource Center, Presenter: Verona Lechler, Free, Public Invited

May 3, 7:00-8:30 pm, "Who Do We Catch Them Being and Who Do We Tell Them That They Are," Center School, Center, Sponsor: Region VII Family Resource Center, Presenter: Verona Lechler, Free, Public Invited

May 3, 9:30-11:00 am, "Solutions to Calling Doctor, Sibling Rivalry, Television, Bedtime Blues," Head Start, Parent Place, 1223 12 St. S, Bismarck, Sponsor: Partners in Parenting-Betty Neigum, free, no registration.

May 3 and 17, 7:00-9:00 pm, "ADHD Brief Parent Education Sessions," St. Alexius Medical Center, Center of Excellence Bldg., Telemedicine Rm., 3rd Fl., 310 N 9 St., Bismarck, Sponsor: Bismarck-Mandan ADHD Task Force, Call 224-7070 to preregister by April 28, 1999.

May 4, 6:30-7:30 pm, "Promoting Sexual Abstinence", Riverside Elementary, 406 S Anderson St., Bismarck, Sponsor: Partners in Parenting-Betty Neigum, free, no registration.

May 4, 8:40-9:40 am, "No More Back Talk", Adult Learning Center, 214 W Bowen Ave., Bismarck, Sponsor: Partners in Parenting-Betty Neigum, free, no registration.

May 5, 3:30-4:30 pm, "Who Am I and Where Am I Going?" Mandan Salvation Army, 210 6 Ave., SE. Mandan, Sponsor: Region VII Family Resource Center, Presenter: Verona Lechler, Free, Public Invited.

May 6, 7-8:30 p.m., "Who Do We Catch Them Being and Who do We Tell Them That They Are," Stanton School, Stanton, Sponsor: Region VII Family Resource Center, Presenter: Verona Lechler, Free, Public Invited.

May 6, 11:30 am - 12:30 pm, "How to Teach Your Kids to Handle Anger Without Violence", Federal Executive Assoc. & Federal Women's Program, Federal Bldg., Conference Rm. 332, 3rd Fl. 220 East Rosser Ave., Bismarck, Sponsor: Partners in Parenting-Betty Neigum, free, no registration.

May 10, 9:30-11:00 am, "Strategies For Raising the Challenging Child," Head Start, Parent Place, 1223 12 St. S., Bismarck, Sponsor: Partners in Parenting-Betty Neigum, free, no registration.

May 11, 8:40-9:40 am, "What About Spanking", Adult Learning Center, 214 W Bowen Ave., Bismarck, Sponsor: Partners in Parenting-Betty Neigum, free, no registration.

Child Abuse and Neglect

Tracking the Facts

What is child abuse?

- ▶ NCPA defines child abuse as an injury or pattern of injuries to a child that is nonaccidental. There are four types of abuse: physical, emotional, sexual, and neglect.

What is the extent of the problem?

- ▶ In 1995, over 3 million (3,111,000) children were reported for child abuse and neglect to child protective service (CPS) agencies in the United States. Almost 1 million (996,000) of the cases were substantiated by CPS as child maltreatment.¹
- ▶ Approximately 3 children a day die as a result of abuse and neglect.²
- ▶ It is likely that many cases of abuse go unreported. Parents who grew up with abuse may abuse their children because they are not aware of alternative parenting techniques or they think abusive parenting is normal. Constant criticism or neglect of a child's emotional needs can have devastating effects on a child, but often goes unreported and unnoticed by society.

How does the problem impact society?

- ▶ Childhood histories of abuse and neglect are commonly reported by many adult criminals, juvenile delinquents, teenage drug addicts, and prostitutes.
- ▶ Adults who have experienced abuse often find it difficult to develop or maintain close relationships; experience sometimes overwhelming or unmanageable feelings of sadness, fear, and anger; depend on alcohol, drugs, or food to cover feelings of humiliation, shame, and low self-esteem; and experience physical ailments, sexual problems, and other signs of trauma.
- ▶ Adults who have been abused may find it difficult to parent effectively, maintain employment, or build healthy interpersonal relationships.

What are the costs?

- ▶ It is estimated that for every \$3 spent on prevention, we save at least \$6 that might have been spent on child welfare services, special education services, medical care, foster care, counseling, and housing juvenile offenders.³
- ▶ When children are not allowed to grow up into healthy functioning adults, society experiences a tremendous loss in human potential.

What can we do?

- ▶ By reaching new parents early on and offering home visitation services to provide support, to model parenting techniques, and to link families to community services, the risk of child abuse can be reduced.
- ▶ To provide these services, NCPA initiated Healthy Families America (HFA) in 1992 to establish a universal, voluntary home visitor system for all new parents to help their children get off to a healthy start. Currently 210 HFA sites are operating around the country.
- ▶ A recent evaluation of home visitation services found that mothers who received home visits reduced their potential for physical child abuse three times faster than nonvisited mothers. And visited mothers displayed significantly greater maternal involvement and sensitivity to their child's cues at six months, and the children of visited mothers were significantly more responsive to their mothers at twelve months than their control counterparts.⁴
- ▶ Child development theory suggests that the relationships a child develops in the first year of life provide a basis for the child's future emotional and social development. Disruptions in the bonding process or lack of interaction and nurturing may result in significant problems later in terms of school readiness, antisocial behavior, and interpersonal relationships.
- ▶ Call (800) CHILDREN to find out how to get involved in prevention efforts in your state.

1. Lung, C.T. and Daro, D. (1996) Current Trends in Child Abuse Reporting and Fatalities: The Results of the 1995 Annual Fifty State Survey.

2. Ibid.

3. Bryant, P. and Daro, D. 1994.

4. "Intensive Home Visitation: A Randomized Trial, Follow-up and Risk Assessment Study of Hawaii's Healthy Start Program." Prepared for the National Center on Child Abuse and Neglect, Administration for Children, Youth and Families by the Center on Child Abuse Prevention Research, National Committee to Prevent Child Abuse, Chicago, IL, 1996.

Childhood Depression Fact Sheet

What Is Depression?

Clinical depression goes beyond sadness. It's not having a bad day. Or coping with a major loss, such as the death of a parent, grandparent or even a favorite pet. It's not a personal weakness or a character flaw. Children suffering from clinical depression cannot simply "snap out of it."

Depression is a form of mental illness that affects the whole person - it impacts the way one feels, thinks and acts. Depression in children can lead to school failure, alcohol or other drug use, and even suicide.

Know The Signs.

- Persistent sadness and hopelessness
- Withdrawal from friends and activities once enjoyed
- Increased irritability or agitation
- Missed school or poor school performance
- Changes in eating and sleeping habits
- Indecision, lack of concentration or forgetfulness
- Poor self-esteem or guilt
- Frequent physical complaints, such as headaches and stomachaches
- Lack of enthusiasm, low energy or motivation
- Drug and/or alcohol abuse
- Thoughts of death or suicide

Know The Facts.

- As many as one in every 33 children and one in eight adolescents may have depression. (U.S. Center for Mental Health Services (CMHS), 1996)
- Once a young person has experienced a major depression, he or she is at risk of developing another depression within the next five years. (CMHS, 1996)
- Two-thirds of children with mental health problems do not get the help they need. (CMHS, 1996)
- A recent study led by Dr. Graham Emslie of the University of Texas Southwestern Medical Center concludes that treatment of major depression is as effective for children as it is for adults. (American Medical Association, *Archives of General Psychiatry*, November 15, 1997)
- Suicide is the third leading cause of death for 15 to 24 year olds (approximately 5,000 young people) and the sixth leading cause of death for five to 15 year olds. (American Academy of Child & Adolescent Psychiatry (AACAP), 1995.)
- The rate of suicide for five to 24 year olds has nearly tripled since 1960, making it the leading cause of death in adolescents and the second leading cause of death among college age youth. (AACAP, 1995)



Be Aware Of Coexisting Disorders.

- Children under stress, who experience loss, or who have attention, learning or conduct disorders are at a higher risk for depression. (AACAP, 1995)
- Almost one-third of six to twelve year old children diagnosed with major depression will develop bipolar disorders within a few years. (AACAP, 1995)
- Four out of every five runaway youth suffer from depression. (U.S. Select Committee on Children, Youth & Families)
- Clinical depression can contribute to eating disorders. On the other hand, an eating disorder can lead to a state of clinical depression. (Stellefson, Medical University of South Carolina, 1998)

What Can Parents/Adults Do?

If parents/adults in a young person's life suspect a problem with depression, they should:

- Be aware of the behaviors that concern them and note how long the behaviors have been going on, how often and how severe they seem.
- See a mental health professional or the child's doctor for evaluation and diagnosis.
- Get accurate information from libraries, hotlines and other sources.
- Ask questions about treatments and services.
- Talk to other families in their community.
- Find family network organizations.

It is important for people who have questions about, or are not satisfied with, the mental health care they are receiving to discuss their concerns with the provider, ask for more information and seek help from other sources.

Help is Available.

Early diagnosis and treatment are essential for children with depression. Children who exhibit symptoms of depression should be referred to, and further evaluated by, a mental health professional who specializes in treating depression in children and teenagers. The diagnostic evaluation may include psychological testing, laboratory tests and consultation with other medical specialists. The comprehensive treatment plan may include medical psychotherapy, ongoing evaluations and monitoring, and in some cases, psychiatric medication. Optimally, this plan is developed with the family, and whenever possible, the child or adolescent is involved in the decisions.



FACTS ABOUT FAMILIES



Teen Mental Health Problems: What Are The Warning Signs?

(NAPS)—The teen years can be tough for both parent and child. Adolescents are under stress to be liked, do well in school, get along with their family and make important life decisions. Most of these pressures are unavoidable and worrying about them is natural. But if your teen is feeling extremely sad, hopeless or worthless, these could be warning signs of a mental health problem.

Mental health problems are real, painful and can be severe. They can lead to school failure, loss of friends, or family conflict. Some of the signs that *may* point to a possible problem are listed below. If you are a parent or other caregiver of a teenager, pay attention if your teen:

Is troubled by feeling:

- really sad and hopeless without good reason and the feelings don't go away;
- very angry most of the time, cries a lot or overreacts to things;
- worthless or guilty a lot;
- anxious or worried a lot more than other young people;
- grief for a long time after a loss or death;
- extremely fearful—has unexplained fears or more fears than most kids;
- constantly concerned about physical problems or appearance;
- frightened that his or her mind is controlled or is out of control.

Experiences big changes, for example:

- does much worse in school;
- loses interest in things usually enjoyed;
- has unexplained changes in sleeping or eating habits;
- avoids friends or family and wants to be alone all the time;
- daydreams too much and can't get things done;
- feels life is too hard to handle or talks about suicide;
- hears voices that cannot be explained.

Is limited by:

- poor concentration; can't make decisions;



- inability to sit still or focus attention;
- worry about being harmed, hurting others, or about doing something "bad";

- the need to wash, clean things, or perform certain routines dozens of times a day;

- thoughts that race almost too fast to follow;

- persistent nightmares.

Behaves in ways that cause problems, for example:

- uses alcohol or other drugs;
- eats large amounts of food and then forces vomiting, abuses laxatives, or takes enemas to avoid weight gain;

- continues to diet or exercise obsessively although bone-thin;

- often hurts other people, destroys property, or breaks the law;

- does things that can be life threatening.

To find help, discuss your concerns with your teen's teacher, school counselor or others such as a family doctor, psychiatrist, psychologist, social worker, religious counselor or nurse.

Free information about children's and adolescents' mental health is available through the CARING FOR EVERY CHILD'S MENTAL HEALTH: Communities Together national public education campaign of the Center for Mental Health Services (CMHS), Substance Abuse and Mental Health Services Administration. Call the CMHS National Mental Health Services Knowledge Exchange Network at 1-800-789-2647; TTY 301-443-9006.