

FOUR DIRECTIONS

a monthly newspaper produced by
the students of United Tribes Technical College
Bismarck, North Dakota

Volume 1 Number 3

May 1991

All Nations Powwow Scheduled

Bismarck, ND — The first Spring All Nations Powwow will be held at the United Tribes campus, May 31-June 1, 2, 1991 and will include Indian contest dancing, a Native American Art Exhibition, and the First Annual National Miss Indian Nations Pageant.

The spring powwow is the first to be held since 1982, after the college changed its academic year. Included with the award for the winner of the

First Annual Miss Indian Nations Pageant is a beaded sash and crown, shawl, trophy, scholarship, and a host of other benefits.

The new Miss Indian Nations will be expected to attend official functions throughout the 1991-92 year. Travel arrangements can be scheduled by contacting the UTTC Administration Office.

Fifteen contest categories will be sponsored with over \$9,000 in prize

awards for the winners. Categories for men, women, juniors, and little boys and girls will be in traditional, fancy, grass, jingle dress and team dancing. Drums will receive day money, but must be registered to qualify. As an added attraction, a Khahomani Contest, a Mens Fancy Shawl, and a Womens Bustle Contest will be held.

The Native American Art Exhibition will be in traditional and fine arts. This show is open to all ages and is considered excellent experience for new artists, according to Jess Clairmont and John Beheler, coordinators for this event.

In addition, a mens and womens softball tournament will be held with

trophies and jackets for first through third places. All-Star team trophies will also be awarded.

A 5K run and walk will be held on campus for men and women. All registered participants will receive t-shirts. Trophies and ribbons will be awarded to the top five finishers.

A three-day pass is available for \$5.00. Senior citizen discounts are available, while children ages 5 years and under are free.

Parking and camping are free on the United Tribes campus. For further information contact United Tribes Technical College, 3315 University Drive, Bismarck, ND 58504. Telephone: (701) 255-3285 Ext. 217, FAX: (701) 255-1844.

Four Year Intertribal College Planned by ND Tribal Colleges

Fargo, ND — Developing a four year degree college tailored to meet the needs of tribal students and the North Dakota Indian reservations was the major topic discussed by North Dakota tribal college presidents on May 20-21.

Representing the colleges were Presidents Phyllis Howard, Fort Berthold Community; Carol Davis, Turtle Mountain College; Dave Archambault, Standing Rock Community College; Dave Gipp, United Tribes Technical College; and Gwen Hill, Sisseton Wahpeton Community College.

The concept of a four year intertribal college has been under consideration since July, 1990. The colleges viewed the development as a necessity in order to provide greater access for community based students to obtain four year degrees. College programs would be designed to meet the local reservation based needs.

Many reservation based residents are unable to leave their home areas or cannot afford the high cost of living or education at non-Indian colleges and universities.

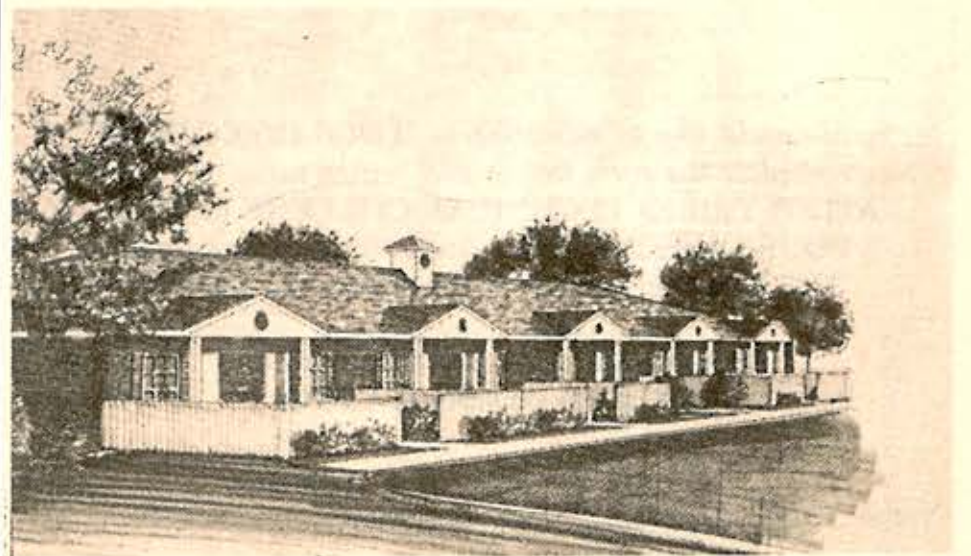
The college presidents jointly discussed methods for greater cooperation among the tribal colleges efforts to work closer with such institutions as North Dakota State University and other non-Indian schools.

The college presidents discussed preliminary models for developing a four year college system. The Tri-College University was reviewed, which is based in Fargo-Moorhead, and is comprised of North Dakota State University, Fargo, and Moorhead State University and Concordia College, both in Moorhead, MN.

Initial areas of concentration were discussed for possible degree areas, including tribal management, tribal natural resources, education, the sciences and math disciplines, technologies, education and human services.

The 1991-1992 year will be devoted to planning the model, along with information from reservation populations and tribal needs. Preliminary inquiries have been made to federal agencies and private funding sources.

New Family Housing Planned for UTTC Campus



The newly proposed dormitory on the United Tribes Technical College campus would house 32 residents or 16 single parent and child families. The drawing, with brick facing, is before the Economic Development Administration for possible funding. The resident hall will be located in the northeast corner of the United Tribes Campus. Current family housing is lacking, while single student dormitories are some 90 years old. Jiran Architects and Planners P.C. of Bismarck are architects for the project. (Drawing by Jiran Architects).



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Letter from the Editor

As the new Editor of the Four Directions Student Newspaper, I would like to welcome you to my first edition.

As we are nearing the end of our 1991 school year, the campus is buzzing with activities you would not believe. We've had picnics, dances, pow wows, and our graduation ceremony yet to come on May 23. Combined with this flurry of activities, we are busy with our school work and final tests.

Yes, we've had a very busy school year, filled with activity. Soon the campus will be empty of students. I will miss the students the most. I have grown to know a good many of them, and it will be sad to part with them. The best part of it is the good times have out-numbered the bad. I am very proud to have been a part of this student body.

I would like to thank the staff and President David Gipp for all the help and encouragement they have given me. Without the help of all these wonderful people here on campus, I would not have been able to function effectively. Thank you!

I would like to encourage the readers of Four Directions to write in with comments. We would like to have your opinion so we may publish it in our paper.

Also, if you have friends who would be interested in receiving our paper, we have a subscription column available. With this being only our third edition, we welcome new subscribers. I would like to wish all of you a great summer!

If you would like to subscribe to "FOUR DIRECTIONS" please complete the form below and return to:

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"I Made It"

by Gloria Merrill

Spring, 1988 — It's a beautiful quiet spring evening. It's a little cool though and I'm glad I wore my winter jacket. I hear the soft murmurs of voices - friends talking about their jobs, families and daily events. I hear laughter as a few jokes are told here and there. I listen to the water gently lapping against the shoreline.

A bright light shines now and then as the media asks questions of those in attendance. Surprise and disappointment as it's made clear that all persons present are here in support of treaty rights. A truck pulling a boat enters the landing and the media swarm like flies toward the unsuspecting spearers. I learn later that they thought the people rushing them were protesters and were somewhat relieved to find they were being surrounded by the press.

Spring, 1989 — It's a year later and I'm at the same boat landing but tonight I don't feel calm and peaceful. What I'm hearing is so vile and obscene that it pains my heart. I know that racism exists - I've experienced it, witnessed it many times in my life, but what I hear tonight is so ugly that I can't find a word to adequately describe it.

There's one group over there talking about getting their guns and shooting all the god--- Indians. Up in front they're talking about welfare Indians and taunting, "Did you use your food stamps (welfare check) to buy your spear, f---Indian?" Way in the back a small group starts complaining about not being able to "get" the spearers - maybe they should "get" their families - rape their women and children, burn their home, that'll teach them. Right next to us, a trio of men are talking about depleting the resources. I think, "At last, someone with an argument we can discuss intelligently." Then I hear the statement, "Hell, even Exxon doesn't kill as many fish as the spearers do!"

Almost constantly, Indian people are being subjected to name-calling "dirty Indians," "good for nothings," "god--- sons-of-----." There are much worse things being said. I try not to listen. I don't allow them to register. It's too painful. I see some In-

dians being "accidentally" pushed against. I see obscene gestures being made to women and children. I see an older group of teens harrasing a younger, smaller Indian boy.

A group of supporters walks toward them and the older boys leave. The group surround the boy and walk him back. I watch my youngest daughter fight back tears as she hears and sees what is being said and done. How am I going to make her understand? I see a friend walking toward me with a smile on her face. I watch the smile disappear as a large man steps in front of her and says, "Dirty Indian squaw" and spits at her. She calmly walks around him and continues toward me. With a tearful smile she says "I made it." I hear my non-Indian friends being jeered at - "d--- Indian lover," "traitor," "green slime." I know their lives and homes have also been threatened.

I know so many of these people. I've shopped in that man's store. I went to school with that person. I met that one at a meeting last week. Shock registers as I realize I'm watching one of the teachers of our school yell and make obscene gestures. My daughters were in his class. My nephew will be in his class this fall. I feel fear for those Indian children who have yet to be in his class.

Aftermath — "I made it." Those three words summarize how I feel. I and my people made it through a hellish spring. I've felt threatened, terrorized, intimidated, frightened, demoralized, shocked, and hurt. I am left feeling angry and bitter. I find that I want to withdraw from all contact with whites, including those who have been my friends for years. I find that I question motives and wonder about the sincerity of people. My faith in the innate goodness of mankind is badly shaken.

I also feel pride, pride that my people conducted themselves with such quiet dignity. Pride that we put everything else aside and banded together against our common enemy, racism. I realize that I have a quiet determination to no longer be a silent victim or witness of this disease. Still I wake up at night wondering how long I can continue to say "I made it."

Happy Trails

by Paul Schneider

Graduation at UTTC is much like that of other colleges. The singing and drums are a unique 'band' but appropriate for the culture. Proud parents are there when possible, flowers, gowns, 'tassels' and so on. One thing I believe is often underrated, is the part in the reception where the students receive their "congratulations" from the staff and faculty.

This part is the final farewell, the expression of pleasure over another's good future, the wishing of continued success. A person usually shuts down on all the feelings or power that is in some of this as emotions are already zinging on graduation day. I guess you could call it a 'graduation' high that is in some sort of control considering the total situation at hand. For an increase in energy try tuning in

to those congratulations, from both sides of the handshake, and see how good it is!

The students are getting lots of congratulations and with this I like to bring them to another form of awareness. The 'road' or trial of life has many parts and the trail of education is an all important one in determining the future roads traveled. Education increases one's potential, appreciation, and dynamics on their future trails. At graduation I wish the graduates "Happy Trails" with true meaning. Whatever they may be, one's trails can be happier with the achievement, guidance, and power of education. Happiness is never guaranteed it is easier to get when you know the way or have the map. "HAPPY TRAILS EVERYONE."

* CAMPUS NEWS *

United Tribes Students Take AIHEC Honors

Students from United Tribes Technical College, Bismarck, ND came away from the 1991 American Indian Higher Education Consortium (AIHEC) Conference with honors, awards, and victories. The conference was held at the Telemark Resort, Cable, Wisconsin, April 22-24. The American Indian Higher Education Consortium is made up of the 27 tribally controlled colleges located throughout the United States and Canada.

Thirteen students from United Tribes participated in a variety of activities and competitions at the conference. The United Tribes College Bowl team came out the grand champion in their competition, consistently outscoring other teams in their knowledge of Native American culture, history, legal and social issues, and literature. In the College Bowl competition, each team studies the information contained in a reading list of 15 books on Native American culture. This year's reading list included such works as *The Broken Cord* by Michael Dorris, *Love Medicine* by Louise Erdrich, and *Bury My Heart at Wounded Knee* by Dee Brown. The United Tribes team of four was made up of Russell Swagger, Captain (St. Croix Reservation, Wisconsin), Gerald Packineau (Ft.

Berthold Reservation, North Dakota), Marian Plenty Wounds (Pine Ridge Reservation, South Dakota), Robert Hlavinka (Standing Rock Reservation, South Dakota), and alternate Donette Two Shields (Ft. Peck Reservation, Montana). Brian Palacek, English Instructor at United Tribes, was the coach for the College Bowl team.

Russell Swagger was chosen as Mr. AIHEC. Don Mann (Ft. Berthold Reservation, North Dakota), was selected as one of ten Students of the Year. Mann was also a candidate for the position of Vice President of the Student Congress for AIHEC.

Arlene Fogg (Yankton Reservation, South Dakota), won second place in the typing competition. She is a Business Clerical student at United Tribes.

Other United Tribes students who attended the conference and participated in various activities were: Greg Bad Hawk (Ft. Peck, Montana), Emily Bad Hawk (Ft. Berthold, North Dakota), Randi Vettleson (Turtle Mountain, North Dakota), Randy Vettleson (formerly of Minot, Turtle Mountain, North Dakota), Louella Melbourne (Ft. Peck, Montana), Emerson Melbourne (Ft. Peck, Montana), Vida Mann (Ft. Berthold, ND).



Our Land

by Greg Bad Hawk

Names, places, events, environments: made to be changed with the demands of an ever-changing society.

Our great grandfathers and great grandmothers were put on reservations with restrictions and limited lands. While our ancestors suffered these limitations, another people were developing a culture which desired to change the environment to suit their ever-increasing needs and desires.

Today, however, Indian people are not as physically restricted as they once were. They have political, civil, and human rights. They can come and go from the reservations as they wish. There even may be benefits to reservation life such as tax breaks and, sometimes, payments to tribal members.

In today's envious, prejudiced, "cover-your-own-butt" society, other cultures, almost instinctively, think reservation means poverty, low self-esteem, and alcohol-drenched communities. What's worse, so does the

majority of Indians. Could this be why some Indian people don't have goals or succeed in their endeavors? Do they set their personal restrictions and limitations?

When Indian people pass other cultures on the sidewalk or in shopping malls, they know what those cultures are thinking. Sometimes it's hard to cope with these feelings. Could it be a little mindgame they're playing with themselves? Whatever it is, it comes down to the word, "reservation."

I feel the word "reservation" should be changed to "Our Land." It is our land, and it's all we have left. Let us conserve and cherish this land, the land our great grandparents finally settled and left their roots buried deep in the soil. Let us resprout those roots and replenish our traditions! Let us put our greatest fear, termination, behind us.

It is "Our Land." Be proud of who you are—we are a different people, a special people! Greet each other everytime you pass. Don't look away!

T J Warriors Receive Uniforms

by Kathy Gourneau

A big thank you to the Future Generations Club at the North Dakota State Penitentiary, Lt. Stan Cadotte and some of his officers, and the staff and students at UTTC and Theodore Jamerson Elementary School. The raffle to raise money to pay for uniforms for the TJ Warriors elementary basketball team was a great success!

On February 28 the Future Generations Club presented the team with some very classy uniforms. They are blue with white lettering. There is red outlining around the white trim. The Club had decided they wanted to buy the uniforms in advance so that the team could wear them right away.

Woodrow Young, who is the spokesperson for Future Generations headed the raffle at NDSP. With his help and the generosity of the inmates \$246 was raised. Lt. Stan Cadotte sold \$54 to officers, and the students at TJ Elementary sold \$159 worth. Christy Red Bird was top student ticket seller. Thanks, Christy! The total bill for the uniforms was \$381.40, so we have about \$25 left to start on a plan for the cheerleader outfits. Mr. Young has said he would silkscreen sweatshirts for us. The Future Generations Club suggested that a TJ Elementary student design the shirt and the artists at the NDSP would work on the design to get it ready for silk screening. We do not need as much money for the cheerleader outfits since there is only a need for 5 outfits. If anyone would like to donate \$1 or so, we are accepting donations mailed to Mrs. Gourneau at the Elementary School. If we have any money left over we will put this in a fund to raise money for pom-poms for the cheerleaders.

The Future Generations Club viewed a videotape of the team playing in their new uniforms. Mr. Tom Powers arranged for pizzas and pop to be

served to the students and club members on that day.

The Future Generations Club is an organization dedicated to the prevention of a child abuse/neglect on Indian Reservations. Some of the members were victims/survivors of neglectful parents because of alcohol or chemical abuse. They believe that as individuals, they can change and break the cycle of abuse and violence by focusing on healing through education, awareness of these issues, and by relearning traditional/cultural Native value systems.

The organization believes adults need to acknowledge child abuse/neglect and seek recovery so that they are better prepared to protect the next generation of children from the devastating effects of child abuse/neglect.

Future Generations has set goals for their club. They are trying to encourage self-help programs using Native American spirituality/traditional value systems, provide workshops/meetings on these issues, provide education and awareness through audio-visual aids, outside speakers and spiritual advisors coming in, and to enhance outreach by keeping in communication with key people in the communities and reservations.

The Club is trying to raise funds to donate to worthwhile causes. Our TJ Warriors team was fortunate to be one of the causes they chose to support.

If you have any questions about this organization, donations or want to buy Future Generation T-shirts or jackets contact: Woodrow Young, Future Generations Project Spokesperson, PO Box 5521, Bismarck, ND 58502.

Thanks again to Lt. Cadotte and his officers and to the students and staff at UTTC.



More Campus News

"Home and Beyond" Core Curriculum Theme

Where is my home? Who is my family? What kinds of homes did traditional native Americans live in? Who are the homeless? These are just a few of the questions that students in the new Core Curriculum class thought about and explored. The course was taught by three instructors: Bev Huber, Anne Kuyper, and Brian Palecek. Students receive 6 hours of credit for the course, three in English and three in Humanities.

All the readings, research presentations, and projects of the class related to the overall theme: Home and Beyond. Students read *Blue Highways* by William Least Heat Moon and *The Broken Cord* by Michael Dorris, they also watched the movies "Pow wow Highways" and "Raising Arizona." They viewed videos on the experience of Peace Corps volunteers and ways that Canadian Native American women are dealing with the problem of Fetal Alcohol Syndrome. Field trips were taken to the Assumption Abbey

in Richardton, ND, the home of a community of Benedictine Monks and to Double Ditch, which was the site north of Bismarck of a Mandan Indian community two hundred years ago. Students wrote essays and poetry and conducted research and interviews on a variety of topics relating to the theme.

United Tribes staffpersons also participated. Paul Schneider gave a presentation on the home he has been building for his family. Russell Gillette spoke on the flooding of his home community by Lake Sakakawea. Ed Johnson performed music which is traditional to his home reservation Turtle Mountain.

United Tribes students will have opportunities to take classes in the Core Curriculum again this fall. A new theme will be chosen. Students interested in information on this fall's Core Curriculum offering should contact the instructors of this quarter's class or speak to Bennett Yellow Bird.



TJES Forms Drum Group

by Eddie Patterson

Theodore Jamerson Elementary School has a drum group called "Little Soldier." With the help of Butch Thunder Hawk, the Cultural Center and myself, we gave these boys and girls a chance to show what talent the Great Spirit has given them.

Most of the boys began singing around November. The "Little Soldier" drum was formed in April. The drum group practices week-day nights 6:00 p.m. to 8:30 p.m.; Saturdays 1:00 p.m. to 4:00 p.m.; and 6:00 p.m. to 9:00 p.m. at the UTTC Cultural Center.

This gives the children a chance to sit at a drum and sing, which most of them would never have had a chance to do. One hour was never enough time to teach what we had to teach. I asked Butch Thunder Hawk if I could teach at night, prior to my work study time and he gave me the high sign to go ahead.

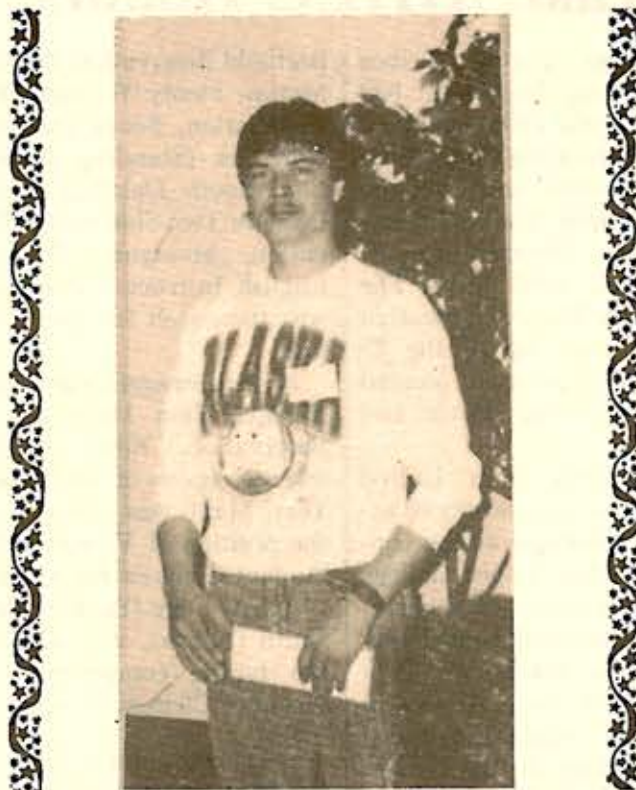
The "Little Soldier" drum group gives the children here on campus a chance to learn about singing. Also, respect for the drum, drumsticks, life with others, and most of all their parents, elders, and themselves.

When the group first started out, everyone was a bit shy. They laughed at each other. Some quit singing, but there was always room for them to return to the drum. The ones who left all came back. Their reason was, "It's too boring when you're not singing."

As time passed, they became close within the circle of the drum. The following appearances have been made within Bismarck: (1) May 4, Victory Pow-wow at UTTC. (2) May 10, TJES Cultural Week Pow-wow (3) May 13, Earth Lodges Dedication, Mandan, ND. (4) May 16, KXMB News.

Some teachers asked me how I manage to have enough patience to teach these children. Parents even came up to me to ask about their children and if they behaved. To the parents who have kids singing, "Your kids behave very well."

I will never forget this time in North Dakota, nor will I forget the kids and their families. And parents, give your kids a chance to become whatever they want to be in life, show them the right way.



Message from Mann Student Senate President

A big hello to everyone! — Looking back on UTTC's 1990-91 school year has me thinking how fast it went by. Meeting new people, making new friends and having great times with students and staff alike, will be memories to keep.

For those who graduated, I'd like to take this time to congratulate you on your success. Good job! I hope each and everyone uses the knowledge acquired here for the benefit of themselves and those close to them.

I know everyone has their own memories of UTTC, and at this time I'd like to touch on a few of mine. First there was basketball, we didn't do too good, but we had fun and worked hard.

Thanks to Coach Ken Hall, for his patience and attitude on and off the court. Also, thanks to the rest of the guys who stuck with it from start to finish. Namely, Kermit Bearstail, Fred Bennett, Kenny Azure, and Gordon Red Bear. Wait till next year!

Then, there was the Student Senate, I think we really got rolling towards the end of the year because we had a super bunch of senate members. The senate members deserve a lot of credit for the hard work and many miles they put on running around, finding things out, getting signatures.

A special thanks to Arlene Fogg for doing a fine job on the books, keeping us up to date on our finances, all the while she had a million other things to do; Donette, who did a great job as

secretary; then there's Max and Jerry (Heckle and Jeckle), you guys put a lot of miles in, never failing to flash that smile. We accomplished a lot of things and at the same time had fun.

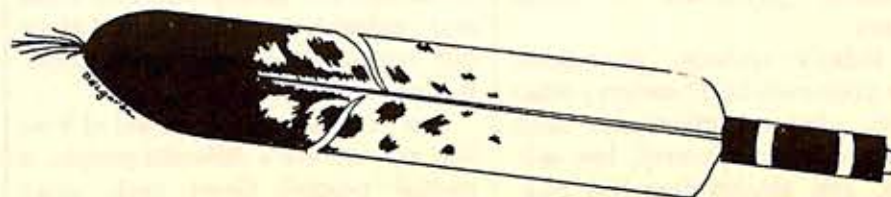
On April 21-25, I had the privilege of attending the AIHEC Conference held in Cable, Wisconsin. This was a great experience for me. College directors and students from 27 tribally operated colleges gathered for workshops, meetings and competition.

UTTC did very well, as you all know by now. The intensity and dedication of our College Bowl team showed by the decisive outcome of each game/competition that they won. Brian Palecek did an outstanding job in coaching. Jerry Packineau, Russell Swagger, Marian Plenty Wounds, Robert Hlavinka, and Donette Two Shields.

A big "Congrats" goes to Russell for his award of Mr. AIHEC. There were many applicants and none deserved the honor more than Russell. You earned that, Marty!

At this time, our Four Directions Newspaper staff (Russell and Arlene), deserve a lot of praise for their hard work and dedication in bringing the student news from on and off campus. We are very lucky to have these two individuals returning next year.

So with that, I hope to see many of you back here at UTTC next year or sooner, maybe at some pow-wow, basketball tournament, or some type of get-together. I'll see you, and when I do, I'll say, "Heyyy!"



CAMPUS NEWS

UTTC Graduation To Be Held May 23

Twenty six graduates will receive Associate of Applied Science degrees and vocational certificates from the United Tribes Technical College here May 23, 1991, at 1:00 p.m., James Henry Community Building.

Sabrina Clifford, a 1980 graduate of United Tribes Licensed Practical Nurse program and advisory board member to the college nursing program, will be the keynote speaker.

Clifford works at St. Alexius Medical Center, Bismarck, in the post anesthetic care unit.

Presenting certificates and diplomas will be Russell Hawkins, chairman of the college board of directors, and David M. Gipp, president.

A reception will follow the ceremony at the United Tribes cafeteria.

Marlin Enno received an Associate of Applied Science degree in Criminal

Justice and Janet Archambault received an Associate of Science in Practical Nursing degree.

The following students received 1 year certificates: Lyle A. Smith and Emerson Melbourne, Automotive; Kermit Todd Bearstail, Keith C. Longie, George R. Short, Karen A. Short, and Jonathan R. Young, Carpentry; Corey L. Davis and Eddie Patterson, Electrical; Francis Vincent Belgarde, Larry Desjarlais, and Michael D. Grant, Plumbing; Justin J. Elgo, Erick A. Walker, and Wendell White Eyes, Welding; Francyne B. Hard Heart and Norma J. Red Cloud, Business Clerical; Sherry A. Belgarde, Natalie A. Grant, and Alfreda R. Longie, Food Service; Eric C. Bettelyoun, Lynn Rose M. Bellelyoun, Carolyn Spotted Horse, and Delores R. Ten Fingers, Medical Records.



"Indian Cars"

You are not an Indian if you have never owned an Indian car! Everybody knows what I'm talking about. One snow tire on the front, a radial on the other front tire, and two different tires on the back. The lights only work on dim, your antennae broke off, so you replaced it with a coat hanger. It never came with a set of keys so you touch two wires together to start, a flat tip screw driver will open the trunk, and you can only get in on the right side of the car. The hood has some fancy dents in to testify to the 49 that nobody brought a drum to.

Some plastic and duct tape will cover the window that would cost more to replace than the whole car is worth. The gas gauge don't work so be sure and carry a bleach bottle of gas just in case. Don't forget to buy all the discount K-Mart oil you can because it takes a half a quart a mile. Never mind buying plates, the title is about six owners behind you. Just making it look like a title receipt in the window will do for awhile.

Everyone cringes when they see you because they know you'll either need a jump or push. If you're late for work, or an appointment, you can always say, "I had car trouble," and the boss or whomever will understand because you drive an Indian car! Don't fret about the front windshield being broken with all the spider web lines in it, we all had to have worn tape on broken up eye glasses at one time or

another.

Last but not least, lets not forget the bumper stickers! *Indian pride on the move; My car is a cadillac; This car stops at all Indian bingo's, Don't laugh it's paid for; You toucha my car I breaka you face; Custer wore arrow shirts, and Don't laugh, I'm ahead of you, ain't I!*

When it finally gives up the ghost, you grace your front yard with it. When someone approaches you to buy the car or some parts off it, you say, "I'm gonna get it going again, it just needs a different motor!" The truth of it is, that old beast is pretty hard to part with because it took you half way across the state last time you were out for a few drinks at the local bar. You bothered all the shade tree mechanics from one end of the rez to the other..to fix it, but soon as the one thing is fixed, something else goes wrong, but never enough to keep it off the road very long.

Indian cars never die, they just park! You can let the dog sleep in it or store all extra commods or put your favorite junk in it for future use. When your next Indian car starts giving you trouble, you can look over in your yard and say "Jeez that car was really a good car!"

INDIAN CARS NEVER DIE! THEY JUST PARK!

Author Unknown



United Tribes Underwrites "Car Talk"

United Tribes is now the underwriter for the program "Car Talk" on Prairie Public Radio. "Car Talk" is a call-in show that deals with the problems that people have with their cars. It is one of the most popular shows on the National Public Radio Network. The show combines humor with serious information about automobile maintenance and repair. Listeners throughout the United States call the program hosts, named click and clack, and ask them questions about

cars. The program airs on Friday nights at 7 p.m. and Sunday afternoons at 3 p.m.

Prairie Public Radio is an FM station at 90.5 on the radio dial. The underwriting statement states that United Tribes provides training in automotive technology as well as other vocational, general, and cultural education programs for Native American students throughout the United States.

UTTC Beautification Committee Formed

by Anne Kuyper

The 105 acres that comprise the campus of the United Tribes Technical College have been beautiful in each of the Dakota four seasons.

Some of the oldest trees planted in the Bismarck area are found at UTTC. Towering trees dominate the landscape, providing a canopy of shade in the summer, evergreen beauty in the winter and a home for birds, squirrels and other wildlife.

Caring people over the years have planted seasonal blooming shrubs and flowering bulbs! This month, the countless lilac shrubs that these people planted so many years ago, will burst into fragrant bloom. Next month, the peonies. A committee was formed this year at the college to build on this framework.

The co-chairs are Al Eckroth and Anne Kuyper who will do most of the planting; Sharon Snyder and John Thunder Hawk who are both caring and sharing master gardeners; and Glenna Mueller and David Gipp who will coordinate the children's and the college's involvement.

In a very real sense however, *EVERYONE* who lives and works at Tribes is a part of this effort. Picking up one piece of litter that is a blight on the landscape, or sharing cuttings from home gardens is beautifying UTTC. The children who live at United Tribes are very important to these efforts.

Years from now, they will be able to come back to visit and say with pride, "I helped plant that.....and look at it now!"

AIHEC Elects New Student Congress Officers

by Greg Bad Hawk

The AIHEC Student Congress convened at the Annual AIHEC Conference held at Cable, Wisconsin, April 22-24, 1991. Officers elected were: Debbie Demaris, president; Nick Swan, vice-president; Donna Somner, secretary; Earlene Roberts, treasurer.

AIHEC Student Congress is a student organizational structure under the sanction of the American Indian Higher Education Consortium.

The purpose is to secure recognition of civil and student rights; voice the needs of students; ensure the pursuit of self-determination and quality education, and to enhance and support the Consortium's effort with the realm of American Indian Higher Education.

Other student congress functions are: (1) Promote and advocate the

development and passage of appropriate legislative American Indian post-secondary education program. (2) Ensure maximum participation and involvement of students in the formalization and implementation of student-oriented activities. (3) To promote activities which include leadership, recruitment motivation, career exploration, cultural and humanistic areas, and tribal/community education.

Establishing networking systems, developing and promoting meaningful and relevant educational experiences offered by consortium institutions are also functions of this body.

Don Mann, UTTC student was also selected as a student congress member. The Four Directions congratulates these outstanding leaders.

CAMP



Business Clerical student Arlene Fogg places second in typing competition at AIHEC.



College Bowl Team: Left to right, Donette Two Shields, Russell Swagger, Marian Plenty Wounds, Gerald Packineau, Brian Palecek (coach), and Robert Hlavinka.



College Bowl Champions pictured from left to right: Russell Swagger (team captain), Donette Two Shields, Brian Palecek (coach), Marian Plenty Wounds, Robert Hlavinka, Gerald Packineau, UTTC President, David Gipp.



Criminal Justice student Don Mann received Student of the Year Award from the American Indian College Fund.



Business Clerical student Russell Swagger crowned 1991 Mr. AIHEC.



AIHEC participants, pictured from left to right back rows: Robert Hlavinka, Judy Azure (clerical coach), Vida Mann, Don Mann, Brian Palecek (college bowl coach), Donette Two Shields, Gerald Packineau. Second row: Randi Vetteson, Joey McCleod (clerical asst.), Arlene Fogg, Marian Plenty Wounds. Front row: John Zaste (transporter), Greg Bad Hawk and Russell Swagger.



US HAPPENINGS

Summer Courses to Begin at UTTC

United Tribes Technical College will be holding summer courses June 3 through July 12, 1991. May 28 through May 31, 1991 will be preparation time for the following courses:

AUTO BODY — This summer session in Auto Body is an Advanced Course in the Automotive Technology Program. This program provides the practical and technical knowledge necessary for rapid advancement in the occupation. It provides possibilities other than those related in Auto Body. A graduate of this skilled occupation may become a business owner, a supervisor, a foreman, a claims adjuster, a salesman, an automotive refinisher, an automotive sales representative, and/or a service representative.

PURPOSE:

- 1) To develop basic skills necessary in the field of Auto Body.
- 2) To offer the necessary skills needed for advancement as a shop foreman, claims adjuster or a salesperson in the field.
- 3) To offer the student general education and relation instruction so the student will have the opportunity to grow with the occupational field.

The Auto Body Program includes metal straightening procedures and methods, glass removal and installation, repair and installation, body adjustments, panel replacement of all types, estimating repair procedures, introduction to frame straightening and repair, and the use and application of all types of undercoat refinishing products.

The program includes repairing and refinishing minor and major collision damage. Emphasis is placed on actual shop conditions. Students make actual repair estimates on all repair jobs, a student remains on that job until it is completed. There is training in wheel alignment, as it pertains to the repair sequence. It has become necessary for the students to develop an understanding of the mechanical components and their relationship to total vehicle repair. They will also have exposure to engine and transaxle removal and replacement, servicing of brakes, electrical wiring and air conditioning systems as it pertains to

the repair of the unibody vehicle.

With the increased life expectancy of cars and trucks today, there is a steady demand for skilled Auto Body workers. The repair worker is assured of full-time work and a good income. Students may choose any area in the country in which they would like to work since job offerings in the Auto Body field is not limited to any geographic area.

AUTO BODY COURSE OUTLINE

AB 101 Introduction to Auto Body
A lecture, discussion and demonstration course involving shop safety, body construction, use of hand tools, and basic auto collision repair procedures and methods.

Contact Hours 30 — Credit Hours 2
AB 102 Automotive Body Repairer

A lecture, discussion and demonstration course in the development of basic repair skills and practical application to actual production projects. Experience in metal working, plastic application, final preparation of the vehicle, and various undercoat applications are acquired during this quarter. Proper use of the spray gun and related equipment is also introduced.

Contact Hours 60 — Credit Hours 4
AB 103 Automotive Frame Repairer

A lecture, discussion and demonstration of wheel alignment as applies to the Auto Body Program. Covers the fundamentals and principles of suspension and steering systems, diagnosis service, and wheel alignment.

Contact Hours 30 — Credit Hours 2
AB 104 Automotive Body Refinisher

A lecture, discussion and demonstration, and practical applications course that utilizes the paint products of two major paint manufacturers and the various systems used in the refinishing, spot repair blending and tinting are covered in depth with practical applications on actual production projects.

Contact Hours 60 — Credit Hours 4

BUSINESS CLERICAL — This program can be utilized to attain an Associate of Applied Science Degree.

BUSINESS CLERICAL COURSE OUTLINE

BC 206 Elements of Accounting

Students will cover accounting pro-

cedures, accounting cycle, financial statements, notes and interest, deferrals and accruals, payable and receivables, merchandise inventory, sole and corporation proprietorship. At the end of the 6-7 week period the student will be able to continue with Elements of Accounting BC 208, which will provide them with enough background in the accounting field, to enter a 4-year program in any college of their choice. This class will meet 8 times a week so that students will fulfill all requirements for this course. Contact Hours 60 — Credit Hours 4
BC 210 Payroll Accounting

To develop an appreciation and understanding of the personnel and payroll records that provide the information required under the numerous laws affecting the operations of a payroll system. To familiarize students with the payroll-record life of employees from their initial applications for employment to their applications for the first social security benefit checks. Familiarizes students with the tax tables, reports, and employee records, etc., which will enable the students the advantage of employment in the payroll department of any organization. The students will be using up-to-date material and have hands-on experience, along with lecture groups. Equipment used will be the state of the arts (IBM compatible machines). This class will meet 4 time a week. Contact Hours 30 — Credit Hours 2
BC 216 Word Processing

The students are introduced to the LOTUS 1-2-3: Principles and Applications for solving many problems and meeting many information management needs. Students will become proficient with the basic features of the LOTUS 1-2-3 program. They will solve problems in marketing, accounting, finance, and other business courses. They will also learn what a spreadsheet is and what purpose it has. This class will meet 6 times a week, so that all materials will be realized at the end of the session. The students will have hands-on experience and lecture hours to accomplish all tasks. Equipment will be IBM compatible machines. Contact Hours 42 — Credit Hours 3
BC 237 Office Simulation

Students will have the training in

various processes of personnel management such as: recruiting, training, motivating, and counseling. Discussions will center around tools, techniques, and methods that can be utilized in the management of personnel in any organization. This will be a lecture class that will meet 6 times a week.

Contact Hours 42 — Credit Hours 3
CRIMINAL JUSTICE COURSE OUTLINE

The Criminal Justice Summer Program provides intense training in the area of law enforcement allowing the student to focus their concentration on the studies in their chosen vocation. Due to our limited enrollment, students receive individualized attention.

CJ 101 Introduction to Law Enforcement

This course provides an understanding of the "dual system" of justice in United States and an overview of the criminal justice process from arrest to parole.

Contact Hours 36 — Credit Hours 3
CJ 108 Criminal Investigation This course consists of learning the rules of evidence, collection, and preservation of evidence and the techniques of investigating a crime scene. Students will have lab work to provide them with hands-on training.

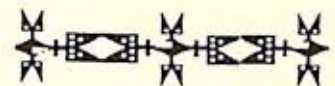
Contact Hours 48 — Credit Hours 4
CJ 208 Police Photography

This course covers the history and use of photography in police work. Students will learn how to use a 35mm camera, how to develop their own negatives and print their own photographs. Students will then be provided with training to photograph crime and accident scenes.

Contact Hours 48 — Credit Hours 4
CJ 205 Juvenile Justice

This course covers the juvenile justice system: history, diversion, police, court process, due process, as well as focusing on the question of juvenile delinquency, extent, measurement, and theory.

Contact Hours 48 — Credit Hours 4



NURSING ASSISTANT TRAINING PROGRAM — A new program has been made available at UTTC this summer. This program is designed to prepare individuals with the knowledge and skills necessary to meet certificate requirements in order to provide quality personnel and nursing care services. It also serves as the pre-nursing requirement for those seeking to enroll in the Associate Degree LPN Program. It is also designed to prepare students to enter the labor market as a nursing assistant.

The program will cover Nursing Assistant Training information along with terminology, study skills, pre-

math, English and basic science concepts. At the close of the program the student takes both a written examination and a skills test. Upon successful completion of the testing, a certificate is issued to the student.

Supplies required are notebooks, white nursing shoes and a watch with a second hand. Uniforms will be provided.

FOR MORE INFORMATION ON THE FOLLOWING SUMMER PROGRAMS CONTACT: Melody Silk or Blanche White Eagle at the UTTC Admissions Office, 3315 University Drive, Bismarck, ND 58504 (701) 255-3285 ext. 216 or 269.



CHILD CARE AND DEVELOPMENT — The Child Care and Development Program is a NEW course now being offered through United Tribes Technical College. The Child Care and Development Program prepares students to assume direct responsibility for the daily activities of groups of young children in early childhood programs. Emphasis is placed on setting up and maintaining a safe and healthful learning environment; advancing a child's individual abilities; building a child's

positive self-concept; organizing and sustaining group activities that produce positive learning; and achieving coordination of home and center child-rearing practices and expectations.

Career Opportunities for graduates include:

Day Care Centers, Head Start Programs, Pre-School Programs, After-School Programs, and Infant and Toddler Programs.

NATIONWIDE NEWS

From G.A. to B.A.

University of MN — It's possible for poor people to improve their lives by going from "G.A." to "B.A." Often though, it takes a little "A.A." in between. Many times, in order to get your "B.A." or whatever, you must cut out the b.s.... Example: there has been many people who went for their "B.A." (Bachelors degree) but ended up on "G.A." (General Assistance).

Unfortunately, for whatever reasons many Indian people do not share these views--the feeling is that if an Indian goes to college he or she will lose Indian values and identity. Nothing could be further from the truth, but after five hundred years of emotional, spiritual and psychological scars, Indian people tend to have a suspicious nature.

Sadly, there is often discontent shown by Indian people when a college educated Indian (hometown product or not) appears in an Indian community and attempts to find a job. Resentment may occur because the local folks feel insecure or inferior compared to the well-educated person. Contempt towards this person is evidenced by taunts and insults usually labeling him or her as a "White-Indian" or a "Sell-out". However, those Indians who do succeed usually do so despite being faced with the same hardships all Indians face. These people though, are determined to succeed; they usually begin to motivate themselves half way through to their goal--a person can be helped only so much, then he is on his own, to either give up or go on. The hard worker realizes that his or her objective is near, rather than far; likewise, the optimist sees that his cup is half-full rather than half-empty, and pushes on toward his goal.

There is much work to be done in Indian country. We must improve as a race; we must seek to regain our confidence, pride and unity as a people. We were once very strong, proud and confident, but then the new diseases and technology came and overwhelmed us. Despite the suffering, we survived as a race, we learned to get along and to do without, but that doesn't make it right, that doesn't mean it's okay.

Yes, Indians have been damaged. We hurt alot and we have every right to be bitter. But we've been angry for 500 years and it didn't do us much good. We're still angry, but the bottom line is that we could be channelling our bitter energy into a more

positive direction. The white man isn't just going to go away. We must learn to compete with him, meet him on his own terms. We can better ourselves and our future generations and still keep our Indian identity.

By whatever means, we must do something to walk straight and tall again, and if education is the answer, then so be it. Indian people are very intelligent, beautiful and resourceful, but in many cases our talents just go to waste. What a shame! We owe it to ourselves, our children and our ancestors. So instead of criticizing your brother, try to look deep within yourself and see what gifts you are blessed with, and ask yourself if you got what it takes to realize your dreams. Us Indians have many dreams, unfortunately, our dreams rarely come true. Look around, many American Indian people are doing quite well, and the majority of them had very humble beginnings, like the rest of us. So why not you?

Very few Indian people were born with a silver spoon in their mouth. Getting a good education can be Indian people's "Silver spoon". Not only will it secure greater employment opportunities, but more importantly, it would rejuvenate the spirit and self worth. Even the smallest success breeds a certain confidence.

All us Indians have to do is get our butts in gear, block everything out, make the necessary sacrifices and try to gain our rightful place in this world. Go ahead, don't be afraid to succeed! The worst that can happen is that you'll be poor again. Lord knows we already cornered the market on that. Are we so used to being poor that if we weren't poor, we wouldn't know how to act? No! It doesn't have to be that way — we can be rich; emotionally, psychologically and spiritually, just by giving ourselves a chance. We've always had the ability, the "Right stuff" to succeed. The idea is to draw that ability out. Look again, do you have the "Right stuff" to succeed? The answer is, of course you do.

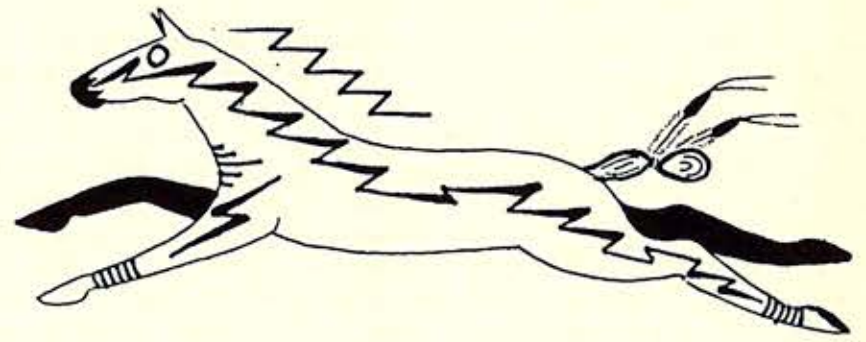
This article first appeared in the Oyate Anishinabe Newsletter. It was written by Devery Fairbanks. Devery is the current President of the American Indian Student Association at the University of Minnesota. He graduated with a Bachelor of Arts Degree after the spring quarter of 1988.

White Eagle Receives Honorary Degree

Fort Yates, ND — Former Standing Rock Sioux Tribal Chairman Melvin White Eagle received an honorary Associate of Arts degree from the Standing Rock College along with 26 graduates who were awarded degrees and certificates during ceremonies held May 18 at the Standing Rock Community High School Theater.

White Eagle, chairman of the tribe from 1970-1975, sponsored a number of progressive initiatives during his tenure. Among them, he fostered the concept of the local college which he enabled by sponsoring and signing the initial tribal resolution and tribal college charter on September 5, 1973.

(continued on page 9)



WHITE EYES
-91-

Tribal-State Compacts Get Interior Okay

Washington, DC — The approval of two tribal-state compacts by Interior Assistant Secretary for Indian Affairs Eddie Brown, brings to 16 the total number of compacts Indian tribes have entered into with states permitting Class III gaming since the National Indian Gaming Regulatory Act was passed more than two years ago. The Sisseton-Wahpeton Sioux tribe of Sisseton, S.D., becomes the second tribe in the state to negotiate a compact; and the San Manuel Band of Mission Indians of Highland, Calif., is the fourth tribe in the state to sign such an agreement.

The Sisseton-Wahpeton tribe will be permitted to install and operate at least 180 slot machines in two existing gaming locations in South Dakota, the number of machines being more than twice the number of slot machines permitted per individual in state law. Under two other provisions in the compact, the tribe would be allowed to install and operate an additional 70 slot machines provided certain conditions are met. Slot machine bets are limited to \$5 for the initial or subsequent bet as provided for in state law. The tribe would be allowed to operate any other type Class III gaming

authorized by state law upon written amendment of the agreement.

While the tribe has the primary responsibility of licensing of employees or individuals who operate or manage the gaming operation, the state will conduct a background investigation of applicants and accept a fee from the Tribal Gaming Commission for such activity. The tribe has agreed to waive its sovereign immunity for civil actions for money damages up to the limit of any policy of insurance covering the subject matter of such civil actions. Criminal proceedings against Sisseton-Wahpeton members will be tried in tribal court and in state court for non-tribal members.

The San Manuel Band of Mission Indians will be permitted to operate a horse racing simulcast wagering facility at a present location in Highland where the tribe already operates bingo games.

A total of five states have signed tribal-state compacts that permit Class III gaming on Indian lands. The states other than California and South Dakota are Nebraska, Nevada and Minnesota.

American Indians Increase by 37.9% in 1990

Washington, DC — American Indians, Eskimos or Aleuts now number 1,959,234 in 1990 compared to 1,420,400 in 1980 or a 37.9 percent increase, according to the Department of Commerce's Bureau of Census initial report released to the states in March.

The report which was released to state governments which shows the total U.S. populations and breakdowns by race and Hispanic origin, will be used in congressional state and local redistricting. Population counts are for ages 18 and over of U.S. residents.

The total U.S. resident population in 1990 is 248,709,873 compared to 226,545,805 in 1980. Population categories are broken out by number and percentages for White, Black, Asian or Pacific Islanders, Other races, and those of Hispanic origin.

The states with the five largest American Indian, Eskimo or Aleut

populations include: Oklahoma with 252,420; California 242,164; Arizona at 203,527; New Mexico shows 134,355; and Alaska at 85,698.

North Dakota is listed with 25,917 American Indians in 1990, up from 20,158 in 1980 or a 28.6 percent increase, according to the U.S. Census. Indians comprise 4.1 percent of a North Dakota population of 638,800.

50,575 persons, ages 18 or over identified these themselves as American Indian, Eskimo, or Aleut from South Dakota and comprise 7.3 percent of a total population of 696,004 in that state.

According to the 1990 report; American Indian, Eskimo, Aleut populations number 47,679 in Montana; 49,909 in Minnesota; 12,410 in Nebraska; 9,479 in Wyoming; 39,387 in Wisconsin; and 7,349 in Iowa.

The census Bureau says the figures are subject to error and the Department of Commerce will publish any corrected counts by July 15, 1991.

National News



Reservation Wages War on Diabetes

by Sonja Barisic, Associated Press Writer

New Town (AP) — Fred Baker has a personal as well as professional stake in the diabetes program he directs at the Fort Berthold Indian Reservation.

Baker developed diabetes in his 40's, as did his father. So he takes to heart the program's goal of getting Indians to revamp their diet and exercise more often in order to curtail and perhaps even end the health problem.

"I watch my diet, I use the (exercise) machines," Baker said. "I need to be some kind of role model, to try to have a positive effect on other people."

Incidence of diabetes, which involves an imbalance of sugar in the body, is three to four times higher among Indians than other races nationwide, said Madonna Azure, a public health nurse with the program.

At least 264 of the 3,000 Indians at Fort Berthold have diabetes, according to medical records of people receiving health care on the reservation, Azure said.

"Just about everybody on the reservation is at risk (of developing the disease) because they have diabetes in their family history," said Ivetta Spotted Bear, the program's physical fitness director.

The federally funded, year-old program is based in New Town, but staff members also travel to four other communities on the reservation: Mandaree, Parshall, White Shield and Twin Buttes.

The program has been able to reach about half the diabetics on the reservation thus far, Azure said.

"We're seeing some results, with people's blood sugar and blood pressure levels going down," she said. "Some also have gone off blood pressure medication."

No one's sure exactly why Indians are so susceptible to diabetes, but experts have pointed to a sedentary

lifestyle and poor diet.

"People aren't as active as they used to be," Azure said. "They don't garden as much, walk as much."

Diet also has changed. Indians once ate a lot of venison and buffalo meat, but needy reservation residents now get food through federal nutrition programs that is high in fat and salt, said Kim Heintzman, the program's dietitian.

The most common form of diabetes usually develops after age 40, but some Indians on the reservation have been afflicted as early as 18, Azure said.

Potential complications from diabetes include heart disease, high blood pressure and kidney disease. Sometimes a limb must be amputated.

Eating properly and getting enough exercise can help prevent diabetes and also reduce a diabetic's dependence on medication, Azure said. Patients get diet and fitness assessments as well as medical checkups.

Heintzman helps individuals and schools to develop healthy menus with more whole grains and less fried foods.

Spotted Bear evaluates patients' body fat and flexibility, then starts them on an exercise plan.

Body type also is very important, she said. People generally either are apple-shaped, with more upper body fat, or pear-shaped, with more lower body fat. The apple shape is considered more unhealthy because excess fat surrounds the body's major internal organs.

Unfortunately, Indians tend to be apple-shaped, Spotted Bear said.

People tend to have a fatalistic attitude toward diabetes, Azure said. "They think amputation," She said. "They see a poor quality of life, and that doesn't have to be true."

White House Names Education Conference Members

from Indian News

Washington, DC — President Bush April 2nd named nine individuals as members of the Advisory Committee of the White House Conference on Indian Education. Named as members of the Committee are Ross Swimmer, former assistant secretary-Indian Affairs in Interior and currently counsel to the firm of Hall, Estill, Hardwick, Gable, Golden & Nelson in Tulsa, Okla; Sandra Gjelde of Oregon who since 1987 has served as a consultant to Native Americans in the areas of health and education; Frank Ryan, Maryland, currently vice president of Systems Resource Management, Inc., and who formerly served as Deputy to the Assistant Secretary in the Bureau of Indian Affairs (BIA); Jay O. Stovall of Montana who is self-employed as an owner and operator of a ranch on the Crow Indian reservation; and Rosa Revels Winfree of North Carolina. She is an Indian education coordinator of the Title V program for the Charlotte-Mecklenburg Schools and Education Center in Charlotte, NC

Also, Floyd R. Correa of New Mexico, president of Correa Enterprises, Inc., in Albuquerque, NM; Sandi Cornelius, currently an elementary school teacher and lecturer on Indian issues in Milwaukee, Wisc.; Manning Osceola of Florida, a lieutenant with the Law and Order Program for the Miccosukee Indian Tribe in Miami; and Laraine L. Glenn, director of Business Services for the Juneau School District in Juneau, Alaska.

Legislation passed in 1988 said the White House Conference on Indian

Education would (1) explore the feasibility of establishing an independent Board of Indian Education that would assume responsibility for all existing Federal programs relating to the education of Indians, and (2) develop recommendations for the improvement of educational programs make the programs more relevant to the needs of Indians, in accordance with Section 5501 of P.L. 100-297. Congress determined that while changes in the federal and state system in the past decade and growth of tribal control over schools has led to substantial improvement in the education opportunities and success of Indian students, "substantial and substantive problems continue to exist and interfere with the realization of full opportunities for Indian students."

The President will appoint one additional person to the 23-member Advisory Committee that will assist the Task Force in planning the Conference. Five each will be appointed by the Speaker of the House and the President of the Senate. In addition, the assistant secretary of Indian Affairs in Interior and his counterpart at the Department of Education will serve as members. The director of the Task Force will make the 23rd member.

BIA funds 182 schools attended by about 40,000 Indian children. Seventy of those schools are operated directly by tribal education committees under contract with BIA. An additional 400,000 Indian students attend public schools

(continued from page 8)

"I always dreamed of going on to college myself," said 64 year-old White Eagle, who works in student placement at United Tribes Technical College and commutes 110 miles roundtrip daily from his home near Cannon Ball to Bismarck.

His view on working with students at the technical college for 14 years, "I always urge students to continue on with their training or higher education. Education is an opportunity for a better life."

White Eagle said of his five years as chairman, "We were dreamers in the early 1970's. We put together a comprehensive plan through the year 2,000. The Standing Rock College was among a long list of such dreams."

"The idea of colleges at Standing Rock and through United Tribes might have seemed farfetched to some at the time, but I thought about it and the ideas went forward," he recalled.

White Eagle served as chairman of

the United Tribes Board of Directors for a total of five years (1973-75 and 1980-83).

Commenting about the future he said, "Our planning was through the year 2,000. Someone needs to plan for the next 30 years beyond."

He added, "Why not a university? These colleges are something which will take care of our people."

The honorary degree reminded White Eagle about his years of experience in tribal government and education when he thought of seeking credit in a prior learning degree program.

He and his wife Blanche have seven daughters including Carol Uses Arrow, Renee Two Shields, Lois Two Bears, Juanita Miller, Pam Hoffman, Harriet and Annie.

White Eagle is a Korean War Veteran, served as a tribal council member for nine years, and was a Solen Public School Board member (1969-70).



HEALTH AWARENESS



Health Fair

The Health Fair was held on April 25, 1991 at the Skills Center, UTTC campus. Student Health staff, with the help of Sue Gross from St. Alexius Hospital and Pam Carlascio of Food Services along with her students hosted the fair. The topics screened were cholesterol, hypertension and blood glucose. A scale was also provided for those interested in weighing themselves. From the information we received from the 114 people (staff and students) screened we have put together the following data. We split the groups according to gender, age, weight, blood pressure readings, blood glucose values and cholesterol values.

Of the total females (57) that were screened the average age was 32 years. Ages varied from 18-65. The weight of those screened ranged from 115 lbs., with an average weight of 171 lbs. From this data the average population of females is overweight. The average blood pressure was 116/77 which was within normal limits. The blood pressures ranged from 80/60 to 165/92. The average blood sugar (glucose) read to be 97, which also was within normal limits. The blood sugar values read from 55-333. One hundred seventy nine was the average cholesterol reading, once again a value within normal limits. The high value was 286 while the low value was 65. From the data gathered from the females screened our only concern is obesity which can be reduced through exercise, low fat and low calorie meals.

The male population varied some what, but not far from the statistics we obtained from the females. Fifty seven was the total number of males screened. The average age of those males was 32 years. Those ages varied from 19-65. Overall the male population was also overweight, with an average of 201 lbs. Weights varied from 131 lbs. to 343 lbs. The blood pressure readings were within normal limits with an average of 127/84. Readings ranged from 100/60 to 170/110. The average blood sugar reading was 97 with values ranging from 56/256. Once again the males were in the normal range limits. The cholesterol average was 195, borderline to the norm of 100-200. The readings ranged from 100-283. From the information gathered the average male on campus is overweight and has a borderline cholesterol reading. These statistics put the average male at a greater risk for developing heart disease. In order to decrease this risk, it is important to exercise, eat foods low in cholesterol (fat), low in calories, high in fiber, and to watch your weight.

As a total group (males and females) the blood glucose readings surprised us, we thought they would be a lot higher due to the fact that we do have a lot of diabetics on campus. Another risk factor for diabetes is race, and since most of those screened were Native Americans we expected

the readings to be higher. We also expected to find higher blood pressure readings since the average male/female were overweight.

The results of our screening have been broken down further according to your age group. If you are interested on how your values compared to those in your age group we have enclosed the following tables:



AGE 19-20 Male
Average Age 19
Average Weight 181 lbs. (overweight) Range 125-256.
Average Blood Pressure 114/79 Range 100/70-130/90
Average Blood Sugar 97 Range 56-139
Average Cholesterol 163 Range 108-222

Age 21-29 Male
Average Weight 199 lbs. (overweight) Range 131-293
Average Blood Pressure 123/82 Range 100-150
Average Blood Sugar 87 Range 54-137
Average Cholesterol 178 Range 100-259

Age 30-39 Male
Average Age 34
Average Weight 209 lbs. Range 155-254
Average Blood Pressure 132/86 Range 110/70-170/110
Average Blood Sugar 119 (Borderline) Range 58-256
Average Cholesterol 219 (Above normal) Range 150-297

Age 40 and Above Male
Average Age 51
Average Weight 208 lbs. (overweight) Range 149-343
Average Blood Pressure 136/87 Range 100/70-165/100
Average Blood Sugar Range 56-225
Average Cholesterol 219 (Above normal) Range 157-283

Age 18-20 Female
Average Age 19
Average Weight 161 lbs. Range 124-215
Average Blood Pressure 107/72 Range 124/80-215/130
Average Blood Sugar 74 Range 62-104
Average Cholesterol 171 Range 133-225

Age 21-29 Female
Average Age 23
Average Weight 175 lbs. (overweight) Range 126-238
Average Blood Pressure 113/75 Range 98/60-136/90
Average Blood Sugar 82 Range 55-127
Average Cholesterol 172 Range 107-265

Age 30-39 Female
Average Age 34
Average Weight 166 lbs. Range 115-235
Average Blood Pressure 117/78 Range 86/60-138/92
Average Blood Sugar 100 Range 60-273
Average Cholesterol 172 Range 107-265

Age 40-65 Female
Average Age 50
Average Weight 180 lbs. Range 124-237
Average Blood Pressure 128/80 Range 110/70-165/90
Average Blood Sugar 141 Range 59-333
Average Cholesterol 219 Range 152-286

Normal BP 120/80
Normal Blood Sugar 80-120
Normal Cholesterol 100-200



Daycare Provided by UTTC

by Betty Schaff

The Child Development Center at United Tribes Technical College serves children 0-5 years of age. The children are housed in separate buildings. The caregivers at Daycare I (nursery) care for 0-3 year olds. The caregivers at Daycare II (preschool) care for 3-5 year olds. The Child Development Center is committed to offering the children activities and experiences that are developmentally appropriate in a safe and healthy environment where they are free to touch, to talk, to move, and to play.

Beginning with this issue of "Four Directions," I will try to include a brief look at some of the extended services we are able to offer the children who attend UTTC's Child Development Center. This month I will tell you a little about our music program. The children 0-5 have daily opportunities to engage in activities through listening to music as well as creating their own. Auditory discrimination and language skills are developed along with motor skills through dance and rhythmic movement.

The children who are 3-5 are provided the opportunity to attend music classes three times a week with Judy Johnson. Judy not only has a masters degree in music education, but also has a special gift in relating to young children. The children adore her and look forward to their weekly experiences in voice, rhythm, and use of instruments. Judy prepares the children for and presents two musical performances a year. One at Christmas and one in the Spring. We are extremely fortunate to have Judy as a part of our program.

Because the building of self-esteem begins at birth and affects our entire life, I will begin this section on "Parenting Tips" with information on self-esteem and the young child. Self-esteem is how we feel about ourselves; how we value ourselves; and how we think other people see us. In the early stages of growth, the child's feelings and self-esteem come from people around him. Parents, or the primary caregiver, are very significant influences. The opinions of other adults such as family members and teachers, become important, as do the opinions of peers, as the child grows. Society also has an impact on how we feel about ourselves, but the foundations

of our self-esteem begin in the home.

Following are some suggestions that will give you ideas on how to help build self-esteem in your child:

1. Give your child unconditional positive regard. Enjoy who your child is right now, with no strings attached. Have trust and confidence in your child.

1. Give your child unconditional positive regard. Enjoy who your child is right now, with no strings attached. Have trust and confidence in your child.

2. Give your child honest recognition and praise. The praise must be sincere. Praise that is merited should be given freely. It is also extremely important to appreciate the effort of children when they haven't been successful. They need your encouragement and recognition of their efforts, at this point.

3. Give your child respect. Avoid humiliating a child or belittling his behavior. Explain the reasons behind rules.

4. Use comparison only in relation to the child's own past behavior. Example: "my goodness, Jane, you're learning to bounce the ball better and better every time you try!"

5. Do not talk about your child in a negative way in his presence. Do not label your child in a negative way or attack him verbally.

6. Help your child achieve competence. The ultimate goal in building self-esteem is to internalize esteem so that the individual will not remain permanently dependent on others to supply his feelings of self-worth. Competence builds a child's self-esteem by helping him feel masterful and gain confidence in himself. Encourage your child's independence without demanding skills that are beyond his ability. Let him experience success.

Parents, I would encourage you to read as much as you can on the development of self-esteem in young children. Some personal favorites of mine are: *The Child and His Image*, by Y'Amamoto; *I Am Loveable and Capable*, by Sidney Simon; *Hide or Seek*, by James Dobson; *Your Child's Self-Esteem: The Key to His Life*, by D.C. Briggs.

Remember, the growth in self-esteem is a lifelong process!



NATIONWIDE NEWS

Award by University of Nebraska Press

Nebraska News — The University of Nebraska Press, in conjunction with the Native American Studies Program, University of California, Berkeley, seeks submissions for an annual publication prize for the best new work by a North American Indian.

The winner of second annual North American Indian Prose Award will receive an advance of \$1,000. The award-winning manuscript will be co-published by the University of Nebraska Press in the United States and Fifth House Publishers in Canada.

"Works by and about American Indians form the core of the University of Nebraska Press's nearly 2,000 titles in print," said press director Willis Regier. "But we have published relatively few books by living Native writers, and this prize will serve to redress that imbalance.

"These new prize-winning books will bring to this and future generations an integral part of our nations' lifeblood."

The jury for the competition includes American Book Award winner Gerald Vizenor (University of California, Berkeley), Daniel David Moses (Association for Native Development in the Performing and Visual Arts, Toronto), Louis Owens (University of California, Santa Cruz), and A.

LaVonne Brown Ruoff (University of Illinois, Chicago). The panel will also include this year's prizewinner, Diane Glancy.

Glancy, a Cherokee, teaches Native American literature and creative writing at Macalaster College in St. Paul, Minnesota. Her *Claiming Breath*, a collection of autobiographical and critical essays, will be published by the University of Nebraska Press and Fifth House Publishers next year. Glancy is also the author of the recently published *Iron Woman and Lone Dog's Winter Coat* (poetry) and *Trigger Dance* (short stories).

The North American Indian Prose Award is given on the basis of literary merit, originality, and familiarity with North American Indian life. The competition invites biography, autobiography, history, literary criticism, and essays. It excludes poetry, drama, and work previously published in book form.

The deadline for submissions this year is July 1. Finalists will be chosen by November 1, and the author of the award-winning manuscript will be notified in January 1992.

For rules, please write to: North American Indian Prose Award, University of Nebraska Press, 327 Nebraska Hall, 901 North 17th Street, Lincoln, NE 68588-0520.

Scientists Discover Indian Catacombs

New Orleans — Three archaeologists crept over rocky precipices, past dozing rattlesnakes and through sacred rooms to make the first discovery of American Indian catacombs.

The underground chambers in Arizona, dating back up to 800 years, included tombs and graves, along with massive ceremonial chambers.

"It's absolutely mind-numbing. We would have never believed it could have existed," John W. Hohmann, one of the archaeologists, said Friday during a meeting of the 2,000-member Society of American Archaeology.

"It will change a lot of what we believed about Indians in the Southwest," he said. "They may have been far more advanced than we believed."

The scientist said he felt a bit like Indiana Jones, the movie archaeologist-treasure hunter, when he lowered himself by rope down steep rock walls into the catacombs — armed with a flashlight and a pistol — passing rattlesnakes sunning themselves on rocky outcrops.

James Schoenwetter, an anthropology professor at Arizona State University in Tempe, Ariz., said the Indian catacombs are the first reported in the United States.

"For American archaeologists, it's as exciting as finding the tomb of Tutankhamen," said Gabe Decicco, a society spokesman.

The catacombs, explored in August, were made from natural fissures excavated by the Indians about 700 to 800 years ago, Hohmann said.

The fissures, at an ancient Indian settlement about two miles west of Springerville, Ariz., near the New Mexico state line, had been noticed before, but never were explored.

The 15-acre settlement, known as Casa Malpais, was discovered about 100 years ago. It is one of the largest and most complex ancient Mogollon communities uncovered in the United States, Hohmann said.

It was known to have a three-story masonry pueblo, a large complex used for religious ceremonies, stone staircases and sacred chambers.



Smithsonian Plans Return of Human Remains

Washington, DC — The Smithsonian Institution has announced that it will repatriate the human remains and associated funerary objects from a site at Uyak Bay, Kodiak Island, Alaska, to the Larsen Bay, a fishing village of about 150 people on the south side of Kodiak Island.

The remains and objects were excavated by anthropologist Ales Hrdlicka for the Smithsonian's National Museum of Natural History between 1931 and 1938. The total number of catalog records involved in the repatriation is 756. A record may be an entire skeleton or one or more remains as originally found. (Thus, it is not possible to determine how many distinct individuals are represented in the 756 catalog records.) The number of associated funerary objects totals as much as 144 objects or lots of objects, including such items as animal bones, harpoon points and stone lamps.

The museum has had an ongoing

dialogue with American Indians and has returned some human remains over the past few years. In 1989, Public Law 101-185, the National Museum of the American Indian Act, was passed, which calls for the inventory, identification and return of human remains and Indian funerary objects in the Smithsonian's collections when the tribal origin is identified by a preponderance of the evidence.

In announcing the decision to return the remains, Robert Mc Adams, secretary of the Smithsonian Institution, noted that the experience with the Larsen Bay request emphasized the complexity and uniqueness of each repatriation claim that is likely to be addressed to the Smithsonian.

Officials at the Museum of Natural History hope to return the remains to the Larsen Bay Tribal Council this summer.

Indian Tribal Youth Conference to Be Held

United National Indian Tribal Youth, Inc. — As tribal, village, and community leaders, you have a unique opportunity to invest in the future of Native America. You can do so by ensuring that your young leaders are among those attending a major gathering in the Great Northwest.

I want to take this opportunity to invite you to send us your best young leaders to participate in the National Unity Conference which will be held June 28 - July 2, 1991.

This year's conference is extra special for several reasons: (1) The thrust will be on mobilizing our youth through the development of effective youth councils so they can make a

positive difference in their communities, (2) it will be a youth-led conference with youth being the keynote speakers, and (3) the Senate Select Committee on Indian Affairs has tentatively scheduled a field hearing on the proposed "Indian Youth Leadership Act" on June 29 in conjunction with the conference.

send us your best young leaders, and we'll prepare them to return home with the motivation and tools to become "community builders".

For further information and registration forms contact: United National Indian Tribal Youth, Inc., PO Box 25042, Oklahoma City, OK 73125, or call: (405) 424-3010.

Hillerman Receives Writer's Award

The Associated Press — Tony Hillerman, Author of best-selling mysteries about Navajo detectives, received the Mystery Writers of America's Grand Master of Crime fiction prize.

Hillerman, 65, said in an interview from New York City that he was receiving the prize "for getting old and gray and writing a lot of books."

The prize, given during the Edgar Allan Poe Awards dinner in New York, "is not for any one book. It's for all of them. It's a lifetime achievement award. And being persistent,"

he said.

Hillerman, who lives in Albuquerque, said he was going on to France, where he'll be on book tour and will receive an award at a literary festival May 17. He said that French prize is for his collected works published in France.

The mainstays of most Hillerman mysteries are Navajo detectives.

Hillerman won an Edgar Allan Poe Award from the Mystery Writers of America in 1974 for his book, *Dance Hall of the Dead*.

National Miss Indian Nations Pageant



UNITED TRIBES

ALL NATIONS POW-WOW

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Students Are

Students are the most important people in our business.

Students are not dependent on us.

We are dependent on them.

Students are not an interruption, they are the purpose of this.

Students do us a favor when they come in. We aren't doing them a favor by waiting on them.

Students are a part of our business, not outsiders.

Students are not just money in the cash register. They are human beings with feelings like our own.

Students are people who come to us with their needs and wants. It is our job to fill them.

Students deserve the most courteous attention we can give them. They are the lifeblood of our business. They pay our salaries. Without them, we would have to close our doors.

For All Teachers

There were times when we felt like

Hanging up everything,

Until a friend helped us grab that golden

Brass ring

A hope of success is one of life's great

Deals,

And to succeed is within our mind, and

This we can feel.

Not to mention names of many or one

Or two,

But we say to all teachers, "We owe it

All to you.

For putting up with problems of each and

Everyone.

You've made learning interesting, along with

A little fun.

With all the skills and techniques that

you all teach,

Will help us all get our goals that we're

Trying to reach.

Now this is our time and place to recognize

All of this,

But, most important of all, you will all

be missed.

Norma Pelletier

Inside Looking Out

You called me your friend until you witnessed my drunken behavior. Now you know why my sobriety is a must...my savior.

I am a loyal, lasting friend to someone who recognizes and returns the same courtesies and gives me a chance.

Through this lifelong struggle against alcohol I have found a strength to comfort me.

Anything you do or don't let me do for you, I'll learn to adjust and adapt to.

I do not stand alone.

I'll darken your door no longer. Your reputation will not be tarnished or questioned when I am no longer tagging along behind.

I have endured being ostracized.

I am used to being criticized.

I'm accustomed to being excluded, avoided and beat up.

I come from an alcoholic family and all that, that implies.

D.