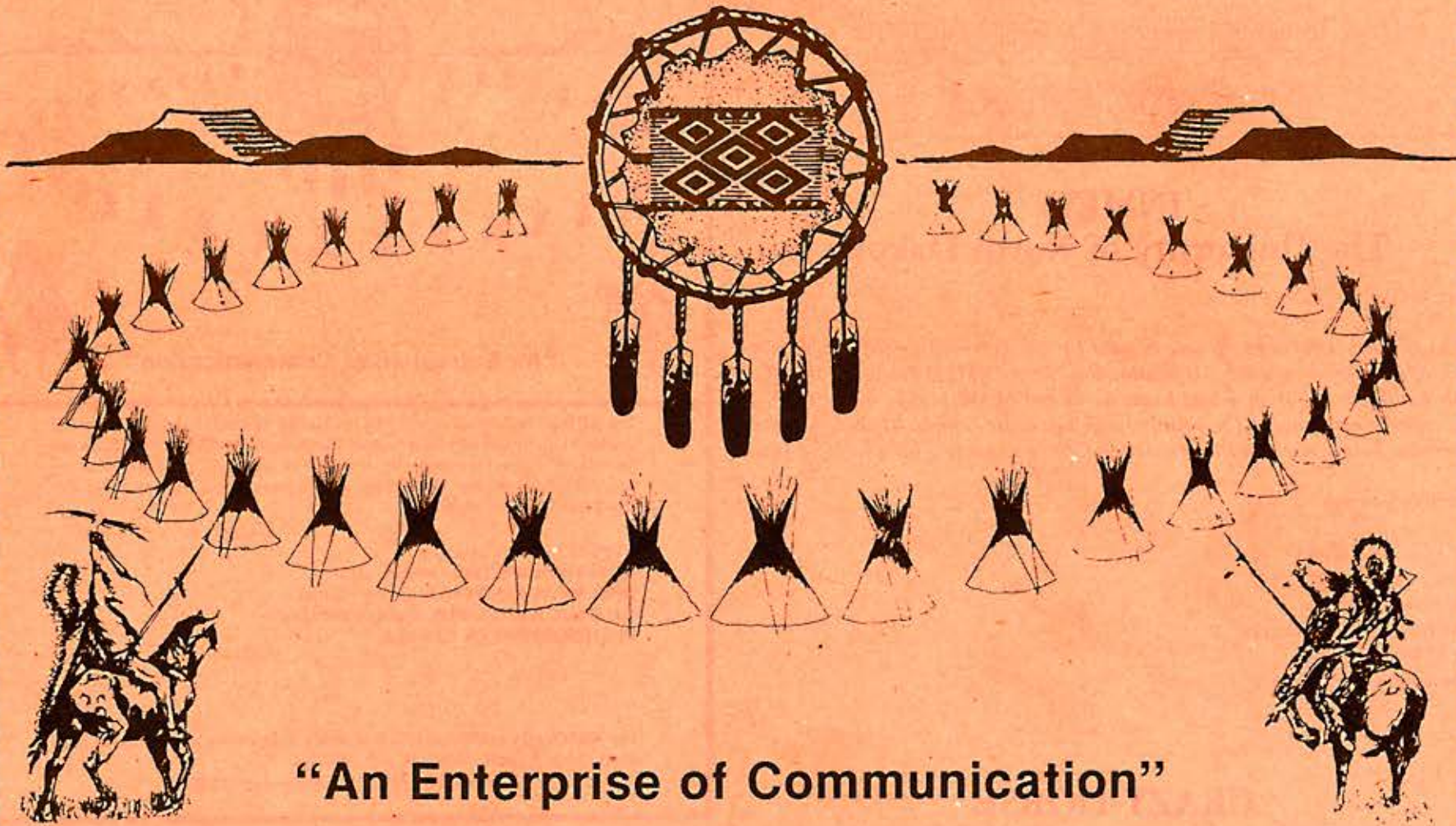


# UNITED TRIBES NEWS

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“An Enterprise of Communication”

Vol. 6 No. 10

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November 1981

## Smith Speaks on Indian Education at NCAI

*NOTE: On October 14, 1981, Assistant Secretary for Indian Affairs Ken Smith, U.S. Department of the Interior, met with the National Congress of American Indian's (NCAI) Education Concerns Committee, during the 38th Annual Convention of NCAI at Anchorage, Alaska. Mr. Smith agreed to meet with those concerned about Indian education and the new developing education policy under the Reagan Administration.*

Smith, a Wasco Indian from the Northwest, is the third assistant secretary to be appointed by the White House and the first to serve under a Republican Administration. This position is the highest level Indian position in the United States government and is instrumental in shaping and developing existing and future policy as it impacts upon all aspects of life of those from federally recognized Tribes.

At issue, during this discussion, were proposed cuts in the Bureau of Indian Affairs (BIA), consultation with the Tribes on budgetary and policy matters and the status of Indian education within the Department of the Interior and BIA. Thus, nine basic questions were prepared and delivered to Assistant Secretary Smith by David M. Gipp, chairman of the NCAI education committee. A number of audience reactions, comments and questions are also available in the full transcript of some 250 persons in attendance at the session.

Mr. Smith: I'm sure you're concerned about Adult Education and so forth, but we had scaled down the education program in 1982. What we tried to do is protect our very essential programs, and when I say essential, I mean basic education. We've tried to



Ken Smith, Assistant Secretary for Indian Affairs, U.S. Department of the Interior.

**Assistant Secretary Ken Smith: ON TRUST RESPONSIBILITY: "I would question trust responsibility in education..."**

protect the formula, ISEP formula,<sup>1</sup> and tried to take the least cuts from that area, which is our elementary and secondary education. Naturally, other things had to go. I think we scaled down some of the other items in education.

Of course, you know JO'M<sup>2</sup> got its fair share of cuts and I think our cuts were, as you remember, when we first started out they put JO'M in the consolidated program and then they cut the whole consolidated program by 25 percent, so immediately we went in with a 25 percent cut. When they moved us back out of the consolidated

<sup>1</sup> Indian School Equalization Program formula under PL 95-561  
<sup>2</sup> Johnson O'Malley

program and put us in its right element, and then when the 12 percent came down, we took another 12 percent cut from JO'M. So I think we are running around about a 30 percent cut from JO'M, the way it stands right now. And of course, I also indicated that this isn't in concrete at this particular time. It is our recommendation where we took our cuts from the 12 percent, Congress hasn't had an opportunity to review it; and I'm sure they are going to have their input in where we do actually take these cuts.

But I know we got a lot of...we have come a long way and all I suppose in the last decade, but I think we've got a long way to go in education. I have had some experience in education, because it is frustrating for me to make decisions at my level when I don't know where education is going. There doesn't seem to be any plan in existence and that bothers me a little bit because I come from a management background and say what is our part. What is our target in community college, vocational colleges, JO'M or whatever? I really don't know what the plan is...but I think we have got to develop a long-range plan on where we are going with education; and we do not have one right now and I'm bothered by it a little bit as a manager. And when I have to make decisions, and naturally, I'm not an educator, so I'm going to be looking at people like you to come up with some recommendations and I guess I'm here to listen. I don't mind constructive criticism as long as it is constructive and not personal, but I'll take any criticism or any recommendations or any thoughts you might have, and I guess that is why I want to spend some time with you and see what your thoughts and ideas are;

and if you have some concerns, I want your input because that might shape my decisions that I'm going to have to make. The first four or five months it seems like all I've been doing is sitting down at a briefing table, and I'm being briefed and I'm trying to absorb all the information about an issue before I do make a decision. But I'd like to hear some of your thoughts about education and some of your concerns, so I thought I'd spend at least an hour with you this morning and maybe we could carry on a dialogue and talk about some of these things. So with that, I'm open up for any questions you might have, or if you want to respond to anything.

Mr. Gipp for NCAI Educational Concerns Committee: Mr. Assistant Secretary, as I handed you these prepared questions already, we did take the liberty, based upon some of

*Continued on Page 4.*



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**AROUND INDIAN COUNTRY**  
Letters / Opinions

**INMED**  
**The University of North Dakota**

Dear WOW Staff:

We just received the current issue of your United Tribes News from September 1981. Thank you very much for sending this to the INMED Program. It will be made available to our students. I was impressed by the beauty of the cover of your current newspaper. The printing and layout are superb. There is certainly something for everyone in the newsletter. Thank you again for sending it to us.

Sincerely yours,

Lois Steele, M.D.  
Director/INMED Program  
Box 173  
Grand Forks, ND 58202

**CRAZY HORSE**

Dear Staff Members:

The issue of UTN/WOW is beautifully, professionally, and most intriguingly done. The colorful first page really takes your attention. The type is easy (for most anyone) to read, and the pictographs, word finds, and coloring are wonderful for teaching—and families.

Thank you for sending it to us.

Our very best wishes for continued success.  
Congratulations!

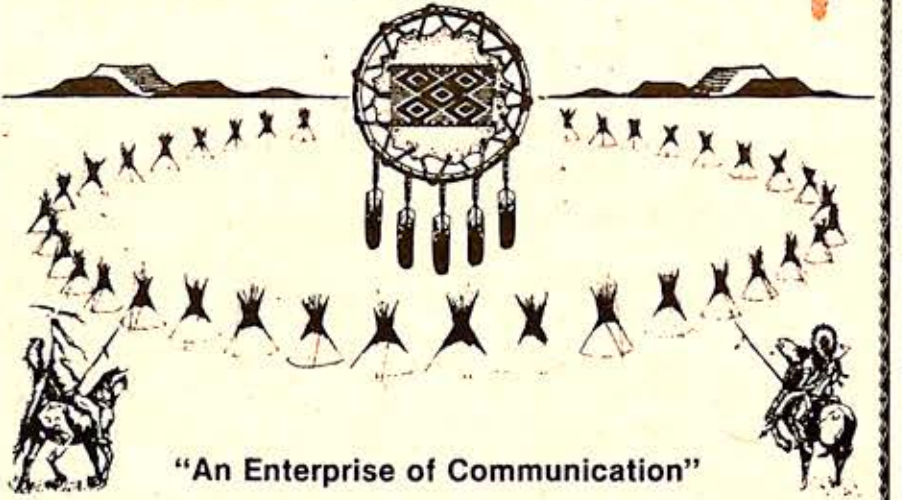
Sincerely,

Mrs. Korczak Ziolkowski  
The Black Hills  
South Dakota 57730

The staff of the United Tribes News would like to thank Lois Steele of the INMED Program and Mrs. Korczak Ziolkowski of the Black Hills for their letters of support.

Thank you!

**UNITED TRIBES NEWS**



**"An Enterprise of Communication"**

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(Refer to Page 11)



The United Tribes News staff would like to apologize for an error that was printed in the September UTN/"WOW" issue.

On the above photo, we had the dancers name captioned as Lee Fox. It should have read Todd Fox. Sorry Todd!

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The United Tribes News Staff wish you all a **NICE TURKEY DAY!**

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## Indians Approve Land Settlement

Massachusetts - More than a century after losing the land, Wampanoag Indians have approved an out-of-court settlement giving them back 238 acres of valuable oceanside property in this exclusive Martha's Vineyard community.

Ballots counted September 28, showed tribe members voted 115-60 to accept the agreement rather than press their case in court for return of the entire town.

"It's a resounding acceptance of the settlement," said tribal coordinator Donald Widdis. "I think we have a clear indication of what the tribe wants. I'm happy we got that out of the way and now we can deal with the process of trying to effect the settlement."

The settlement, reached after more than four years of negotiation with the non-Indian Gay Head Taxpayers Association, was voted on during the weekend in a Quonset hut.

The votes were counted Monday night, September 28, at the Wampanoag Tribal Council offices in this tiny town of 150 year-round residents that grows to a population of 500 during the summer season.

Under the agreement, the 300-member tribe would get back 238 acres of shorefront property worth an estimated \$2.8 million, while the town would retain the rights to a 50-foot strip of beach to guarantee access to the water by non-Indians.

The compromise also would allow the Indians to apply for federal funds and buy 175 acres of buildable land from a bankrupt development firm. That land would be used in part for housing for Indians who otherwise could not afford to stay in the fashionable Martha's Vineyard community.

Congressional approval is needed for funds to pay for the buildable land, and for ratification of the settlement's other provisions. The tribe also must vote on a land use plan for the properties it will acquire, and on the language of proposed federal and state legislation to carry out the settlement.

Widdis said the process could take "at least a year."

Some tribe members wanted return of the entire town, claiming Gay Head violated the federal Indian Non-Intercourse Act of 1790 by taking the land from the Indians in 1870 without federal approval.

## Television Mini-Series Closer To Reality

Washington - Production of the television mini-series "Bury My Heart at Wounded Knee" is one major step closer to reality today.

Evergreen Foundation Films, Inc., (ESFI), Films, based in Seattle, Washington, has won a favorable court ruling, upholding the company's claim to the television rights to the literary work *Bury My Heart at Wounded Knee*, written by Dee Brown. The book, which the author describes as a "history of the American West from the viewpoint of the American Indian," was a best seller in 1971.

Evergreen Films' claim had been

## AROUND INDIAN COUNTRY NATIONAL

challenged by the original owner of those rights. However, Evergreen (EFFI) contended those rights legally reverted back to Brown at the end of five years, and that Brown's subsequent sale of television rights to EFFI in 1979 was legal and proper. The court ruled in favor of EFFI.

On September 2, the U.S. District Court Judge Stanley Weigel, presiding in the Northern District of California in San Francisco, ruled: "Evergreen Foundation Films, Inc., owns and enjoys quiet title to all television rights in and to the literary work *Bury My Heart at Wounded Knee*."

Those rights, said Weigel, include the right to produce, distribute, and broadcast a television mini-series based on that literary work.

Jim Thebaut, president of EFFI and project producer, believes the mini-series will be truly rewarding for viewers around the world. "For the first time, the true history of the American West will be presented in a very honest, comprehensive manner," he said. "I think one of the most significant reasons that this project can do so much good is that until a country deals with its past, it can't really come to grips with its future."

The point is not to make people feel guilty, according to author Brown. But, the real reason for telling the story to a mass television audience is "so we don't do it again," he said.

The sensitive, important nature of the subject matter of "Wounded Knee" has attracted interest in the project among some of the biggest names in Hollywood.

For the first time in their acting careers, the Fonda family—Henry, Jane, and Peter—will participate in the same film production. Commitments from many other top actors, including Burt Reynolds, Marlon Brando, and Will Sampson. Most major roles in what is planned to be a five-part mini-series will be filled by American Indians. In fact, Thebaut said, "only American Indians will play American Indians."

"Wounded Knee" is the first of several projects planned by the company which is currently being reorganized into a larger multi-faceted motion picture production company, Evergreen International, Ltd., (EIL).

## Rolette Extension Economist Honored

North Dakota - Ellen L. Dunlop, Rolette, North Dakota, has won a media grant award from its sponsor, General Foods.

The award will allow Dunlop to prepare a series of 10 radio shows especially for youth, directed toward Native Americans on the Turtle Mountain Indian Reservation. Dunlop works on a one-to-one basis with Reservation young persons.

The award of \$250 was presented to Dunlop during the annual meeting of the National Association of Extension Home Economists in Las Vegas, Nevada.

## Indian Profiles

by Louise Crosby

This week I would like to write about a condition that has touched most people somehow in our society. The dictionary has at least four definitions of this illness. This debilitating condition is known as "irrational suspicion or hatred of a particular group, race, or religion."

I remember when...

Sometime ago I was talking to a woman when she suddenly said, "Gosh, you're nice for an Indian." Something happened to me that was phenomenal. I was struck speechless!

After recovering from that temporary incapacitation, I asked her, "How many Indians do you know?"

She said, "I don't know any first hand, but I have heard plenty." She said she was sure surprised to hear I was part Indian.

Through the years since that meeting, I have learned to have deep compassion for the prejudiced person, because he is caught "in a no-growth sphere."

Our present way of life warrants that we should be beyond the scope of prejudice. There would be too many productive people sacrificed if we can look only at such a telescopic view of our fellow human beings.

Prejudiced people come in all shapes, color, or form. Many times we see whole groups of people experience undue hardships such as loss of employment and community involvement because people tend to generalize by the actions of a few.

Prejudice can lead to heartbreak, low self-esteem and suppression of otherwise productive and contributing segments of society.

## SRCC Receives Grant

North Dakota - Standing Rock Community College (SRCC) in Fort Yates has received a \$48,013 grant from the Fund for the Improvement of Post-Secondary Education for the development of the Lakota Studies curriculum at SRCC.

Arthur Amiotte, who recently completed his Master's Degree at the University of Montana, has been named director of the Integrated Curriculum Project. Colleen Cutschall has been selected as curriculum developer for the SRCC program. Cutschall received her Master's Degree from Black Hills State College.

The purpose of the two projects is to develop a series to be used in college classes. The intent is to produce ten major units consisting of eleven modules each.

Each module will contain from one to eight lessons. The modules can be used independently but are thematically related to a particular cultural concept. As the modules are completed, they will be field tested in SRCC classes.

Amiotte and Cutschall have set offices and a research library in the SRCC Center in the trailer in McLaughlin.

## Reagan OKs Payments Bill For Indians

Washington - The Reagan administration Thursday, October 15, supported a bill to let individual payments of Indian tribal income be made by tribal governments or the Secretary of Interior.

Currently, under an 1896 law, the payments must be made by a government official designated by the Interior Secretary.

The change would "greatly reduce the burden on the department that per capita distributions have become," Sampsel said.

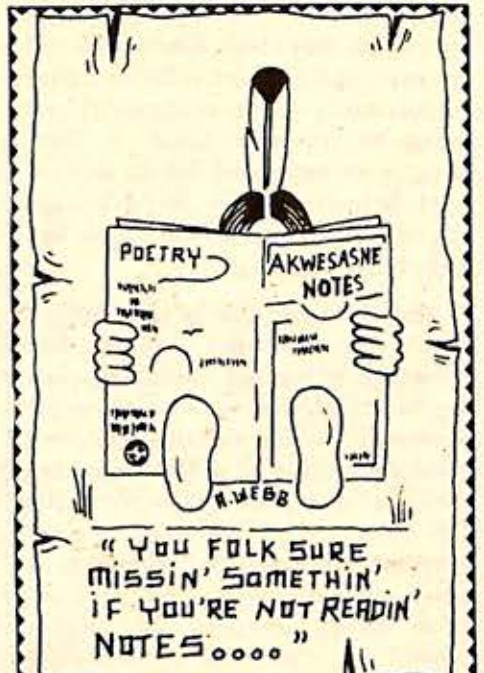
## Honored For Quality Work

North Dakota - Ruby Wilkie and Ernest Patnaude, Social Service representatives in Belcourt, were recently recognized by the Bureau of Indian Affairs Social Service Department for their sustained high quality work performance. The two were presented plaques from Adelina Defender, acting agency social worker.

## BIA Publishes Rules on Mohave Enrollment

Washington - The Bureau of Indian Affairs is publishing in the Federal Register October 14, a proposed rule to establish procedures for the preparation of a roll of Mohave Indian descendants enrolled as members of the Colorado River Indian Tribes. The Mohave Indians placed on this roll would share with the members of the Fort Mohave Indian Tribe an award of \$468,358 from the Indian Claims Commission.

According to the proposed rule, the BIA's Colorado River Agency Superintendent will publish a list of persons determined as meeting the qualifications for enrollment. Persons



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the comments and conversations we have had within this committee for the past two previous days, of developing some questions and I think that if it is at all possible we would like you to respond to these. What I would like to do is read off these questions and there are nine questions, and after that if you would like to field any other comments or questions that's up to you.

The first question, which has been prepared by the committee, goes as such: **What are your plans for developing the human resources within the Tribes, resources which will assure that Tribal economic development programs will be successful?**

**Mr. Smith:** My plan is simple, that I don't think that bureaucrats will be making those kinds of decisions and if we are ever going to have development of both social and economic economies on reservations it is going to be because of strong tribal government and local government, not BIA, not Washington, or not the area office. It is going to be local government, so what we are trying to do is work with local tribal government and strengthen their organization and structure so they can make proper decisions on a local basis, that's part of services.

**NCAI Educational Concerns Committee:** I noted that earlier in your comments, you mentioned that you were open for suggestions as related to education and the long-range kind of approach. **The second question deals with 25 US Code of Federal Regulations which states that education for American Indians and Alaskan Natives is the responsibility of the federal government; that education is a right of the federally recognized Tribes; and that education is a part of the trust responsibility of the federal government.**

**Given these Department of Interior policies, approved by the Office of the Solicitor, how do you justify: 1) any budget cuts to education, when no other "safety net" exists?**

**Mr. Smith:** First, I would probably question trust responsibility in education, that's been floating around for years and no one has defined trust responsibility so I'm sure enough not going to try and define it here, because we can debate about that for a whole hour probably, so I'm not going to respond to that, but I have had a problem with that.

And you indicated in your budget cuts to education when no other safety net exists, although I think that when we have budget cuts, a lot of people approach me and say that we don't want you to cut our program, but cut someone else's, and no matter who I'm going to cut, I'm going to get a reaction, whether I cut education or cut economic development, or I cut other social programs. No matter what I cut, I'm going to get it. But understanding that I have to scale down our budget, I try to proportion it out all equally, but I don't like to cripple our major programs that we do have. We try and pick on the programs that may be supplemental—that we do have other options, but I don't think I'd scale down any basic programs that are of necessity and so I still think we have that safety net there.

## ON TRIBES AND STATES IN INDIAN EDUCATION: "...they have a responsibility to share the role of providing that education."

**NCAI Educational Concerns Committee:** Again, given the Department of Interior's responsibilities or policies I should say, the second part of this question: **2) What is the rationale or justification for the statements that education funding is a state or Tribal responsibility?**

**Mr. Smith:** I feel we had a shared responsibility in providing education. Naturally we're responsible for making sure children get a quality education, but how do we actually provide for it. Who is going to put up the dollars to be able to provide quality education, and here's where I'm coming through in saying that I think we share that role with local government, which I include Tribal government and State government. I think they have a responsibility to share the role of providing that education.

**NCAI Educational Concerns Committee:** The third part of this question deals in terms of the internal policy and rationale for statements that certain BIA education programs can be described as 'supplementary programs' versus base types of operational programs. **Restated: 3) your statements that certain BIA education programs can be described as "supplementary programs?"**

**Mr. Smith:** Well, I guess I'd pick on JO'M and consider that as supplemental, but it probably would vary from reservation to reservation. But I guess compared to the amount of money we spend on elementary and secondary schools, I call that basic because there's no way you can start to reduce your basic education. I'll call those types of things basic. The other supplemental program that we get, I'll call those supplemental, such as JO'M, to supplement our basic education.

**NCAI Educational Concerns Committee:** The third question deals with closing or transferring of Bureau schools. **What is the primary justification or rationale for closing or transferring BIA schools, in this case we heard a good number of comments about those schools in Alaska, as well as the number of schools in the lower 48 given to us by some of the members here without first of all consulting with the affected Tribes? Restated: How do you justify closing and transferring BIA schools in Alaska and the "lower 48" without first consulting with the affected Tribes?**

**Mr. Smith:** I guess the rationale of consulting, and of course we are going to accelerate our consulting process, and that is a very difficult one to do sometimes when you are faced with a reduction in budget at the last minute that you can't really get out and start consulting with Tribes; and we have got 499 entities out there in Indian country, and work toward the point to figure out how do we start consulting then. So when you get into a massive budget reduction that has taken place it's very difficult to carry on your consulting process and I think we are here as managers and we have a responsibility to sometimes make those decisions.

**NCAI Educational Concerns Committee:** The next question, I think goes back to the issue of consultation, **what are the kinds of plans for**

periodic and systematic Tribal consultation in education, regarding all policy formulation and funding for priorities as it is prescribed by 25 CFR?

**Mr. Smith:** I guess I would just echo on what I said about consultation. I think we have to. Hopefully most of these reductions in the future, I think most of our policies, most of our regulations, naturally get those written up and send them out for your consideration, for your input. For instance, we are working on standards now for schools. Those are out. We are waiting for comments. Those types of things I think we could carry on. I think we should plan for additional reductions in '83 and '84. I think we should set up the mechanism of how are we going to receive input on that. I mean, how do we carry on this consultation and who do you carry it on with? Do you carry it on with NCAI, the National Tribal Chairmen's Association, which I don't think we should. That's part of consultation, but I think that's the easy way out. I think we've got to be dealing with tribal government on this.

**NCAI Educational Concerns Committee:** I think this probably again gets back to the consultation issue to a degree, I think what some of the concern was that many of the people feel that there are some policies, whether it's funding priorities, other things that are moving ahead and that the consultation process really has not taken place when you're talking about funding cuts or other types of priorities. **Question five: How do you justify making funding priorities in education when Public Law 93-638 and 25 CFR guarantee that the Assistant Secretary for Indian Affairs shall, in carrying out DOI's education mission, ensure that Indian Tribes and Alaskan Native Entities fully exercise self-determination and control in priority-setting in all aspects of the education process?**

**Mr. Smith:** I think they indicated the times that we really maybe don't carry our consulting process out, consultation, is when we have a massive budget cut and we have to react immediately. I think we could take a look at those types of things and say, what are we going to do in '83 and '84 if the same process takes place? Maybe we should be prepared. Maybe we should have a plan. Maybe I should be talking to you on what do you think priorities are? Where should we scale down? And if I ask you, were we going to cut our education program by 12 percent, tell me where are we going to cut. I want your response and I need your input. I think those are the things we could be doing.

**NCAI Educational Concerns Committee:** One of the other kinds of questions and discussions that came up was how your office is going to continue with the actual implementation as well as the policy-making in Indian education within the Department of Interior.

**In that light we're talking again about 25 CFR which describes that the Interior Department's education mission shall be carried out by the Assistant Secretary of Indian Affairs via the director of the Office of Indian Education programs within BIA, where education policy-making and 26 other specified education policy areas are concerned.**

**In light of this, we understand that you have a special assistant for education within your office. What role does your Special Assistant for Education play in this already defined line authority?**

**Mr. Smith:** I think that in any organization, your going to have line people versus staff people. I think we are going to have to follow what 25 CFR says, that line people are line people, they are the guys that make the decisions on what direction we are going and so forth; but I think you have to have other people within my organization because I don't know how many times I get questions about education or there is a special project dealing with legislation, dealing with policy, that I need someone in the Assistant Secretary's office to immediately get on that. And you have to remember that the director of education, has got a large program to direct. He can't be pulled aside every time a crisis happens. I think he's going to have his input but it's nice to have one guy and all he does is immediately follow-up on all these crises—follow-up on legislative policy and such.

**NCAI Educational Concerns Committee:** So that position then deals with policy only. It does not deal with line action within the program itself?

**Mr. Smith:** Because I come from a management background. He's the guy that I point the fingers to if anything goes wrong and he's got to have full authority.

**NCAI Educational Concerns Committee:** The seventh question: **The House Committee on Appropriations did not recommend funding for the Consolidated Tribal Grants program proposed by the Department as part of the FY 82 BIA budget this past Spring and Summer. The Committee report: "...requests the Bureau to undertake a detailed study of the consolidated programs concept, in consultation with Tribes, to include a number of factors."**

**Recognizing this first of all, do you expect to reintroduce the consolidated grants program in the FY 83 budget proposal?**

**Mr. Smith:** In a sense, yes. We are planning to hopefully in '82. We are going to get some volunteer tribes to try the system of consolidated programs approach on a sort of block-grant approach. We are going to try and get some volunteers, tribes to do this in '82, and maybe by '84 we will iron all the wrinkles out, where we can have a good consolidated block-grant approach to some of these programs.

## ON BLOCK GRANTS TO TRIBES: "I'd love to take all the allocation of money and just block grant the whole thing for tribal government..."

**NCAI Educational Concerns Committee:** In other words, you don't plan to introduce the tribal consolidated grant program for '83?

**Mr. Smith:** Not at this point, unless they are very successful in '82, but I don't think we will make it mandatory that everybody has to go on this approach in '83. I think we will give it a little time to iron some of these things out, let's pilot some of these things, but maybe by '84, hopefully it works, maybe that's the direction we will go.

But I think there are a lot of advantages to a block-grant approach and as I indicated yesterday, I'd love to take all the allocation of money and just block-grant the whole thing for

Continued on Page 9

3. The director of the BIA Office of Indian Education Programs is Mr. Earl Barlow.



# Current Update from the: NORTH DAKOTA INDIAN AFFAIRS COMMISSION

by *Juanita Helphrey*  
Executive Director

### GREETINGS!

We are writing this newsletter from our new office space in the new east wing of the Capitol. Our mailing address is 1st Floor - State Capitol, Bismarck, North Dakota 58505.

This is our very first newsletter of the new biennium of 1981-83. We hope to be able to send one out every month on a regular basis. We would like to print a monthly newsletter; however, with a mailing list of 600 and still growing, we find it too costly for our meager budget.

### NDAIC Meets in Fort Yates

Our Commission met in Fort Yates on July 31, 1981, and we felt it was one of our most successful sessions. The Standing Rock Sioux Tribe were excellent hosts as were the staff of the Tribe and Community College. We were given a tour of the college and the Agricultural Management Program that the college has so successfully operated.

There were 16 of 19 members present at the meeting. At that time there were two vacancies which had not been filled so we had almost a 100 percent turnout. It's gratifying to have that much participation and support from our Board and from the Governor who chairs all meetings.

### National Alliance of Business

During the meeting in Fort Yates we heard a presentation from Homer Ludwick and Rick Killiam of the National Alliance of Business. They intend to submit a proposal to the Private Sector Job Council of North Dakota (CETA Title VII) in which they intend to encourage and support economic endeavors of the Tribes within our State. Their plan is a six month project in which they develop promotional materials, gather data and statistics from each reservation, contact businesses and encourage and promote the development of the reservation. The Commission concurred, unanimously to support the intended projects. At this time the proposal is now pending before that committee.

### Indian Development Fund

The Indian Development Fund, which contains \$50,000 for grants to Indian small businesses, was also discussed by its five-member committee previous to the start of the Commission meeting. Their job was to review all pending proposals and make recommendations of grant awards to the Commission. The Commission granted awards to the following:

**Off-reservation:** Matthew Sage Welding - \$5,000; John J. Moran - \$5,000

**Fort Totten:** Steve Jetty - \$5,000 with \$5,000 remaining

**Turtle Mountain:** Joe Wilkie - \$5,000 with \$5,000 remaining

**Standing Rock:** \$10,000 remaining

### Fort Berthold: \$10,000 remaining

We have two applications pending from Fort Totten; four applications from Turtle Mountain; four applications from Standing Rock and none as of this date from Fort Berthold.

The Committee will meet again on November 10, previous to the afternoon Commission meeting, to review and recommend the balance to the most qualified applicants.

### North Dakota Indian Scholarship Board

The North Dakota Indian Scholarship Board met on July 20, 1981, to review the scholarship applications for academic year 81-82. Ninety-one students were awarded scholarships with a total dollar amount of \$80,680 (9 percent overcommitment). Of the students funded, four were graduate students, 28 were former recipients, and 59 new students were added. The average award was \$886. The area breakdown is as follows: Turtle Mountain - 39; Standing Rock - 26; Fort Totten - 4; Three Affiliated Tribes - 11; Other - 11.

### ND Indian Alcohol and Drug Abuse

The North Dakota Indian Alcohol and Drug Abuse Committee Report was also given by the Executive Director. This Committee was created by the 1981 Legislative Assembly through a bill passed allocating \$383,000 to the four reservations for youth prevention and education for the 1981-83 biennium. The North Dakota Indian Affairs Commission is responsible for monitoring the programs established. Each reservation submitted a proposal and received their funds once the proposals were reviewed and accepted by the Committee.

### Standing Rock Alcoholism Program

Standing Rock Alcoholism Program was the first to get their project off the ground with the program in full swing by July 31, a month into the 1981-83 biennium. Their project will be high school and community oriented on youth prevention and education. They've had an expert on inhalant abuse training their social workers, community health representatives and alcoholism and drug abuse staff on the total aspects of inhalant abuse. Also, their recreation coordinator had his hands full when he held an evening community gathering for youth and 115 kids showed up!

### Fort Totten Alcohol Program

Fort Totten Alcohol Program was off and running soon after. They have encouraged the principal of Fort Totten schools to make it a requirement for their high school students. The course is entitled "North Dakota Alcohol and Drug Abuse Program." They have films with Indian actors and training curriculum ready. Their

only need, at the time NDIAC visited there, was for a certified teacher with extensive background in alcohol and drug abuse.

### Fort Berthold Alcohol Program

Fort Berthold Alcohol Program has hired their coordinator for their program which has been set up to work with Headstart children in the initial phase. They feel they need to instill good self-concept and set good examples at a very early age. They intend, for instance, to have an Indian designed and produced puppet show at all their reservation schools on the hazards of alcohol and drugs geared for younger children. Family projects and community involved projects with children are also intended according to their proposal.

### Vance Gillette, Bismarck Attorney

Vance Gillette, a Bismarck private attorney, who is a member of the Three Affiliated Tribes, has been informed that the 8th District Court of Appeals will hear his case "Wilson vs. LAND (Legal Assistance of North Dakota)" on October 16 at the University of North Dakota Law School in Grand Forks. This is an employment discrimination case which lost in Bismarck and is now on appeal. We urge your support by being there!

### Mary Jan Wren, Attorney and Aide to Senator Andrews

Mary Jan Wren, an attorney and an aide to Senator Andrews, spent a week in North Dakota visiting Tribes and program officials as well as some state officials. Senator Andrews is on the Senate Select Committee on Indian Affairs and the Senate Appropriations Committee. Juanita drove her to Standing Rock where she visited with the Tribal School Board and the Fort Yates District School Board. She then met with tribal and program officials at the United Tribes Skills Center the following day and headed to Grand Forks (to visit the Indians Into Medicine Program), Fort Totten, and Turtle Mountain. Her wish was to "go home" with a list of concerns for consideration and to inform everyone that the Senator and his staff are willing to help. She can be reached at (202)224-2251.

### Bob Wefald, Attorney General

The Attorney General, Bob Wefald, has sent a memo to all state agencies asking them to develop a list of concerns on jurisdictional matters pertaining to Indian reservations. In his memo, he indicated he hoped to begin working on these issues and would like to call a meeting of all concerned to begin addressing these issues. The Indian Affairs has offered to help in any way possible and has been in communication with him periodically.

### ANG Coal Gasification and Kaiser

The ANG Coal Gasification officials and Kaiser officials were called to a meeting with the Three Affiliated Tribes to discuss employment possibilities at their plant. This was followed by a meeting with the United Tribes Board of Directors who questioned the possibility of developing a training program at Tribes. Both groups were assured by the officials of ANG and Kaiser that they would continue to communicate and plan with the Tribes and through the State Board of Vocational Education to develop training plans. They stated that in the spring of 1982, they would know more about the implementation of training programs.

### Congratulations!

Congratulations to Pat McLaughlin for winning the Chairmanship of the Standing Rock Sioux Tribal Council and to all others winning their district vote. We're happy that Elaine Brave Bull also won as she and Pat are now the new members of our Commission representing the Standing Rock Sioux Tribe.

### Welcome!

We would also like to welcome two other new Commission members. They are: Mayor H.C. "Bud" Wessman of Grand Forks representing the League of Cities replacing Daryl Kramer of Minot and Claire Paulson, Benson County Commissioner, Leeds, North Dakota, representing the Association of County Commissioners replacing Albert Sickler of Gladstone.

### The White House Fellowship Program

The White House Fellowship Program has announced that the application period for 1982-83 is now open. They seek candidates of demonstrated excellence in their professional roles as well as significant breadth of interests and community involvement. The selected candidates will spend one year in Washington as special assistants to Cabinet Secretaries or senior members of the White House staff. Martin E. Seneca, Jr. and Woodrow B. Sneed, Indian attorneys, both served in past years. For more information, write to President's Commission of White House Fellowships, 712 Jackson Place, Washington, D.C. 20501 (202)395-4522.

### Senator Andrews Advises

Senator Andrews advised us that his amendment to restore the level of funding for Title IV, Indian Education Program to the amount requested by the President was adopted by his Subcommittee on Interior Appropriations. This means it will continue in Fiscal Year 1982 at a level of at least \$81,096,000. The Senator should be thanked since many of us who called

Continued on Page 6.

## Motor Lodge Monument to Enterprise

New Town - Motel manager Carl Whitman, whose Mandan ancestors lived in earthen lodges, says his 4 Bears Motor Lodge is monument to Indian enterprise.

The former tribal chief stepped in as manager last March in an attempt to prevent the troubled motel on the Fort Berthold Indian Reservation from folding.

"I think my mission is accomplished," the short man with graying braids said proudly. "It started out bad. I wanted to prove to those forces that brought about this mess that it can succeed. I wanted to prove that they were wrong thinking we couldn't do anything."

Federal officials credit the Three Affiliated Tribes at Fort Berthold with showing the determination to keep their motel alive. The 4 Bears is one of only several Indian motels still in operation of 17 built with federal funds during the 1970s.

"It's still there because of tribal interest in keeping it going," said Cornelius Grant of Bismarck, regional representative for the U.S. Economic Development Administration.

EDA, which was set up in 1965 to pump new life into economically distressed areas, awarded a \$1 million grant and a \$250,000 loan to the tribes in 1972 so they could build the motel.

Nine years later, it's still struggling. "Overall, the motels were not a



## AROUND INDIAN COUNTRY STATE

good thing for the tribes," said Bob Sullivan, director of the partially EDA funded Center for Economic Development at North Dakota State University in Fargo, North Dakota.

"They were well intended attempts to attract tourists to reservations. But there just aren't enough tourists to support the motels. The 4 Bears is lucky it's still open."

Sullivan added, however, that he feels EDA has done more for Indian business than any other federal agency. He said the 4 Bears is a showcase example.

"It's a nice motel," he said. "It's one of the most attractive in the state."

Nestled among scenic bluffs on a peninsula overlooking Lake Sakakawea, the spacious 40-room motel is host to fishermen, tourists and the proliferating seismograph crews exploring for oil.

Before moving to Fort Berthold, the Three Affiliated Tribes—the Mandan, Arikara, and Hidatsa—led sedentary lives in villages down the Missouri. They were skilled in trade and renowned for their hospitality.

So it was only natural that the EDA would help the tribes set up shop as innkeepers. New Town turned out to be a good location because of an undersupply of motel rooms now nagging the area.

"The demand is quite high right now, mainly because of the oil field related business," said businessman Terry Wilber, who helps keep financial records for the 4 Bears. Wilber is building a new 15-room motel in New Town. When it opens November 1, the city of 1,300 will have three motels.

The 4 Bears encountered difficulties even before it opened for business in 1972. It brought jobs, but it brought an unfamiliar white way of doing things well.

"No one in the region was familiar with the tribes or the area. We were just a small new agency," said Grant. He added, "The capability of the management has been questioned several times".

Until four years ago, Whitman said, the 4 Bears was managed by whites who he felt overestimated the tourist trade potential at New Town.

"We're off the beaten paths of the tourists. We depend on repeat customers," Whitman said. He said the motel, which is usually booked near capacity, depends largely on seismographers and salesmen.

Whitman said the white managers left the motel \$150,000 in the red. Now it owes only about \$20,000 outstanding on a \$120,000 operating loan guaranteed in 1972 by the U.S.

Small Business Administration.

"It has improved a lot," said Wilbur.

Whitman took some drastic steps. He closed down the motel's unprofitable dining room and filled in the swimming pool to make room for a conference hall. He said the pool leaked.

Today, said Whitman, the motel is turning a profit and should survive.

Whitman is a man of big ideas. When he was tribal chairman in the early 1960s, the motel was one of several projects he advocated to make the reservation self sustaining. He talks at length about alternative energy, and toys with such techniques as extracting hydrogen gas from water with electrolysis.

"It's going to be the fuel of the future; there's no doubt in my mind about it," he said.

Whitman said he would like to make use of his "tourist Spanish" and the smattering of Norwegian he picked up from his Norwegian wife.

"That's one of my dreams now, to run a facility with foreign languages. Languages can break down a lot of barriers," he said.

Whitman, who characterizes himself as a businessman, explained his guiding philosophy in a recent Mandan morning ceremony at a museum across the street from 4 Bears:

"When we go out on the hills and look at nature, the lesson that comes down to us is that all things must work together for anything to happen. So it is when we look at the people of this world. All people must work together for anything to happen."

## Ready For Negotiations

Fort Yates - Ernest Halverson, vice-chairman of the Fort Yates Public School District #4 Board, announced this week he's quite willing to sit down with other district board members and start the negotiating process in hopes of settling the longstanding differences between the two boards and reuniting the two schools as one cooperative system.

Halverson said he was pleased to hear of Tribal School Board Chairman Joe Keepseagle's offer to sit down and discuss the issue.

"If they have something new and constructive to say, we'll sit down and discuss with them," said Halverson.

Halverson said negotiating is going to be difficult and admitted that it's a situation that can't be resolved overnight.

"I've maintained from the very start this community needs two schools like it it needs a hole in the head," said Halverson.

According to Halverson, the school district board has recently gone on record to advertise for bids for the construction of a new school district facility. He said the bid opening date is November 5, 1981, and the district is willing to spend up to \$500,000 for the new structure.

The district vice-chairman said the needs exist for a new facility whether or not the two school systems reunite as one.

In fact, said Halverson, "The BIA Elementary School is seating over 200 kids now and it's only equipped to seat 150 students."

"I've told Joe Keepseagle that even if we do reunite the need still exists," said Halverson.

Keepseagle responded, "I'm in full agreement with the district to build the new school."

The Tribal School Board Chairman apparently agrees with the construction of a new facility because the BIA Elementary School is overcrowded and has utilized portable classrooms to compensate for the lack of space for sometime now.

The Tribal School Board went on record October 9 to appoint both Joe Keepseagle and Charles "Red" Gates to begin negotiations with school district board members.

"We'd like to get the preliminary negotiations started early next week," said Keepseagle. "We'd like to see the two schools as one for the benefit of all students."

Charles Gates said he was pleased with the recent dialogue established between the district board and the Tribal School Board. He commented, "We'd like to get these talks off to a good start."

In closing, Keepseagle maintained that negotiation will not be easy and it'll take time to reach an agreement between the two boards.

### ND INDIAN AFFAIRS UPDATE

*Continued from Page 5*  
and sent telegrams only found out it was going to be considered the day before it happened and that there were no intentions to defund the program! Our thanks, Senator!

### Pennsylvania State University's Native American Leadership Training Program

The Pennsylvania State University's Native American Leadership Training Program which focuses on Education for Indians by Indians, has received a continuation grant of \$231,909 from the U.S. Department of Education.

The program prepares Native Americans for educational, administrative, and policy-making positions in schools, colleges and universities, tribal organizations, and government. Dr. Jim Davis and Dr. Angelita Dickens both attended Penn State and achieved their doctorate as well as many others from tribes in North Dakota. We're happy to see it continue.

### Commission on State/Tribal Relations

The Commission on State/Tribal Relations has completed their synopsis of state/tribal agreements. Their publication is now available which contains information about many states which have made agreements with tribes within their states in areas such as law enforcement and tax collection. For a copy, write to the Commission at 1125 Seventeenth Street, Suite 1500, Denver, Colorado 80202.

### Densmore Mandan-Hidatsa Recordings

Fort Berthold's request to the Commission to assist them in obtaining the old Densmore Mandan-Hidatsa cylinders (recordings) from the State Historical Society and have them copied by the Library of Congress is now being fulfilled. It took months to work out details with Mr. Sperry of the State Historical Society and the Library of Congress. The old originals will be copied and returned and the Library of Congress will retain a copy as will the Fort Berthold Tribe. The old cylinders would have disintegrated in a few years time had they not been saved, thanks to Ken Deane. They contain old songs and stories, many of which have been forgotten and Fort Berthold will have another opportunity to retain some lost culture.

### United Tribes Educational Technical Center

The United Tribes Educational Technical Center is having problems keeping its funding secure. UTETC's base operating budget through BIA in 1981 was \$1.3 million. BIA revealed a cutback to \$979,900 on September 22. UTETC needs \$200,000 more to stay in operation and urges support from everyone. Write to your Congressional delegates. UTETC's immediate future for FY 82 is in the hands of the U.S. Congress. It is critical that the specific Senate Appropriations language on UTETC (and other tribal programs) remain intact when the Interior Appropriations bill is agreed to by both Houses of Congress.

### Governor's Conference for Economic Development

Remember the Governor's Conference for Economic Development at Bismarck's Civic Center on October 28 and 29.

### North Dakota Indian Affairs Commission

The North Dakota Indian Affairs Commission will meet on November 10, 1981, at the Skills Center on the UTETC campus at 1:00 p.m.

### Art Raymond Reappointed

Art Raymond of Grand Forks was reappointed to the National Diabetes Advisory Board, a Congressional Board. Appointments are made by Richard Schweikert, Secretary, HHS. There are 18 on the Board, 5 were reappointed. Art represents Indian concerns since, he indicated, "diabetes is rampant among Indian people and more has to be done." **Congratulations, Art!**

**Our Lore** 

**Grand Coteau, 1851  
The Battle of the Naked Women**

*By Chuck Thompson  
Taken from Pemmican Journal, Autumn, 1981.*

The buffalo grass was tall that June on the Devil's Lake plains. It provided ample cover.

Two famous Metis scouts--Jock Whiteford and Jerome McGillis--stared at the largest Sioux camp they had ever seen. In it, the fighters were preparing for war.

Whiteford and McGillis raced back to their own camp. In comparison to the Sioux village, the Metis camp was tiny; with only 67 buffalo hunters and young men, while the Sioux had, perhaps, 3,000 trained warriors, according to thirteen-year-old Gabriel Dumont, who was present.

"We know what we must do," said Pierre Falcon, the Metis leader. "We'll try to make peace, even if we die in the attempt."

Five Metis were sent out to negotiate. A much larger group of Sioux met them, and seized wagons

loaded with presents. And the peacemakers were taken as hostages. The Sioux wanted not only the presents, but also the Metis guns and ammunition and horses. And women. Many babies would be needed to provide the warriors for the wars yet to come.

Two of the hostages, suddenly, broke through the Sioux ring. Warriors chased them. Metis cavalry raced out to cover them, and drive off the Sioux. The two men reported that the Sioux spoke only of destroying the Metis Nation, once and for all time.

Inside the camp, the defenders took well-trained precautions. Carts were placed in a circle. Marksmen ran outside the circle to dig rifle pits. Inside, barricades were thrown up and poles shoved through the wheel spokes and tied in place. In the center, a large hole was dug to corral the animals so

they could not be killed to prevent a Metis escape.

Sioux were amazed by the swift defense. So they decided to keep the three remaining prisoners and return to their camp, while leaving the Metis a night of terror to contemplate their horrible death in the morning.

"Thus, the night passed. Each side keeping wide awake on horseback. Singing in order not to go to sleep," remembered Gabriel Dumont.

The night passed very, very slowly. It was a damp dawn. A huge war party approached through the mists with the three captives. Wagons were brought along to carry away the plunder.

Metis cavalry rode out--thirty against hundreds, or thousands. One of the hostages, Jerome McGillis, spurred his famous racer and crashed through the Sioux. Metis cavalry raced forward to surround and protect him.

McGillis was very scared. He apologized. Sioux had talked all night of painful torture. (Had they released him to instill fear in the enemy?) Abbe Dugas wrote: "The Metis did not allow themselves to be too discouraged. They were...the boldest of the (Metis buffalo hunt) group. And after having offered presents they warned the Sioux not to cross the (Fort Clarke) road."

The cavalry--in three squads of 10 men each--had blocked the Sioux from gaining entry to the Metis camp. The Sioux realized that the Metis would not back down. A signal was given. Suddenly, as the mists were being shredded by a wind, the Metis were able to see mounted warriors in every gully and ridge as far as the eye could see.

*The Metis and the Sioux had been at war since they drove the Sioux nation away from the Seven Sacred Cities at the headwater of the Mississippi River. That was in the times of their grandfathers' grandfather.*

*Peace came occasionally, usually when the Sioux needed the Metis. Though there had been peace treaties, for short periods, the Metis had entered the Sioux territory as the Sioux became mounted buffalo hunters and moved southwards.*

*But now the Sioux were being attacked in the south by white immigrants and the United States government wanted peace along the Oregon Trail to populate it and settle a dispute with Britain over Oregon and California.*

*To beat Britain, peace was being negotiated with the Sioux on the Platte River at Fort Laramie, to arrange a peace like the one with the Sioux on the Lower Missouri and*

*Continued on Page 13*

**Indian Summer Festivities Held**

Instead of just the traditional toilet bowl game, the United Tribes Recreation Department expanded the event into a week long celebration titled Indian Summer Week.

On Monday, October 19, 1981 we had the nominations for the Indian Summer King and Queen. The top five nominations for king were Stan Fisher, Vincent Malourie, Ray (Bubba) White Star, Bill Driftwood and Sam Moore. The top five nominations for Queen were Brenda Jefferson, Karen Cadotte, Ann Hodgkiss, Geraldine Fights Over and Germaine Tremmel.

Some students tried to turn down the honor, while others had a good time and even had some friends campaign for them.

Only a few showed up for flag football practice Monday night. Many students said that they would play on Friday; however, they had confidence that even without practice they would triumph at Friday's game.

On Tuesday October 20, 1981 the festivities moved to the elementary students. At 3:00 o'clock we had the kindergarten class explore the jungle gym, first through fourth grades in the gym playing nucomb (volleyball adopted for kids), and grades 5th through 8th outside playing soccer.

At 4:00 o'clock the younger students were excused and grades 5th through 8th tried their luck at the Punt, Pass and Kick contest.

Wednesdays activities were postponed to Thursday hoping for better weather and allowing us more time to set up.

On Thursday, we held the elections for Indian Summer King & Queen. The winners were: Sam Moore Indian Summer King and Brenda Jefferson, Indian Summer Queen, CONGRADULATIONS!

That evening we had another flag football practice and again confidence was still showing since only three people showed up to practice.

**SPORT shorts**

*by JoAnn B. Long  
UTETC Recreation Supervisor*



*Indian Summer King  
Sam Moore*



*Indian Summer Queen  
Brenda Jefferson*

Later that evening we all moved to the rodeo grounds for the big bonfire. Highlight of this event was burning the stuffed Fort Yates flag football player.

Friday dawned a cold and dreary day (the weather just wasn't cooperating with us.)

The parade at 1:30 featured seven floats and made a circle around the flag football playing field.

The lead vehicle featured one helium balloon. Following the leader was the Child Development Center. They had several kids dressed in costumes. Some were riding tricycles, others were pulling wagons and a few were pushing baby carriages. The highlight for these youngsters was giving away candy. Following the kids

was the library float they had a person dressed up as a clown pulling a decorated wagon. Next was the Recreation pickup featuring Queen Brenda and King Sam. About forty helium balloons were attached to the pickup. Elementary's float was decorated with the Halloween theme and a sign stating "Scare Up A Win." The largest float was from the Welding vocation. They had a flatbed featuring the toilet bowl and goal posts at each end. The last float was from the LPN vocation. They had a car decorated up with streamers and signs.

At 2:00 p.m. the big Toilet bown game began and within the last 7-8 minutes UTETC was in the lead with the 1st touchdown; however we didn't

hold it for long. Fort Yates proved to be the stronger team and as most of the UTETC players claim they had a secret weapon. His name was Gabe Kempaska and he provided Fort Yates with the necessary skill to win the game. He was intercepting passes, throwing passes and running touchdowns. At half time the UTETC team regrouped and began some serious planning for the 2nd half. Meanwhile the spectators were given a chance to enter some of our half-time activities.

We had a Mellow-Yellow chugging contest with Mary Whiteman coming in 1st beating her heat and having the best time of 13 seconds for a 16 oz. bottle.

The Road Race proved to be too cold for most people but we did have 5 people venture out for one lap around the UTETC field. 1st for the men was Steve Mills and 1st for the women was Anna Buckman, CONGRADULATIONS!

The tricycle race and tug-of-war were put on hold since the UTETC players needed the time to plan some strategies for the 2nd half.

The game began again but Fort Yates continued to make more touchdowns and UTETC was unable to hold them back or to score. The final score was 34-7.

All in all it was a good game we scored the first touchdown and would have done alot better if we would've practiced.

The players on each team are as follows:

**Fort Yates**--Dennis Painte, Tim Agard, Mike Cuttler, Gabe Kempaska, Al Bruno, Jamie Camron, Henry Red Horn, Boyd Tiger and Bob Standing Crow.

**UTETC**--Rob Gayton, Gus Claymore, John ThunderHawk, Sam Moore, Ray White Star, Ruby Two Bulls, Weldon LaPointe, Elmer White, Roger Deshequette, Sonders Bearstail and Tex Claymore.

Overall our Indian Summer Week went over well, people seem to enjoy the events and next year we hope to make it a bigger attraction, something the students will look forward to.

**AROUND INDIAN COUNTRY  
PEOPLE**



**Paxton Appointed To  
Indian Education  
Program**

Washington - Dr. S. Gabe Paxton, Jr., a Choctaw Indian, has been appointed to serve as Deputy Director, Office of Indian Education Programs. Kenneth L. Smith, Assistant Secretary for Indian Affairs, announced today.

Most recently, Paxton held positions of Area Vocational Development Officer and Area Indian Self-Determination Officer at the Bureau of Indian Affairs Muskogee Area Office in Muskogee, Oklahoma. In 1977 he was the Associate Deputy Commissioner for Indian Education in the Department of Health, Education and Welfare.

Since joining the Bureau in 1953, Paxton has served in positions of increasing responsibility at the Colorado River Agency, Hopi Agency, and Pima Agency in Arizona, at Sherman Indian High School in California, and at the Sequoyah Indian School in Oklahoma. From 1970 to 1974 he was the Assistant Area Director for Education at the Bureau's Anadarko Area Office in Anadarko, Oklahoma.

Paxton received a B.S. degree from Oklahoma Baptist University in 1951, a M.A. degree from Northern Arizona University in 1964, and a Doctor of Education Degree from Pennsylvania State University in 1974.

He was born January 18, 1925, in Talihina, Oklahoma.

was one of six students who maintained a 4.0 grade point average for the four years.

He also received the Kirkaldie Award for the most outstanding Indian student.

Charles has been accepted by the College of Medicine of the University of Washington in conjunction with the WAMI program. The first year of Charles' post-graduate studies will be at M.S.U. in Bozeman, Montana. The next three years will be at Seattle, Washington.

Charles has been Director of the Confederated Salish and Kootenai Tribal Recreational Program for the past three summers.

**Ryan Sworn in  
Indian Education  
Program**

Washington - Frank A. Ryan, immediate past director of the Harvard Graduate School of Education's American Indian Program, was sworn in as director of the Indian Education Program in the U.S. Department of Education.

Ryan had been a member of the Harvard faculty and director of the University's Indian Program for the past five years. Previously, he had served as a legal consultant to the American Indian Policy Review Commission for two years.

From 1969 to 1976 Ryan was a special assistant for Indian affairs with the U.S. Department of Commerce; worked with Miner & Associates, international business developers, Chicago; and was an economic development specialist for State and local governments. In 1968-69 Ryan was director of the Foreign Department of the TEC Corporation for language and educational research in Nagoya, Japan.

Ryan received his A.B. degree in economics from Yale College in 1971 and a J.D. degree from Harvard Law School in 1977. He also has completed all course work for the Ed. D. degree at the Harvard University Graduate School of Education.

He is married to the former Margaret Ann Fawthrop of Seattle, Washington. The Ryans reside in Virginia.

**1,000 Miles  
For the Disabled**

Manitoba - Francis McKay of The Pas set out for Winnipeg July 6th in his wheelchair on a 1,000 miles round trip Mass-Kiss Marathon.

Francis completed the 600 mile trip to Winnipeg in just 24 days.

With his Mass-King (Cree for disabl-

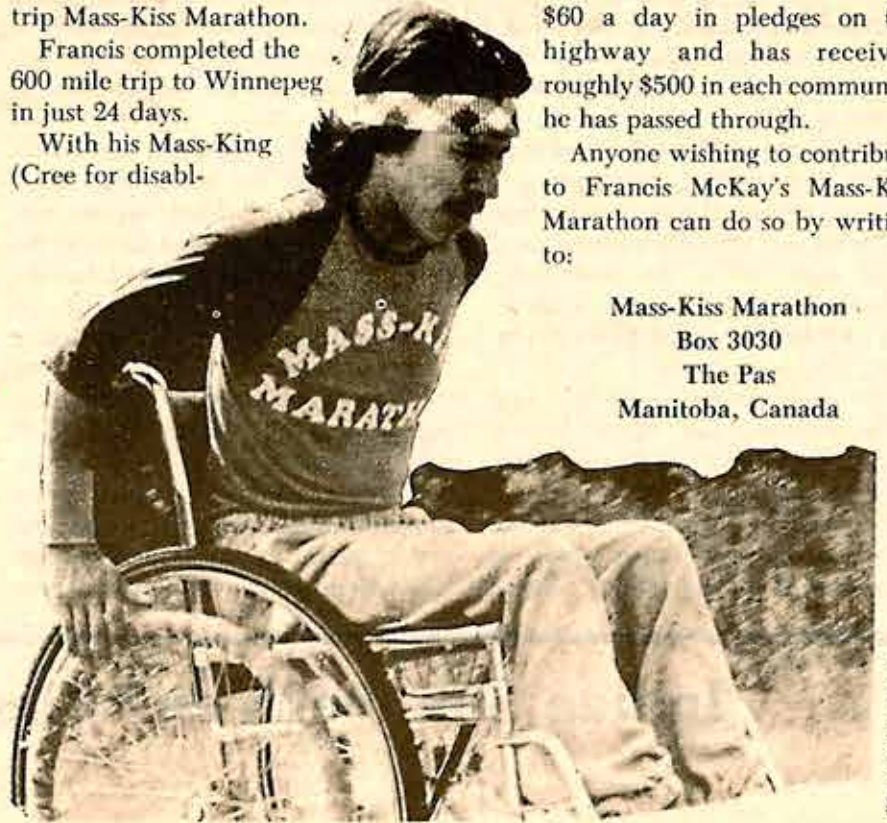
ed) Marathon, Francis expects to earn more than \$10,000. He plans to use the money to hold workshops in the North to educate people about the difficulties people with disabilities have in getting work and simply surviving.

Why is he in a wheelchair? He says he has had three different opinions from three different doctors. One has told him it is a delayed reaction to a car accident, another said it was because of a spinal virus, and a third said it was a hysterical paralysis.

Francis says he has taken in about \$60 a day in pledges on the highway and has received roughly \$500 in each community he has passed through.

Anyone wishing to contribute to Francis McKay's Mass-Kiss Marathon can do so by writing to:

Mass-Kiss Marathon  
Box 3030  
The Pas  
Manitoba, Canada



FRANCIS MCKAY on the Trans-Canada Highway.

Photo by Roy Ungrer

**On To  
'Med School'**



Charles Lee Dixon

Montana - Charles Lee Dixon recently returned to school to start his post-graduate studies in medicine. Charles graduated from Montana State University in June, 1981, in a class of more than 1800 students. He

**White Eagle on  
Law Firm Staff**

North Dakota - Maureen Foughty White Eagle has become an associate of the law firm of Foughty, Christianson & Thompson in Devils Lake.

She is a 1981 graduate of the University of North Dakota School of Law and this week was admitted to the practice of law in the traditional ceremony before the North Dakota Supreme Court.

While in law school she served as Student Director of the Legal Aid Program in Grand Forks and represented the University on the State Board of Directors of Legal Aid in North Dakota. She was recently elected secretary-treasurer of the Northeast Bar Association.

A native of Devils Lake and graduate of Devils Lake High School, she has one son, Brian White Eagle, a first grader at Prairie View School.

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# UTETC NEWS

## SEPTEMBER

### INCENTIVE AWARDS

#### STUDENTS OF THE MONTH (tie)

Aurelia Parsons and Lavetta Fox

#### HOUSE OF THE MONTH (2-way tie)



Brenda Jefferson  
Allan and Danette Chase

#### Attendance Award-\$10.00

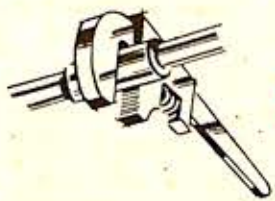
Lavetta Fox  
Bernadette Green  
Aurelia Parsons  
Theresa Zahn  
Ronita Conklin  
Clarine Everett  
Marquette Hodgkiss  
Ted Bearing  
Allan Chase  
Audrey Wounded Knee  
Carol Young Bird

#### ADULT EDUCATION (3-way tie)

Brian Marion, Kelly Brunelle,  
Elmer White

#### Attendance Award-\$5.00

Janet Eagle  
Martha Fredericks  
Ingrid Good Buffalo  
Bernadette Janise  
Virginia Williamson  
Delphine Davis  
Darlene Afraid of Bear  
Donna Hanley



#### VOCATIONS

Auto Body ..... Whitney Standing Crow  
Automotive ..... Don McCloud  
Building Trades ..... Richard Hanley  
Business Clerical ..... Ingrid Good Buffalo  
Electrical ..... David Ducheneaux  
Food Services ..... Audrey Wounded Knee  
LPN ..... Aurelia Parsons  
LPN ..... Lavetta Fox  
Nurse Assistant ..... Ramona Bear Claw  
Nutrition ..... Darlene Afraid of Bear and Theresa Zahn (tie)  
Plumbing ..... Pat Wounded Knee  
Printing ..... Marilyn Harjo  
Sheet Metal ..... Buster Moore  
Welding ..... Robert Yellow Fox



#### OCTOBER GRADUATES

Bernie Big Eagle ..... Automotive  
Harvey Pribble ..... Automotive  
Shirley Pribble ..... Nurse Assistant  
Pat Martell ..... Welding  
Sandy Fox ..... Business Clerical  
Judy Hanks ..... Business Clerical  
Carol Young Bird ..... Business Clerical  
Darlene Afraid of Bear ..... Nutrition  
Anna Watty ..... Nutrition  
Theresa Zahn ..... Nutrition  
Aurelia Marks ..... Nutrition  
Gail Peritiss ..... Nutrition  
John Jackson ..... Building Trades  
John Storym ..... Building Trades  
Mike Oshkeshequoam ..... Building Trades



#### LPN GRADUATES

Esther Castro  
Debbie Ducheneaux  
Clarine Everett  
LaVetta Fox  
Juanita Gutierrez  
Dianne Laducer  
Cody (Irma) Newman  
Rose Standing Bear  
Bridgit Swift Hawk  
Mona Swimmer  
Sandra Uses Knife  
Katherine Tree Top

Smith Speaks on Indian Education at NCAI-  
Continued from Page 4.

tribal government and say you set the priorities.

NCAI Educational Concerns Committee: Aside from the pilot kind of things that you're going to be trying then, throughout this year and possibly FY 83, is there any other type of...developing time line as to consultation with all of the tribes nationwide on this concept?

Mr. Smith: Well, we probably would be going through a process, first of all, picking some tribes and see who is going to raise their hand and come forward, and see who is going to try this first. I think there are (some) especially on a dwindling budget, I think there's a lot of advantages in it, because you begin to set your own priorities and you can set those, say maybe two months before you enter into an agreement with the bureau. And I just think there's a lot of pluses as a previous tribal administrator. I thought it was a tremendous idea. But I think the problem we had is because of the 25 percent reduction, plus it just moved too fast for Indian tribes to really grasp what was happening. I

think if we take it a little bit slower and talk about the issue of consolidated programs, I think more tribes will be for the thing if we had more dialogue on it; and how do we do it.

#### THE MORATORIUM ON PUBLIC LAW 638 CONTRACTS IN EDUCATION: "We're talking about lifting the moratorium..."

NCAI Educational Concerns Committee: Another question deals with the intent of Congress.

The intent of Congress through Public Law 93-638 is to allow Tribes to contract for schools and school programs, when they deem it necessary for their children's education. In light of that, there has been a moratorium placed on 638 contracts relative to these types of schools. What is really the statutory or the legal basis for the recently declared "moratorium" on new contract schools and new contract school programs?

Mr. Smith: When I first came in and we were talking about whittling down the budget. And of course, I didn't understand too much about the whole process of education in a central office level. I didn't understand ISEP, some of the formulas, and after understanding the formula, that we have x number of dollars in the pot and as we contract for more schools, if you don't get an increase in the pot you're taking away from other schools, or pull out part of new schools. I just felt we didn't have a good firm policy, and I said before we go any further let's put on the brakes, let's talk about it, let's have some conversation with the thing. And this is what I'm talking about, a longer range plan in dealing with this particular issue. We're talking about lifting the moratorium off. Right now, I don't have any problem with the tribe contracting with Bureau schools, because we're already spending that amount of money, we already have it in the budget. But when a tribe wants to contract a public school or a school that hasn't been on our system, with only x number of dollars in the pot, your taking money away from the

schools to fund the new school, and if we're not going to get an increase in our budget, we've got a problem.

Plus, as I understand, the schools we are operating, I understand we need \$600 million dollars to get all of our facilities up to par, up to safety standards, and we're not going to be able to do that. Eighty percent of those facilities are education facilities; and I can't understand why you're building a new school, and can't even bring your existing facilities up to par for safety. And it just bothers me to have that out there and still be building new schools. It seems to me you've got to upgrade your schools that you have in existence now, and get the dollars to do it before you start going down and building new schools. And that bothered me, and that's why the moratorium, because I wanted to understand it a little bit better, and have some dialogue with it, wherever are we going?

NCAI Educational Concerns Committee: That moratorium will be lifted?

Mr. Smith: Yes, that moratorium will be lifted. But I think we need some basic direction, we need some

## INDIAN ORGANIZATION

## Project DISCOVER

(Designed for Indian Students through  
Cooperative Opportunities in  
Vocational Education and Research)

## HISTORY

Project DISCOVER is a consortium of five Indian owned and operated post-secondary institutions located in North Dakota. The five institutions that form the consortium are: United Tribes Educational Technical Center in Bismarck, Fort Berthold Community College in New Town, Turtle Mountain Community College in Belcourt, Little Hoop Community College in Fort Totten, and Standing Rock Community College in Fort Yates, North Dakota.

Project DISCOVER is aimed at the expansion and improvement of vocational programs for Indian people and at economic development of three North Dakota reservations.

A "Design for Indian Students through Co-operative Opportunities in Vocational Education and Research," the project was conceived by the directors and planners of the institutions.

The Consortium was organized in 1978 by four North Dakota Indian educational institutions. The four institutions were the United Tribes Educational Technical Center (UTETC) at Bismarck, North Dakota—an Indian owned and operated vocational training center serving Indian people from reservations throughout the United States; the Fort Berthold Community College at New Town, North Dakota—serving the Indian people of the Three Affiliated Tribes; the Turtle Mountain Community College at Belcourt, North Dakota—serving the Turtle Mountain Band of Chippewas; and the Little Hoop Community College at Fort Totten, North Dakota—serving the Devils Lake Sioux Tribe of Indians.

The four institutions believed the Consortium approach would allow for the greatest amount of flexibility in dealing with vocational education needs and concerns of the four member schools.

A fifth school, Standing Rock Community College located in Fort Yates, North Dakota, was added to the Consortium in September, 1981.

## PURPOSE

The five institutions have joined together to provide quality vocational education programs in areas where employment opportunities exist both on and off the reservations. In so doing, the participating institutions have coordinated their efforts to ensure that vocational education is available in isolated areas where Indian people in need of meaningful employment can have the opportunity to acquire marketable skills. More than often, Indian people do not take advantage of vocational educational opportunities in urban areas because of the distance involved, family and/or job commitments on the reservations. As a result, the DISCOVER consortium's aim has been to localize vocational education for Indian people to resolve some of the unemployment problems among Indian people in North Dakota. These institutions have coordinated their efforts in this endeavor because similar problems and concerns exist in the development of these programs at each reservation.



## GOALS

The overall goals of Project DISCOVER have remained unchanged from the beginning. They are as follows:

1. To provide vocational training to Indian people attending the Consortium institutions, training which is both of high quality and relevant to existing employment opportunities on and off the reservation.
2. To assist in reservation development through providing the vocational training needed to staff tribal administration and tribal and individual business enterprises.
3. To further self determination and self sufficiency on the part of Indian tribes by achieving the two goals stated above.
4. To provide a demonstration to Indian tribes and organizations throughout the United States of the cost effectiveness and general efficacy of a consortium type of approach to Indian vocational training. (This last goal is of particular importance. The federal dollars available for Indian vocational training are limited and they must be stretched as far as possible).

These overall goals characterize all of the institutions involved in Project DISCOVER, including the Consortium's newest member. And, of course, they are reflected in the objectives of each of the participating institutions. However, there are differences between the participating institutions in their specific objectives since employment opportunities differ from one reservation to another. Even more important, there are differences between the participating institutions in their approach to providing training. In keeping with the fact that Project DISCOVER is an arrangement among equals, the individual, participating institutions have the authority and responsibility to develop and manage their individual programs in a way best suited to their structure and needs.

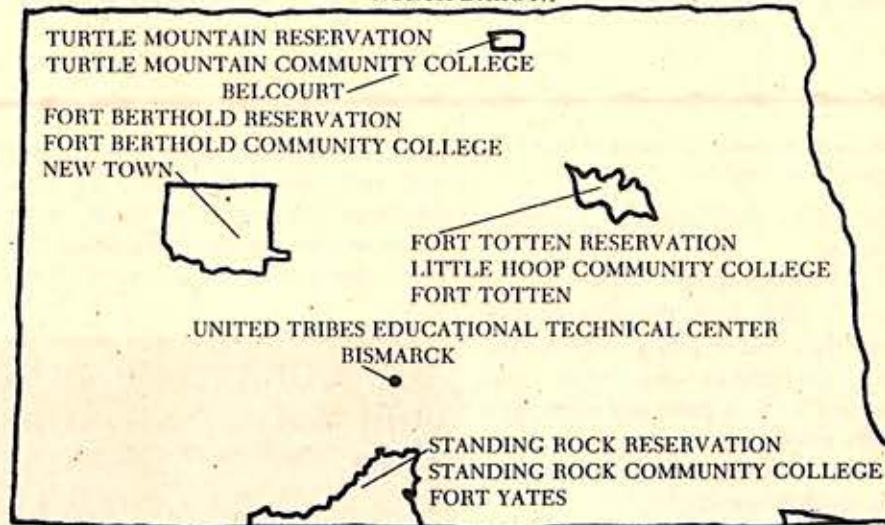
The Consortium provides a forum for discussing programs (current and proposed), reservation economic development and problems in voca-

tional education. The Consortium also permits a more cost effective teacher training program.

## PROGRAMS

Project DISCOVER currently funds 16 areas of vocational training at the five sites. These are:

BUILDING TRADES  
CAREER PLANNING  
CHILD DEVELOPMENT  
CRIMINAL JUSTICE  
ELECTRICAL  
FARM & RANCH  
HEAVY EQUIPMENT  
HUMAN SERVICES  
LICENSED PRACTICAL NURSE  
MID-MANAGEMENT  
PLUMBING  
PRINTING  
SECRETARIAL  
SHEET METAL  
SMALL BUSINESS  
WELDING

PROJECT DISCOVER SITES  
NORTH DAKOTA

## GOVERNING

Project DISCOVER maintains a central office located at UTETC to provide overall coordination of the project. The Project Director is Dr. Jasjit Minhas. The Project Coordinator is Larretta Hall.

Each of the five member schools has a project specialist who is responsible for the day-to-day site operation. The specialists are:

UTETC—Gernell "Gus" Claymore  
FBCC—Bennett Yellow Bird  
TMCC—Clark Marion  
LHCC—Linda Fee  
SRCC—Sydney Shanley

There is a Project Advisory Committee for the central component.

Each school is represented by two members. This committee has the responsibility for planning the goals, objectives, and direction of Project DISCOVER.

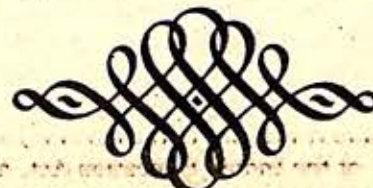
Project DISCOVER is currently preparing a continuing application for the second year of a three-year grant from the Department of Education under the 1 percent Indian set-aside provision of the Vocational Education Act of 1963. These funds will be used for the continuation and improvement of the vocational programs at the five institutions comprising the Consortium.

The emphasis of this proposal is on:

1. The further development of support services—including instructor and curriculum improvement, increased technical assistance to and between the participating institutions, and intensive long range planning aimed at fully institutionalizing all of the Project DISCOVER programs.
2. The addition of new and innovative elements to existing programs, these additions growing out of earlier project experiences in the administration, delivery and evaluation of ongoing vocational education services.
3. The development of new training programs in keeping with employment opportunities and student interests. Particular emphasis will be placed on programs relevant to tribal economic development, the new energy industries, and the training of women for non-traditional occupations.

For more information about Project DISCOVER, interested persons may contact Ms. Hall at the Central Office.

United Tribes Educational  
Technical Center  
3315 South Airport Road  
Bismarck, North Dakota 58501  
(701)255-3285 Ext. 226



# Indian Leaders Seek Economic Self-Sufficiency

Taken from Bismarck Tribune

While North Dakota Indian leaders are realizing a need for greater financial self-sufficiency, the economic situation is making such a goal more difficult to attain.

During a two-day conference Thursday and Friday on tribal economic development, tribal leaders from four reservations listened to financial experts describe the current business climate and avenues of opportunity.

The conference, "Tribal Development Strategies for the '80s," was sponsored by United Tribes Educational Technical Center, south of Bismarck, with a grant from the National Congress of American Indians. The conference was held at the Seven Seas Motor Inn in Mandan.

Some of the information was less than encouraging.

H. L. Thorndahl, president of the Bank of North Dakota, said the "outlook is pretty grim" for new business ventures, considering high interest rates and the general inflationary condition of the economy.

Without substantial capital, "you just can't make enough back to pay these high interest rates," Thorndahl said. He added that despite recent dips in prime lending rates, he expects the rates to climb again through next year.

Robert Sullivan, director of special projects including the Center for Economic Development at North Dakota State University, sees new business start-ups as in a "holding pattern."

"For the moment, I think the economic development thing is stalled," Sullivan said. He added that even well-established firms are having difficulty maintaining economic stability.

Because of decreases in federal grants and subsidized loans, there will be a greater burden on a "tribe's own ability to generate its own income," according to Melvin White Eagle, a member of the Standing Rock Sioux tribal council.

For Indians, the economic situation "always has been tough. Now it's tougher," he said.

However, White Eagle and others do not view the situation as entirely grim. The conference, White Eagle said, brought forth some interesting possibilities for improving reservation economy.

White Eagle pointed to the cash management program outlined by representatives of Dakota Northwestern Bank, Bismarck, as one method of increasing tribal income.

Stephen Byrnes, of Dakota Northwestern, explained that the bank

recently instituted a new checking account program for large depositors (over \$10,000 balances), under which money in the account is invested during periods it is not needed for reimbursing checks written. The money can be continually invested for short terms, even overnight, he explained.

Representatives of the Small Business Administration noted that a few programs could be of particular benefit to the tribes. Dwayne Ostenson, a business development specialist with the SBA's Fargo office, said the SBA is limited in what type of ventures it can underwrite.

However, he noted that a new program allows government bodies, such as a tribal council, to form community development corporations, which can get up to 50 percent of the financing from the SBA for land, buildings and equipment for small businesses.

Thorndahl said the foreclosure prohibition has worked both ways for Indians: protecting them from possibly unscrupulous loan operations but also preventing them from getting the capital they need.

However, tribes may waive the protection against foreclosure, he said. And White Eagle added that tribal constitutions can be amended to allow financial institutions to recoup bad investments in tribal courts.

Another SBA program, used by Devils Lake Sioux Manufacturing Co. and Turtle Mountain Manufacturing Co., is one designed to aid economically and socially disadvantaged companies by negotiating federal contracts without a bidding process. The negotiated prices are at fair market value, though, Ostenson said.

Bob Richmond, vice president and general manager of the Devils Lake Sioux company, noted that the company is a joint venture between the tribe and Brunswick Corp. with the tribe owning the controlling share and the corporation managing the plant.

Other companies are interested in starting such joint operations, Richmond said.

Other speakers included representatives from the National Consumer Cooperative Bank in Washington, who detailed ways tribes could start on-reservation cooperatives, particularly in service-related businesses.

Myron Nelson, with the state's Economic Development Commission, said the commission can be of service to the reservations, as well.

He suggested that tribal councils develop sales packages for their reservations, detailing the benefits an industrial or business outfit may have by locating on the reservation.

Smith Speaks on Indian Education at NCAI-Continued from Page 9.

specific policy in there.

**NCAI Educational Concerns Committee:** The final prepared question that we have deals with a more broader issue. The question not only involves the Department of Interior and the Bureau of Indian Affairs, but also involves the Department of Education. And recently, I think as it's well known, the Administration proposes or will be proposing to dismantle the Department of Education, which has a number of programs which serve American Indian populations and tribes, one of them being Title IV of the Indian Education Act, a

number of other programs such as Bilingual Education, Vocational Education, Title IH of Higher Education Act, and on and on and on. But in light of that proposed dismantling, Secretary Bell has recently indicated that he would favor the moving of such offices and programs as Title IV, the Office of Indian Education Act Programs over to the Department of the Interior; and we presume within the Bureau of Indian Affairs. What is your position on Secretary of Education Terrel Bell's proposal to transfer (Title IV) those types of programs and possibly other Indian-related programs to the Department of the Interior?

**Mr. Smith:** Well, right now I don't have any official position. We haven't officially discussed this as far as the Interior is concerned or as far as the Department of Education is concerned. And I probably couldn't take an official position. Whatever decision they do make is beyond my reach or beyond my level, and I think we're just going to have to wait and see what happens. I think it is going to be political. It's going to take time, and it's probably going to take anywhere from 6 months to 12 months, maybe 18 months before the actual decision comes down.

I do feel very strongly though as a manager here it seems to me, I hate to see all these things spread throughout federal government. It seems to me a consolidation of some of these programs will be a lot better for coordination, so you don't have the duplicating and so forth on one direction, as a manager. But we're just going to have to wait and see what happens.

**NCAI Educational Concerns Committee:** You say consolidation of all of the various types of education programs?

**Mr. Smith:** I think it would be run a lot better as a manager. Now, I'm just thinking as a manager, not as a bureaucrat, as I understand the political battle.

**NCAI Educational Concerns Committee:** At this point there really hasn't been any formal discussion or anything?

**Mr. Smith:** No, no formal decisions or discussion...I don't have anything else. I'm very interested in education, but, I need your input. I'm looking for answers.

At this point, a series of reactions and questions were opened to the committee members. An example of some additional points:

**Pat Locke:** This is in relation to the first question, and I think it needs a little clarification. That first question talked about 25 CFR. What we

keep referring to are the BIA Education policies. And they were developed almost exactly 2 years ago today, and published in the Federal Register. Those were developed at 8 hearings throughout the country when the people wrote the regulations for Public Law 561. Those then went through the Solicitor, and attorneys tell us those, the Code of Federal Regulations BIA Education policies, have the full effect of the law. It does say in this 25 CFR 31.a.3 that "education is a right of the federally recognized Tribes." It says that education is a part of the trust responsibility. We looked it up yesterday, we went to BIA and got the latest 25 CFR on Indians from the Bureau of Indian Affairs and really checked our facts. Education is a responsibility of the federal government for education. Early childhood through life, it says. So, we didn't think they were debatable, if they had the full effect of the law and if the Interior Solicitor passed those, we thought. I guess we need clarification how it is debatable, unless it is amended.

**Mr. Smith:** Well, I didn't know those were in there, in those regulations, as a trust responsibility. Right now...

Providing social services is a trust responsibility, providing education is a trust responsibility. Those are going to be hard to defend in court. I think if you go to court you may lose that, because it is not a trust. But those are the issues, as I said, we could debate about this all the time, but I think we've got to firm up some of our definitions.

**Pat Locke:** Well, we cited the Public Law, and the intent of Congress and the constitution and statutes and treaties and everything, it's all down here.

**Mr. Smith:** That's in the regulation?

**Pat Locke:** That's right.

**Mr. Smith:** I'll take a look at that.

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# ANNOUNCEMENTS

## HISTORY OF STEWART INDIAN SCHOOL TO BE PUBLISHED

A history of Stewart Indian School will be published in 1982 in a hard-back volume.

The Stewart history is being written by Ed Johnson, author of the critically acclaimed book, *Walker River Paiutes, A Tribal History*.

Johnson's Stewart Indian School history will include over 200 photographs from the 1890's through the 1980's when the school was closed.

The book will also include a complete list of the superintendents of the school from 1890 and the graduates of Stewart Indian School from 1901 when the first class graduated through 1980 when the last class graduated.

Johnson has collected many Stewart Indian School photographs. However, more are needed. ANYONE who has good quality Stewart photographs is invited to contact the author at the address below.

"All Stewart photographs sent to the Museum," observed Johnson, "will be given consideration for use in the book." All photographs loaned to the project will be returned to the owners after copies are made. Johnson advises photograph owners not to write on the front of the photographs. If possible the people in the photographs should be identified in pencil on the back of the photograph or preferably on a separate sheet of paper.

Class graduation photographs are also needed. Anybody with any information, school newspapers, newspaper articles, reports, photographs, memorabilia, etc, concerning Stewart should contact Ed Johnson at the Nevada State Museum.

Ed Johnson  
Nevada State Museum  
Carson City, Nevada 89710  
(702) 885-4810

## STATE UNIVERSITY OF NEW YORK AT BINGHAMTON

The State University of New York at Binghamton invites qualified minorities and women to apply for admission for study leading to baccalaureate, master's, and doctoral degrees in a wide range of programs. One of four university centers of the State University of New York, SUNY-Binghamton offers opportunities for undergraduate and advanced study in the following areas: 1) Arts and Sciences and Harpur College, 2) School of Advanced Technology, 3) School of General Studies and Professional Education, 4) School of Management, and 5) School of Nursing. In the fall of 1980, there were 11,280 students on campus, of whom 2,686 were graduate students.

Interested persons may contact Geoffrey D. Gould, Assistant Vice President for Admissions and Financial Aid, Office of Undergraduate Admissions, SUNY-Binghamton, Binghamton, New York 13901, or call (607)798-2171 for application and catalog. Applications for baccalaureate programs should be filed by January 15 and November 15 for fall and spring admission.

Prospective applicants interested in seeking general information and ap-

plication for admission to The Graduate School may contact Jewel B. Hubbard, Assistant to the Provost for Graduate Studies and Research, Office of the Graduate School, SUNY-Binghamton, Binghamton, New York 13901, or write directly to the Graduate Admissions Office, SUNY-Binghamton, Binghamton, New York 13901. Applications seeking financial support for graduate study are encouraged to submit admission materials by February 15.



The Institute of American Cultures at the University of California, Los Angeles, in conjunction with the American Indian Studies Center, has available a limited number of graduate and postdoctoral fellowships for the 1982-83 academic year. The fellowships will be awarded to individuals on a competitive basis in support of their work in Indian Studies.

### GRADUATE FELLOWSHIPS

Stipends in the amount of \$4,200 per year plus registration fees will be awarded to graduate students enrolled at UCLA with a demonstrated interest in the study of American Indians. Each fellowship is awarded for a one year period. Second-year funding is contingent upon a satisfactory review at the end of the first year. The acceptance of a fellowship carries with it the commitment to participate in one of the programs of the American Indian Studies Center.

Deadline for Application for Graduate Fellowships: December 31, 1981

### POSTDOCTORAL & VISITING SCHOLAR SUPPORT

Support for postdoctoral scholars is available in two categories. Those who have recently obtained the PH.D. are invited to apply for awards that range from \$18,500 to \$21,500 depending on rank and experience. Senior scholars are invited to apply for awards to supplement the sabbatical salaries provided by their own institutions. Additional support may be available to both categories of grantees for specific research upon application to the American Indian Studies Center. The acceptance of support carries with it the commitment to participate in the teaching or research program of the Center. UCLA faculty members are not eligible for postdoctoral or visiting scholar support.

Deadline for Application for Postdoctoral & Visiting Scholar Support: December 31, 1981

Applications and further information may be obtained from:

University of California, Los Angeles  
Professor Charlotte Heth, Director  
American Indian Studies Center  
3220 Campbell Hall  
Los Angeles, California 90024  
(213)825-7315

## AILTP

The American Indian Lawyer Training Program, Inc. (AILTP) is pleased to announce a symposium on Indian water rights, entitled a "Symposium on Indian Water Policy in a Changing Environment." The Symposium will be held at the Claremont Resort Hotel in Oakland, California, on November 8, 9, and 10, 1981.

The Symposium on Indian Water Policy being sponsored by AILTP is being convened by five Indian organizations to provide a forum for the discussion of issues affecting all tribes in response to the growing controversy over Indian entitlement to water. The convening organizations include the Affiliated Tribes of Northwest Indians, the California Tribal Chairmen's Association, the American Indian Bar Association, the Inter-Tribal Council of Arizona, Inc., and the Native American Rights Fund.

For more information contact:

Patricia Zell or Deanna Martinez  
American Indian Lawyer  
Training Program, Inc.  
319 MacArthur Boulevard  
Oakland, California 94610  
or call  
(415)834-9333

THE AMERICAN INDIAN COUNCIL OF ARCHITECTS & ENGINEERS will host a workshop on facility repair and improvement in Oklahoma City, Oklahoma, on November 17-19. The workshop reviews demand, budget, and priorities for R & I work in the BIA and the Indian Health Service; A & E selection criteria; contract negotiation; new cost estimating procedures used by BIA; tour of R & I project in Anadarko. Open to all Indian owned and controlled A & E firms.

For more information contact:

Philip Bartow  
Box 8  
Swarthmore, PA 19081  
or call  
(215)544-8335.

## NATIONAL AMERICAN INDIAN CATTLEMEN'S ASSOCIATION

The National American Indian Cattlemen's Association is holding its 8th Annual Convention in Albuquerque, New Mexico, on November 20 & 21, 1981, Tim Foster, President, announced.

The convention is scheduled so as to occur during the Indian National Finals Rodeo, also being held in Albuquerque.

The site for the Indian Cattlemen's convention is the Medtown Holiday Inn. The convention activities will begin with registration at 8:00 a.m. on Friday, November 20, and end at noon on Saturday, November 21.

## "REAL PEOPLE" AIRS CRAZY HORSE

Producers for NBC-TV's "Real People" have set the date for the feature about Crazy Horse and Korcezak, who will air on the popular prime-time show. The feature is scheduled for Wednesday, November 18, during one of the peak viewing periods of the year. Series star, Sarah Purcell, who visited Crazy Horse earlier this year, will report the story.



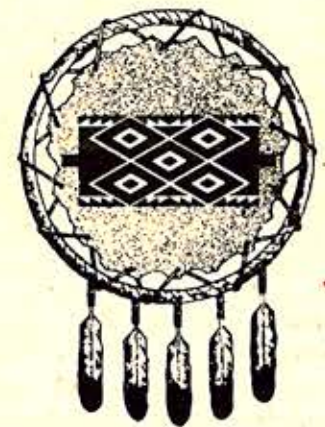
Attention:

The Native American Indian could drop by Drowning Creek Tuscarora Indian Reservation at any time while passing through the state of North Carolina and camp here free. They could also go fishing and swimming.

We are just one and one-third miles north-east of Maxton, North Carolina, off of Highway 74.

For more information call or write:

Tuscarora Indian Tribe  
Drowning Creek Reservation  
Route 2 - Box 108  
Maxton, North Carolina 28364  
(919)844-3829  
(919)844-3352



The American Indian Curricula Developmental Program has developed classroom material to meet the cultural and educational needs of all Indian and non-Indian students in grades K-12.

The objective of the AICDP curricula is geared to understanding, acceptance and increases cross-cultural communications among students, teachers and community members.

The curricula consists of:

PLAINS INDIAN  
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SOCIAL CONFLICTS/  
FINE ARTS

Indian Adult Basic Skill Books are also available in: ENGLISH, MATH, SOCIAL STUDIES, LITERATURE, and NATURAL SCIENCE.

For more information on how to obtain materials contact:

American Indian Curricula  
Developmental Program  
3315 South Airport Road  
Bismarck, N.D. 58501  
(701) 255-3285 ext. 224

Our Lore continued from Page 7--The Battle of the Naked Women

Mississippi Rivers. And, at the same time, the United States was negotiating with the Metis for a treaty in what was to become northern Minnesota, the traditional home of the woodland Sioux.

Dissident Sioux didn't like any of these developments. So they had gathered together the largest group of dissidents that had ever met north of the Missouri River. The huge camp included both the Dakota and Lakota branches of the Sioux Nation, as well as the Shyenne, remnants of the Mandan, Arikere, Gros Ventre, Snake Sioux, Cutheads, and Sioux Blackfoot as well as a few Chippewa and Ojibwa. They were plotting a frontier war for the next 20 years.

Such large groups needed a lot of food, and the nearest source was the Turtle Mountain buffalo herd which, though it spent most of its time in British territory and wintered there, was on the Devil's Lake plain during early summer, just north of the Grand Coteau--the broken steppes that led up to the flat level land just north of the Missouri River in what was eventually North Dakota.

"Everyone knew that the Sioux had spent the winter preparing for war," wrote Abbe Dugas, "and that they were waiting only for the right occasion to make un coupe." A strike for victory!

In spite of threats of war, the Metis Nation had to eat, too. So the famous Nimrod, Jock Wilke of St. Joseph's, North Dakota, led the annual summer Red River buffalo hunt of about 1,500 people and including 385 buffalo sharpshooters and their Sauteaux allies.

As they went southward, the Sioux drove away the herd. Finally the Metis had passed the point of no return. Powder was being wasted on small game to feed the starving people.

A small group offered to approach the Sioux for peace. And, if peace was not possible, to fight its way through to Fort Clarke on the Missouri to get food and ammunition, and then fight its way back through the Sioux to save the main column.

Wilkie tried to discourage the daredevils. He thought the Sioux would tire and drift away. Then good times would return. But the adventurous Metis knew that he was speaking of hope to lift the spirits of the old and infirm. So the small group turned southward for the Sioux village.

As the might of the Sioux Nation covered upon the tiny Metis group, its' worst fears of the past year were coming true. The priest, Father LaFleche, had given them confession and the rites of death. Some were sure to die. Inside the circle of wagons, Father LaFleche paced backwards and forwards for all to see him clutching an axe which he would use to fight beside his flock.

Outside the circle, the Metis cavalry unlimbered their weapons. Each held a muzzleloader in one hand and a short lance in the other. Dangling from each wrist on a leather string was a battleaxe and scalping knife. They guided their horses with their knees.

As the fight was about to begin, the Sioux sent the two remaining Metis prisoners back to the village. A man of mixed blood was given the task of guarding them. They were as good as dead. To give them a fighting chance, he let them escape while he fired over their heads.

Whiteford's sprinter burst through the Sioux before they realized what had happened. But they were ready when Malaterre's slow animal reached the warriors, and he was executed. Sixty-seven arrows were fired into his body as a ritual killing to show what they would do to the sixty-seven Metis who were opposing them.

Whiteford reached the Metis cavalry. Expecting the Sioux to charge behind him, he seized a muzzleloader to take part in the battle. And the Sioux were charging at them. The first shot was fired by a Laframboise, one of Gabriel Dumont's cousins.

He shot and killed the Sioux warrior chief, White Horse. "I did not want to do it," he said. But it was the normal battlefield tactic: Kill the enemy general first!

White Horse's death caused confusion. It was a bad omen. Already, the sun had failed to appear to sanction the impending attack. And, inside the Metis camp, they had the power of a man of God.

As the Sioux lines faltered the Metis cavalry charged. Each troop of ten cut its way into the huge Sioux body and, back-to-back almost, they protected each other during hand-to-hand combat.

A captain of a cavalry troop, Aicawpow (Gabriel Dumont's father), had the side of his head torn off by a war club. His shoulder and elbow were crushed. Others, too, were in danger. Pierre Ducet's horse was killed from under him and he fell to the ground where Sioux tried to trample him to death. Luca Laforte crashed his horse against the Sioux and grabbed Ducet's shirt as he spurred back to the safety of the cavalry circle.

Falcon signaled them. Inside the whirling mass they regrouped and then, as one, charged out of the Sioux force and returned with their wounded. Women rushed out to bandage the wounds as the cavalry turned and faced the Sioux hordes.

Instead of a frontal attack at the Metis cavalry, the Sioux started riding around the camp to fire either in the advanced positions of men in pits or at the circle of carts. They were probing for a weak spot. But there was none, for the Metis cavalry rode around the perimeter and protected all areas.

The afternoon passed slowly. No food was served. Gabriel Dumont ate pemmican off one of the emergency packages that was being used as part of the barricade. He had wanted to fight with the cavalry, but his father refused because he had not yet learned the art of hand-to-hand battle on horseback.

Suddenly there was an eclipse of the sun. The terrain was darker than it would have been at dusk. Quickly, some of the Metis cavalry launched a few attacks to discourage the Sioux further as they bemoaned the bad omen. Some of the Sioux fired muzzleloaders and arrows at the offending moon. And, when the sun started to reappear, the Sioux sighed with relief. However, they thought that the signs were so bad that they had better not fight anymore that day. If ever again.

Metis checked the battlefield. There were many signs of blood, but the dead Sioux had been taken for burial. Even scouts were absent from the field. It was sign that the battle was over.

Falcon waited most of the night and, then, when he was certain that the Sioux scouts had not returned, he



## SWEET POTATO BREAD (Makes 8-10 Servings)

2 large sweet potatoes  
1 cup corn meal  
1 cup flour  
1 teaspoon baking powder  
1½ teaspoons salt  
2 tablespoons honey  
2 tablespoons melted butter  
1¼ cups warm milk  
2 eggs, slightly beaten

1. Parboil the sweet potatoes for about 50 minutes or until just tender. Cool, peel, and cut into ¼ inch cubes.
2. Sift together the dry ingredients and place in a mixing bowl. Combine the honey, butter, milk, and eggs, and mix into dry ingredients.
3. Fold in the cubed sweet potatoes, pour batter into well-greased 8" by 8" by 2" baking dish, and bake in a hot oven, 400 degrees Fahrenheit for 1 hour.
4. Cut into large squares and serve hot with lots of butter. This is a bread to be eaten with a fork.

*Pones*, or flattened cakes of corn meal and water, were the basic, everyday breads of southern tribes. Usually they were baked on wooden paddles in the fire or tossed into hot coals, hence the names given them by the English: "hoecakes" and "ashcakes." By observing the Indian cooks, the colonists soon learned to make the Indian breads the Indian way, to "bruse or pound them (the kernels) in a mortar, and thereof make loaves or lumps of dowishe bread." "Dowishe" scarcely describes *corn pone*, however, for properly cooked, as they are in the South today, the cakes are light and crisp.

formed the column into four lines and evacuated the battlefield. But he left scouts behind, supported by the cavalry.

In the morning, the shaman approached the battlefield to cogitate about the omens. Scouts with them saw that the Metis had escaped. Even though the Sioux may have thought about allowing the Metis to leave, they became angered at the fact that Metis had outsmarted them.

Warriors raced after the column. It had formed a circle by the time they arrived. The cavalry was out front, supported by marksmen in rifle pits, in front of the circle of wagons that was protecting their horses.

The Sioux charged. And the Metis drove them back, time after time. Falcon was dismayed at the renewed ferocity caused by their escape. Quickly, the battle had to be ended, decisively, before the Sioux chose to encircle them, to starve the camp.

Falcon wanted the Sioux to charge and be beaten so badly that they would flee.

The Metis women volunteered to act as decoys. They had pride and dignity and beauty. Many races sought them.

Unarmed the women walked out into the battlefield. They disrobed. And flaunted themselves. This was what the Sioux warriors wanted: exotic females, slender and robust, and concubines with fertile wombs. They could help replenish the dwindling Sioux ranks of warriors with men as brave and fearless as themselves.

Each time a warrior rode forward, hanging over the side of his mount to grab one of the beauties by her long

black or auburn hair, one of the sharpshooters killed him. And, as groups of Sioux charged, the Metis cavalry rode forward and slaughtered them or drove them back.

The pile of dead in front of the women got larger and larger. But the women remained. Their leader was Isabelle Falcon, granddaughter of a poet, and Magdelaine Wilkie, daughter of the most famous Metis hunter then alive. And there were others, whose names have been lost in time.

"Come and take us if you dare," was the message.

Finally, the Sioux had had enough. They withdrew. And the women grabbed their clothing to hide their nakedness as they walked slowly, but proudly, back to the wagon circle. The battle was over.

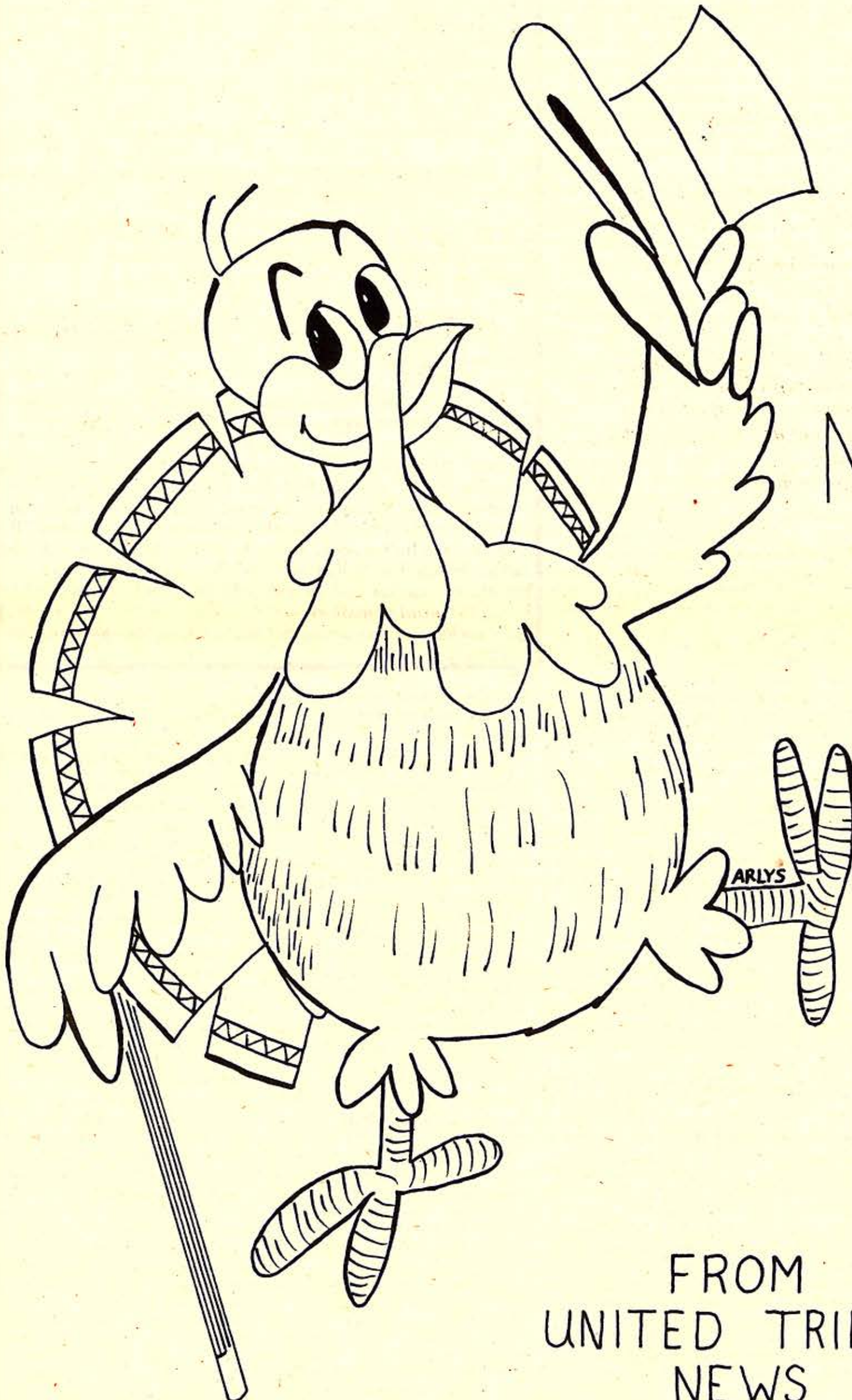
Light rain began to fall. Mist floated across the battlefield. An old Sioux, appearing now and then out of the mist, informed the Metis the Sioux would never fight against them again.

Soon, Wilkie arrived with a relief column and a note was left urging the Sioux to make peace. They did, the following spring, with Gabriel Dumont present. There would be other peaces: 1857, 1862, 1877, and 1885.

And the Sioux would sing their praises of the Metis Nation and make the 67 famous, for it was said to be the most important battle on the frontier to 1851. Henceforth, the Metis Nation was a recognized power with its own territorial rights and buffalo herds.

Such had been decreed by the mighty Sioux, the mightiest native nation on the frontier before and after the Battle of the Naked Women.

# HAPPY THANKSGIVING



NOV.  
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FROM  
UNITED TRIBES  
NEWS STAFF



## INDIAN POETRY

Poetry was submitted by Earle Thompson, an enrolled member of the Yakima Tribe in Washington State. (The United Tribes News would like to thank you Earle for submitting your poetry, we are always willing to hear from people such as yourself! Thank you!)

### Winter Count of Sean Spotted Wolf

*Sean Spotted Wolf examined the yellow-tinted photograph of his family; They stood facing the September sun and the white walls of the Catholic school, which made it appear clinical;*

*His grandparents were in the background of the picture and his father and aunt stood in the foreground.*

*Sheila, his aunt, was dressed in a checkered dress, her dark hair in braids and in her hands she held a rosary.*

*In the sunlight, grandmother's brooch gleamed and her flowered dress was ruffled in the breeze. Spotted Eagle, his grandfather, held the blanket tightly in his weathered hand and wore a necklace made of grizzly bear claws. Spotted Eagle's fur wraps made him solemn and distant.*

*Sean Spotted Wolf imagined the scent of pines, grass and campfire—ancestral flames curling into mythology.*

*As he lay on the hospital bed, he could feel and hear the crispness of the sheets; in his brain, he recalled in spring the snow melting around the fence posts and he had to regain his breath. He coughed.*

*Sean Spotted Wolf remembered the elders had taught him, if a person envisioned blue and red horses galloping on the plains, before their death; Even then, yes they will behold another sunrise.*

### POW-WOW

Sounds

of the crowd.

People

millling

together

numbling

to themselves.

Children,

playing,

loving and living

Indian people.

Magic of Reed Woman

*Sunrise woman made of stars moves in the swaying reeds.*

*She couples with the breeze, her skin glistens becoming stars in the morning.*

*The magic from her womb becomes words in a love chant filtering through the mist.*

*Sunrise woman made of stars moves in the swaying reeds.*

### CELILO

*An indian remembers boys sitting on  
the roaring the rocks  
celilo falls near the bottom  
misty of the  
men fishing on falls  
scaffolds women cleaning fish  
seagulls circling and i am happily  
girls playing tag laughing to myself.*

### Bus Stop Journey: Me and Moby

*The wind whispers—  
Well, there is a time to roam along the rabbit trails with the sun glittering in the morning.*

*I glance out the orange-streaked window and recall*

*Last night, reading and studying, haunting evening: weeping willows, the mailbox, sagebrush and coyote shadows; they are not now, but alive and dew wet.*

*At this moment, I notice, a brown wren sitting on the grey barbwire fence*

*I cross the dry, rocky waterbed,  
In the field cattle are still resting and the brisk air envelops and brings a fresh touch.*

*The dog laughs and wants to go to school with me  
Go home! Have your chance,  
Moby trots towards his place under the porch.*

*My parents holler and tell me to wait in town for them  
I answer my folks  
I smile because our voices seem to wake the valley.*

*The bus bumps, closer, down the gravel road with a wispy brown cloud lingering in the distance;  
I wait.*

*The wind whispers—  
Well, there is a time to roam along the rabbit trails with the sun glittering in the morning.*



STANFISHER

(8)

Artwork was submitted by Stan Fisher, 21 years of age, and an enrolled member of the Schoshone/Bannock Tribe of Ft. Hall, Idaho. Stan is a UTETC student in the Plumbing Vocation.