



FOUR DIRECTIONS

produced by United Tribes Technical College • Bismarck, North Dakota

VOLUME 4, NUMBER 1

UNITED TRIBES TECHNICAL COLLEGE

SPECIAL EDITION / AUGUST 1994

UNITED TRIBES: A Place to Discover the Spirit

by Beverly Huber, UTTC Faculty



Beverly Huber, a member of the UTTC Faculty expresses her feelings of this year's theme, "Where the Spirit Lives". (UTTC Photo)

If North Dakota is the state where you "Discover the Spirit," a sure place to find it is United Tribes Technical College. "Where the Spirit Lives" has been chosen by UTTC faculty as the theme and focus for the 1994-95 school year.

It's the spirit that has kept the college growing and thriving for 25 years ... the spirit that sustains through Gramm-Rudman and low enrollments, the spirit of the students with their unique talents, dreams, and needs, the spirit of the founding fathers who had a vision of a place for Native American families to develop wisdom, skills, and strength to keep their beliefs intact.

The spirit lives in the flower and vegetable gardens. It thrives in the special care for the little ones at the day care

centers and the elementary school ... it is present in the Cafeteria and Student Health Center. It lives in the college classrooms where "cultural diversity" is not a course but a daily experience.

The spirit lives in a student initiative called Student Progress In Reaching Indian Traditions (SPIRIT). It is the driving force in the Cultural Center where students and staff can pursue the art and ways of their ancient culture. It grows powerful in September in anticipation of powwow enveloping the campus, the sights and sounds and excitement of celebration. It is the eagle that soars over the Walk/Run for Sobriety, the blessings, the contest, the People.

Perhaps this spirit is best described in

a Lakota Prayer: My Spirit is one with You. You strengthen me day and night to share my very best with my brothers and sisters. You, whom my people see in all creation and in all people, show Your love for us. Help me to know, like the soaring eagle, the heights of knowledge. From the Four Directions, fill me with the four virtues of Fortitude, Generosity, Respect, and Wisdom, so that I will help my people walk in the path of understanding and peace. Amen.

United Tribes
Technical College is truly
"Where the
Spirit Lives."

A Full House and a Place to Discover the Spirit

by David M. Gipp, President UTTC

Bismarck, N.D. — The United Tribes Technical College opened its doors for the 25th year to an estimated full house, adult student enrollment of 290 students and 135 children at its on-campus elementary school here on August 15, 1994.

Another 75 children, which are also dependents of the student families, were expected to enroll at the United Tribes nursery and preschool daycare centers.

The College celebrates the 25th year anniversary throughout 1994 and 1995 with a major theme: **Where The Spirit Lives**. The theme was originated by the Faculty Planning Committee. The committee urges the use of the theme in academic, cultural, and in student and staff programs on the 105 acre campus.

Twenty five years of continuous operation mark UTTC's silver anniversary when it first opened its doors officially in July, 1969, remembers Ruth Snider, United Tribes' health director-who retired after 25 years of service on July 31, 1994.

Snider, who is a registered nurse, noted the years of change which have taken place, and how thousands of students and their families have come to the school, making tremendous positive changes in their lives by improving their skills.

One of the basics which has not changed is the dedication and individual attention which both adult students and young students receive in their classes and in services offered on the campus. United Tribes is a mini-Indian community with

all the services of a small town. On campus classes, residences for single students, single parent and married families, student transportation, cafeteria and a range of counseling and student activities are offered on the campus.

Snider was first convinced to work as a nurse at the Student Health Center when the late Theodore Jamerson, the first director and founder of the United Tribes training concept, approached her to work at a "unique place that served the grassroots Indian people from the reservations."

"I remember those first years, and how there was little or no student housing... it was even before we had the existing houses or apartments," Snider said.

Even today, United Tribes suffers from a shortage of single dormitory, single parent family, and married couple housing as evidenced by a waiting list of potential students and their children each semester.

Typically, 100 to 150 American Indians wait for a year or more to be accepted at the Technical College, according to Val Finley, registrar at the school, and himself a 1984 graduate who continued on to receive his four year degree.

The school serves up to 40 different tribes represented in its student population each year. It received its initial accreditation candidacy from the North Central Association in 1978, and has since been accredited several times through 1996.

"The idea has been to always serve the adult student and the children of these families," said Snider.

She noted, "It's made a big difference to many students over the years," adding that some of her relatives first graduated here. It was where her children Jim, Jacquelyn, Robert, and Mark grew up.

"Yes, those beginning days were important" said Austin Engel, chartered secretary to the first United Tribes board of directors.

He recounts how he was first asked by tribal representatives to keep notes of meetings as they discussed the idea of United Tribes. At the time in 1967, Engel was the executive director of the North Dakota Indian Affairs Commission of then North Dakota Governor William Guy.

Engel recalled how the United Tribes concept was a key ingredient in successfully defending civil jurisdiction from being taken by the North Dakota state legislature in the early and mid-1960's.

By 1968 it was evident that the Departments of Interior and Labor were interested in establishing training for American Indians and the formation of United Tribes as a legal corporation was underway.

Theodore "Tiny Bud" Jamerson was the first to ask Engel to "get Fort Abraham Lincoln" within a week's time for training by United Tribes. Jamerson was a former Standing Rock Sioux Tribal leader.

Continued on next page.



Juanita Young
Cheyenne River, SD
Office Technology

The United Tribes
Graduating Class
of 1994, pages 6 & 7

ON THE INSIDE

History page 2

Graduation page 6, 7

Orientation/Campus
Schedules page 3, 4 & 12

Campus News page 5, 8

NIEA Silver
Anniversary page 10

by Russell Swagger, UTTC Research Office

In September of 1963, the United Tribes of North Dakota informally organized to prevent the state of North Dakota from assuming jurisdiction of Law and Order over the North Dakota Indian Tribes. The United Tribes were successful in their endeavors. The United Tribes had the "consent clause" incorporated into the North Dakota state statutes which requires the consent of Indian people before the state can assume jurisdiction of law and order over North Dakota tribes.

In January of 1969, the United Tribes of North Dakota Development Corporation was chartered as a non-profit corporation. This charter created one voice for all North Dakota Indian tribes, both socially and economically.

The United Tribes is comprised of the Devils Lake Sioux Tribe, the Three Affiliated (Mandan, Hidatsa, Arikara) Tribes, the Turtle Mountain Band of Chippewa Tribe and the Standing Rock Sioux Tribe. Its board of directors consists of the tribal chairman from each reservation and one other delegate selected by each tribal governing body.

Our founding UTTC tribal leaders were in search of a way to reach the grassroots Indian people who were poorly served or not served at all. With this in mind, Theodore Jamerson (UTTC's first executive director) called on the executive director of the North Dakota Indian Affairs Commissioner, Austin Engel. Theodore simply said "I want the Job Corps site." (presently United Tribes Technical College). In competition with the Corps of Engineers for the former Job Corps site, United Tribes prevailed.

After acquiring the site, United Tribes named it the United Tribes Employment Training Center. The first students began arriving in late July 1969.

The center was formally dedicated on September 6, 1969. Some of the



Aerial view of United Tribes Technical College, Bismarck, ND (UTTC Photo)

dignitaries present for dedication were former Governor William L. Guy, the late Senator Quentin Burdick, D-ND, Robert Bennett, former commissioner of Indian Affairs, along with tribal dignitaries from Fort Berthold, Fort Totten, Turtle Mountain, and Standing Rock Reservations. The United Tribes Educational Technical College would be the first of its kind. There were two similar centers in Madera, California, and Roswell, New Mexico, under contract with the BIA. United Tribes differed greatly as it was operated by those that it served.

With little experience in the field of training, the United Tribes hired the Bendix corporation to manage the center. The initial training would include programs such as: welding, business and clerical practices, building maintenance and automotive repair.

On October 15, 1970 the United

Tribes resolved to take over complete management of the United Tribes Employment Training Center. On May 10, 1971 the Board of Directors voted unanimously to uphold the resolution. The resolution read "the United Tribes of North Dakota Development Corporation does hereby inform the Bendix Field Engineering Corporation that United Tribes... will phase in on the complete operation of the United Tribes Employment Training Center July 1, 1971.... (and this action) is agreeable with the Bureau of Indian Affairs." Although the United Tribes now operated UTETC they still kept as many Bendix employees as possible.

The site of United Tribes Technical College is of significant historical importance. The brick buildings that house the college were built for the army as Fort Lincoln shortly after the land was purchased in 1903.

Maintenance and use of the Fort was provided by the military until the beginning of World War II. Later during the war, German and Japanese prisoners of war were interned at the facility.

In 1948, Fort Lincoln was designated the permanent headquarters for the U.S. Army Corps of Engineers, Garrison Division. As such, the Fort served as the center for planning activities for the Garrison Dam Project.

In 1966, the federal government abandoned the Fort as surplus property. The site was remodeled for use as a job corps center until the end of 1968, when the job corp was phased out. The U.S. Peace Corp also conducted short term training in 1968 on the campus shortly before United Tribes began using the current campus.

Organized in 1969 as the first tribally-controlled residential vocational school in the nation, UTTC is committed to the economic social and cultural advancement of Indian people. UTTC strives to maintain a residential learning environment where all students and their families are provided housing, an elementary school, a child development center recreational facilities, and most important, an Indian setting. Counseling career planning and placement, medical services and other support services are also available.

Historically, the intertribal college applied for candidacy as a member to the North Central Association of colleges and schools in the fall, 1977, and was granted Recognized Candidacy in 1978. It received accredited status at the certificate granting level in 1982 and another five years in 1985. By 1987 and in 1990, the college was given accreditation status to offer certificate and specified two year associate of applied science degree programs through 1996.

A Full House...continued from front page

The military post, first built at the turn-of-the-century was abandoned by the U.S. Army and the North Dakota Army National Guard by the mid-1960's. For a brief period, it served as a U.S. Job Corps training site and was used as a U.S. Peace Corp training site in 1968, under the direction of Tom Katus, a former resident of Standing Rock.

Engel said some of the initial 1960's United Tribes tribal leaders included Aljo Agard of the Standing Rock Sioux, the late Louis Goodhouse from the Devils Lake Sioux, and Tiny Brien, Turtle Mountain Band of Chippewa, along with Peter Marcellais, and the late Ralph Wells, as well as the late Vincent Malnourie, both of Fort Berthold, and

the late James Henry, former chair of Turtle Mountain.

Both Engel and Melvin White Eagle, Chairman of Standing Rock from 1969 - 1975, attest that early tribal leadership worked together in close cooperation and support of United Tribes.

Historically, the first chief executive officers were called executive directors of the campus based training and vocational operation. Jamerson was followed by Dale Little Soldier and Warren Means.

In 1980 Jerry Flute, former chairman of the Sisseton Wahpeton Sioux, made the motion to change the name from executive director to president for the key administrative post held by David M. Gipp since 1977.

Today, new and returning students come to United Tribes Technical College where major changes have taken place since the late 1970's. This includes the opportunity to have more of their courses transferable to other colleges for credit, and receiving accredited certificates or two year degrees. The degrees are granted for Associate of Applied Science in Office Technology, Licensed Practical Nursing, Early Childhood, Criminal Justice, Automotive Technology, Medical Records, and the newest (1994) in Art and Art Entrepreneurship.

A major revision in General Education offering allows for an integrated studies approach for students and builds cooperation among faculty. United Tribes was called on to show its General Education program at the 1994 annual meeting of the North Central Association

of Colleges and Schools.

For the past two years the College has been building and strengthening its SPIRIT program. SPIRIT is Student Progress in Reaching to Indian Traditions. Students and the president introduced the idea to staff and faculty in 1992.

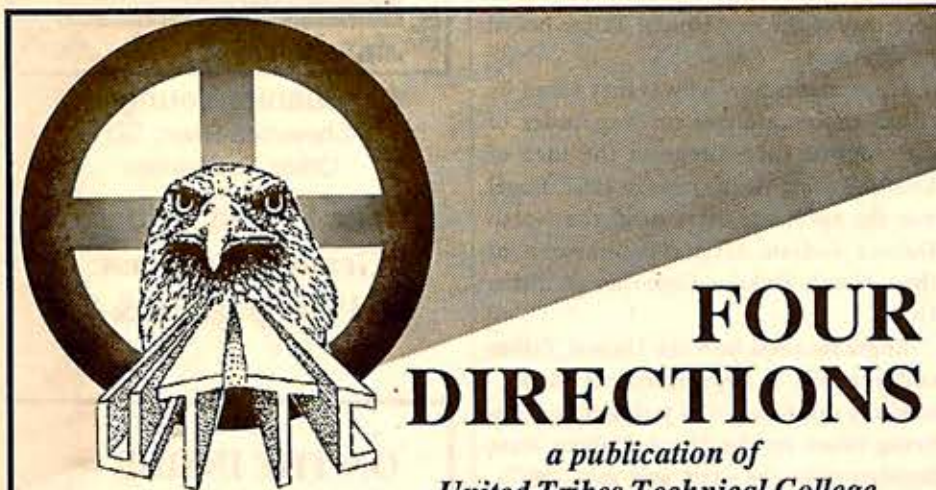
"Changes for the better have been put together for the benefit of students," says Student Body President Letitia Stewart of the Crow Tribe. She adds, "It's all here and it's up to you, the students, to take the time and apply yourself."

Likewise, she believes that students and their children can be active in student activities and still be good students, as she does. She is a single parent mother with six children pursuing her degree in Medical Records.

Stewart is active with the American Indian Higher Education Consortium of colleges Student Congress and was named to the 1994 National Honors Dean's List.

This is a place "Where I can get the support for me and my family, and I plan to go back and help my own people," says Medical Records Student Jimmi Tiger.

United Tribes is Where the Spirit Lives, since 1969.



FOUR DIRECTIONS

a publication of
United Tribes Technical College

FOUR DIRECTIONS is published by United Tribes Technical College, 3315 University Drive, Bismarck, North Dakota 58504. Views expressed in FOUR DIRECTIONS are not necessarily those of the College or its board of directors. Reprint permission is granted only with credit to United Tribes FOUR DIRECTIONS.

MANAGING EDITOR: David M. Gipp
NEWS EDITOR: Russell Swagger
GRAPHICS: Sandy Erickson
TYPESETTING: Wanda Swagger
Joetta McLeod
LITHOGRAPHER/
TECHNICAL ASSISTANCE: Terry Lewis

Any questions, comments, or opinions may be directed to either the Managing Editor or the News Editor at the above address or by calling (701) 255-3285 Ext. 218.

CAMPUS ORIENTATION & SCHEDULES

UNITED TRIBES TECHNICAL COLLEGE TENTATIVE ACADEMIC CALENDAR 1994-95

August 15..... August Term Begins (Faculty Workshops)
 August 16..... New Student Orientation & Registration
 August 16..... Classes Begin for all Returning Students
 August 19..... Last Day to Enroll for 1994 Fall Semester
 September 5..... Labor Day Holiday
 September 8..... August Term Finals
 September 8-11..... United Tribes International Powwow
 September 13..... Fall Semester Begins
 September 23..... 1994 Spring Semester / Student Incompletes Due
 October 26..... Last Day to Add a Class
 October 28..... Fall Semester Applications for Graduation Due
 To Your Vocational Advisor
 November 11..... Veteran's Day Holiday
 November 15-17..... Pre-Registration for Spring Semester
 November 24-25..... Thanksgiving Holiday
 November 28..... Classes Resume / Last Day to Drop a Class
 December 13-15..... Final Examinations
 December 16..... Graduate Honoring Ceremony
 December 17..... Christmas Vacation
 January 3-6..... New Student Orientation
 January 9..... Spring Semester Class Begin
 January 16..... Martin Luther King Day Holiday (1/2 day)
 January 20..... 1994 Fall Semester / Student Incompletes Due
 January 23..... Last Day to Add a Class
 February 20..... President's Day Holiday
 March 3..... Midterm Grade Reports Due
 March 3..... Spring Semester Applications for Graduation
 Due To Your Vocational Advisor
 March 6-10..... Spring Break
 March 13..... Classes Resume
 March 28..... Last Day to Drop a Class
 AIHEC - TBA
 April 4-6..... Pre-Registration for Fall Semester
 April 14-17..... Easter Holiday
 April 18..... Classes Resume
 May 2-4..... Final Examinations
 May 5..... Commencement

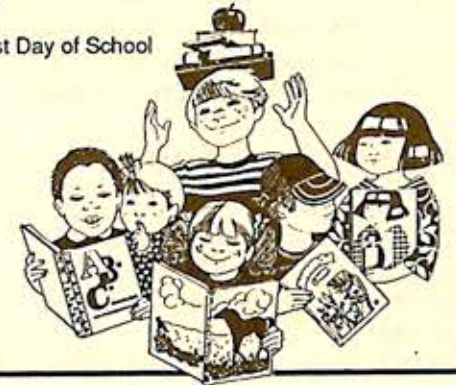
UNITED TRIBES TECHNICAL COLLEGE Theodore Jamerson Elementary School Calendar 1994-95

August 11-15..... Staff Returns (Inservice)
 August 16..... New Students First Day
 September 5..... Labor Day Holiday
 September 8-9..... 1:30 DISMISSAL
 September 12..... Late Start 10:00 AM
 November 11..... 1:30 Early Dismissal Veteran's Day Holiday
 November 15-17..... Pre-Registration for Spring Semester
 November 23..... 1:30 Early Dismissal Thanksgiving
 November 24-25..... Thanksgiving Holiday
 December 21..... 1:30 Early Dismissal Christmas Vac.
 January 2..... School Resumes
 January 16..... 1:30 Early Dismissal Martin Luther King Day Holiday (1/2 day)
 February 20..... President's Day Holiday
 April 14-17..... Easter Holiday
 May 5..... 1:30 Early Dismissal Last Day of School

GRADING PERIODS

I August 16 - October 14 - 43 days
 II October 17 - December 21 - 46 days
 III January 3 - March 3 - 43 days
 IV March 6 - May 5 - 43 days
 175 days

Contract Days: 192
 Contract Hours: 1536
 Weeks: 36



UNITED TRIBES TECHNICAL COLLEGE TENTATIVE FACULTY CALENDAR 1994-95

August 15..... FACULTY RETURN
 August 16..... August Term Begins
 September 5..... Labor Day Holiday
 September 8..... August Term Finals
 September 9..... August Term Grades Due
 September 8-11..... United Tribes International Powwow
 September 13..... Fall Semester Begins
 September 26..... Last Day to Add a Class
 October 28..... Midterm Grades Due / Graduation Applications Due
 November 11..... Veteran's Day Holiday
 November 14-18..... Pre-Registration for Spring Semester
 November 24-25..... Thanksgiving Holiday
 November 28..... Classes Resume / Last Day to Drop a Class
 December 13-15..... Final Examinations
 December 16..... Final Grades Due
 December 17..... Christmas Vacation
 January 2..... Christmas Break
 January 3-6..... New Student Orientation
 January 9..... Spring Semester Class Begin
 January 16..... Martin Luther King Day Holiday (1/2 day)
 January 23..... Last Day to Add a Class
 February 20..... President's Day Holiday
 March 3..... Midterm Grades Due / Graduation Applications Due
 March 10..... Spring Break
 March 13..... Classes Resume
 March 28..... Last Day to Drop a Class
 AIHEC - TBA
 April 3-7..... Pre-Registration for August Term and Fall Semester
 April 14-17..... Easter Holiday
 April 18..... Classes Resume
 May 1-4..... Final Examinations
 May 5..... Graduation/Grades Due
 May 8-10..... Faculty Retreat / Work Days



Chaplain's Corner

Welcome to all students and staff.

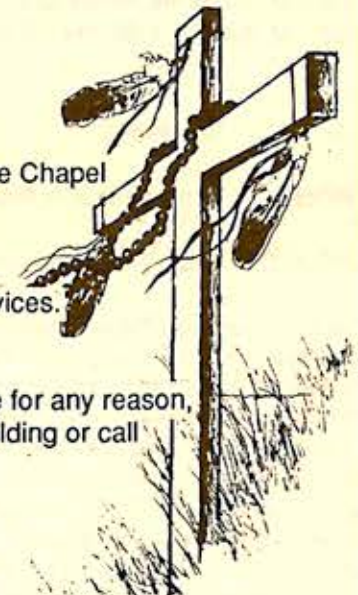
The Following Services are scheduled for the Chapel located east of the Cafeteria.

Sundays 10:00 am Catholic Mass.
 Sunday 12:30 pm Assembly of God Services.
 Sunday 4:00 pm Episcopop Services.

If you have any questions or need to see me for any reason, my office is located in the Administration Building or call 255-3285 ext. 204

God Bless

Rev. Mr. Ed. Johnson Sr.
 Chaplain United Tribes



Cafeteria

The Cafeteria is a full service facility available to students, staff, faculty and visitors of United Tribes Technical College.

The Cafeteria has operated continuously since July 1, 1969, when it first opened its door.

It is open seven days a week, with exception of designated holidays, throughout the academic year.

The staff under the daily director of Mr. Al Stockert serves meals to single students, and provide a hot lunch program to children on campus.

Following are the hours of service:

WEEKDAYS

Breakfast 7:00 a.m. - 7:45 a.m.
 Lunch 11:45 a.m. - 12:30 p.m.
 Supper 5:00 p.m. - 6:00 p.m.

WEEKENDS & HOLIDAYS

Brunch 10:00 a.m. - 12:00 .m.
 Supper 4:00 p.m. - 5:00 p.m.



BOOKSTORE

OPENS Monday, August 15th.

Located in the Basement of the Education Building. Room #B17.

HOURS: Monday through Friday
 8:00 am to 5:00 pm



CAMPUS ORIENTATION & SCHEDULES

U.T.T.C BUS SCHEDULE

- 6:40 AM School run to Bismarck Jr. & Sr. High Schools
- 7:40 AM School run to Bismarck Jr. & Sr. High Schools
- 3:00 PM Pickup Jr. & Sr. High School Students
- 4:00 PM Regular bus scheduled starts making stops at Super
- 5:00 PM Fair for groceries, Kirkwood Mall for general shopping
Kirkwood Super Value for groceries and Walmart.
- 6:00 PM Supper Hour
- 7:00 PM The bus will run every hour except at 6:00 PM to 7:00 PM until 10:00 PM, Monday through Friday. Stops will be made at Kirkwood Theaters on the 7:00 PM and 9:00 PM runs upon request.

SATURDAY SCHEDULE

- 1:00 PM Bus will start schedule at 1:00 PM and run every hour
- 2:00 PM until 10:00 PM with one hour off for supper from 6:00
- 3:00 PM PM to 7:00 PM.
- 4:00 PM
- 5:00 PM Stops will include Super Fair Foods, Kirkwood Mall,
- 6:00 PM Walmart, Kirkwood Super Value. Upon request of the
- 7:00 PM students, stops at K-Mart on student pay weekends
- 8:00 PM only at 1:00 PM - 3:00 PM - 5:00 PM
- 9:00 PM

TO: Students

FROM: Warren Koch, Transportation Supervisor

SUBJECT: Bus Schedule and Policies

The Transportation Department provides a bus service for students and welcomes you. An hourly bus service is scheduled six (6) days a week, Monday through Friday, 4:00 pm to 10:00 pm and Saturday, 1:00 pm to 10:00 pm. The bus driver's supper hour is 6:00 pm to 7:00 pm, there is no bus service during this hour. The last bus leaves UTTC campus at 9:00 pm and returns before 10:00 pm. There is no bus service on scheduled holidays. There is a bus service for students with Junior and Senior High School age children. They are taken to their schools at 7:00 am and 8:00 am and picked up at 3:00 pm. Dispensary transports, students to medical appointments during the day. If you are still at a clinic after 4:30 pm, call 255-3285, ext. 200 which is Security or ext. 301 which is transportation. After 4:30 pm there is a phone recorder at the Security Office. Leave your name and place and the bus will pick you up.

Student dependents ages 16 and under cannot ride the bus without a parent. No written permission slips from parents will be accepted. There will be no eating or drinking of beverages on the bus. Any profanity or disorderly conduct will be grounds for removal from the bus. Liquor is not allowed on the bus and will be reported to Security. Parents will keep their children seated at all times when the bus is moving. A current bus schedule is attached. No free riding, you must have business downtown to ride the bus.

HONOR DORMS

Here are the requirements for eligibility for the Mens and Womens Honor Dorms.

When vacancies are available, the student names and a request from the student in writing will be submitted to the Honor Dorm Committee.

STUDENT SELECTION:

Selection will be made by a committee appointed by the President and works jointly with the UTTC Housing Committee. Selection will be comprised of the following criteria:

- 1) Students must complete half or more of beginning semester at UTTC.
- 2) Students must be socially and academically stable.
- 3) Student must have a good attendance record. Unexcused absenteeism of 12 or more hours will be cause for non-selection.
- 4) Security reports judged on their own merit of involvement.

CHEMICAL HEALTH CENTER

The Chemical Health Center is located on the South side of the campus in Building #68. The coffee pot is always on and everyone is welcome to have a cup of coffee and read the daily paper.

The Chemical Health Center's staff currently consists of Russell Gillette, CHC Supervisor; Daryl Bearstail, Counselor; Harriet Schneider, Counselor; and Vickie Knife, Secretary.

The Chemical Health Center provides a variety of services for UTTC students and staff. Some services provided include: prevention education, evaluations, AA meetings, Support groups, individual treatment planning, one-to-one counseling, intervention, crisis counseling, family counseling, aftercare services, lending library, video library, transportation to evaluations, and Touchstone Lodge for men. Each month the Chemical Health Center hosts an Open House, this is open to all students and staff, and if you're lucky you might win a door prize.

OFFICE HOURS (MONDAY-FRIDAY)-8:00 A.M.-5:00 P.M.

SUPPORT GROUPS

MONDAY: AA Meeting
Place: Chemical Health Center - Bldg. #68
Time: 7:00 P.M.
Phone: 255-3285, Ext. 274

TUESDAY: Women's AA-AL-ANON
Place: Chemical Center - Bldg. #68
Time: 7:00 p.m.
Phone: 255-3285, Ext. 268

FRIDAY: ACOA
EVERY OTHER Place: Chemical Health Center - Bldg. #68
Friday of Time: 7:00 - 8:30 P.M.
the month Phone: 255-3285, Ext. 268

SATURDAY: FAMILY SUPPORT GROUP
EVERY OTHER Place: Chemical Health Center - Bldg. #68
Saturday of the Time: 7:00 - 8:30 P.M.
month For: All Parents

CHILDREN'S GROUP
Place: Chemical Health Center - Bldg. #68
Time: 1:30 - 2:30 P.M.
For: Children, Ages 3-12
Phone: 255-3285, Ext. 268



RECREATION DEPARTMENT

1994 FALL SCHEDULE

MONDAY: Mondays and Wednesdays at 7:00 pm to 6:00 pm open swimming at the YMCA for children K to 6th grade. You can pick up your applications at the Elem. Office. The Recreation Dept. will provide transportation for open swimming. Children can meet in front of the James Henry Building around 6:30 pm.

MONDAY: Mondays will also be our pool league open to all staff and students. League will begin at 6:30 pm at the James Henry Building.

TUESDAY: Tuesdays we will have our co-ed softball league which will begin at 6:30 pm. You can sign up at the Recreation Office or call ext. 261 or 361.

WEDNESDAY: Wednesdays is our swimming night for the children.

THURSDAY: Thursdays the Elementary school will have the SAY NO CLUB which begins at 6:30 pm.

FRIDAY: Fridays the Rec. Dept. will provide transportation for the children interested in gymnastics. It is for children in grades K-6. Bus will leave at 6:30 pm and class begins at 7:00 pm.

SATURDAY: Saturday from 1:00 pm to 5:00 pm will be open gym and then at 6:30 pm to 10:00 pm we will have movies at the James Henry Building.

SUNDAY: Every other Sunday there will be open bowling at Capital Lanes. The Rec. Dept. has set a limit at the first 25 bowlers. The bus will leave at 12:30 pm. BINGO will start at 7:00 pm every Sunday in the old gym.

Aerobics: For all staff and students will be on Tuesday at 12:00 pm and on Wednesday at 6:00 pm.

Taekwondo: Will be on Tuesdays at 7:00 pm and is open to all staff and students.

Any questions concerning the above activities please call the Recreation Department at ext. 261 or 361.

We encourage the students from UTTC to take full advantage of the activities that the college has provided for your benefit. We wish you all success and hope you enjoy your stay at UTTC.

Open Gym Schedule: Monday through Sunday

The gym and the weight room will be open seven days a week for your use. You are welcome to use the weight room on your free time just check in at the Rec. Office.

CAMPUS NEWS

Assessment at United Tribes

By Dr. Jack Barden, UTTC Research

Like other colleges around the country, United Tribes is involved in what is being called assessment. What this means is that UTTC is developing methods to determine whether or not students are actually learning what the College says they should learn in order to be qualified for a particular vocation or to have the skills in communication and mathematics and other areas that they will need.

This is a very important activity these days because Congress and other groups are demanding to know whether the money they spend on education is being used well.

That should be a hint that assessment is not just another way to check on students. Rather, it is a way to check on the whole college.

As a new or returning student, this activity will affect you. The only way to determine if the College is teaching what it needs to teach is to find out if students are learning it. So, you will most likely have the same tests that you always have had for your grade. But in addition, most of your teachers will be asking you periodically to fill in some

other forms or to take part in classroom assessment activities.

These activities will become data and the Office of Research and Development will prepare reports that will be published around the campus. That way everyone will be able to take part in these important studies.

Probably the most important part of the assessment process will be whether or not graduates get jobs and go to work when they finish. So, the College will also be asking graduates to cooperate with some research even after they are done on campus.

One of the rules that our accreditation agency has set up for assessment is that the results should be used to improve programs. So, when you participate in assessment activities, you are providing important information to help UTTC improve itself for the future generations of students.

Our College always wants to improve the services it offers to students. You can help with that improvement by cooperating when you are asked to participate in assessment exercises.

IHS Contracts Office serves N.D. Tribes from United Tribes Campus

Dennis Renville, Public Health Advisor

The purpose of the position of the Public Health Advisor for the Indian Health Service located in Bismarck, North Dakota, is to serve as a liaison between the Aberdeen Area Indian Health Service and the North Dakota Tribal Contractors under P.L. 93-638. Presently, I have nine (9) contractors in the state of North Dakota. They are United Tribes Technical College, the Devils Lake Sioux Tribe, the Standing Rock Sioux tribe, Standing Rock Health Systems Inc., Sisseton Wahpeton Dakota Nation, the Three Affiliated Tribes, Three Affiliated Dialysis, the Turtle Mountain Band of Chippewa and the Trenton Community Clinic. The reason why my office is located in Bismarck is to provide a central location for the North Dakota Tribal Contractors. Under P.L. 93-638, Indian Self-Determination, tribes can choose if they want to contract all or portions of their local Indian Health Service hospital or clinic. In North Dakota, most of the contracting by the tribes is mainly our Field Health programs. These would involve the CHR programs, Alcoholism, Health Education, Public Health Nursing and Sanitation programs. However, the Trenton Indian Service Area contracts an entire outpatient clinic operation.

Some of my duties include being involved with the identification, coordination and development of community health programs designed to serve an exceptionally complex population. I inform contractors of funding that is available, I audit monthly or quarterly financial vouchers and receive the required monthly or quarterly narrative reports. These reports are extremely important since they should describe the deliverables that the U.S. Government (IHS) received for the funding that are in this particular tribal contract.

In closing, this position serves as the primary contact to tribal organizations for technical assistance on P.L. 93-638, CHR, Alcoholism and other health related areas. And in most instances, I really enjoy my position here at United Tribes Technical College.

UTTC Cultural Arts Center opens

by Jack Barden, UTTC Research



The New Cultural Arts and Gallery Building is near completion, except for the finishing touches. It is phase one of the United Tribes Arts Programs and houses the initial gallery, along with classrooms for the Art Entrepreneurial degree program, as well as the United Tribes self-sufficiency Telemarketing program. The building was constructed by the Building Trades students under the direction of instructor Eugene Staudinger. (UTTC Photo)

Ruth Snider retires

by Russell Swagger

I would like to take some time to acknowledge an incredible Indian woman who has literally devoted her life to the health and welfare of her people, both off and on the reservation. Her name is Ruth Snider. Ruth is an enrolled member of the Standing Rock Sioux Tribe.

Ruth graduated from Flandreau, S.D. and began her career as a public health worker in Fort Yates.

In July of 1969, Theodore Jamerson called on Ruth Snider to come and work for the United Tribes in Bismarck. Even though it meant lower pay and leaving home, Ruth came to work without hesitation in hopes of making a difference in someone's life.

Ruth has worked in student health and as an LPN instructor. She is also recognized as UTTC's longest standing employee ever.

When asked what she planned to do after retirement, Ruth said "I plan to vacation for a while and eventually go back to work, just not full-time."

From all the students and staff at UTTC, we wish you the very best in everything you do. And, thank you for all of your years of hard work and your commitment. GOOD LUCK!

Returning students will notice a big change on the North side of the campus when they return. The house that was sitting there is now on it's foundation and is painted. This house is the home of UTTC's new Cultural Arts Center.

The Cultural Arts Center is a way that UTTC is using to fulfill one of its purposes: bringing education to people in an Indian atmosphere.

Two years ago, this Center was just an idea. But work has been steady and the idea is now a reality. The mission of the Center is "to . . . preserve, present, promote, and enhance the artistic and cultural legacy of UTTC's constituent tribes." Initially, the Center will provide a space to house objects of art that United Tribes has collected over a long period of time. In addition, programs such as classes, lectures, and artist residencies that focus on excellence in traditional tribal art forms are being offered.

Over time, the administration of the Center hopes to provide other services such as assistance in marketing art for area artists and other educational programs.

One of the most important services that the Center hopes to provide is technical assistance to area tribes as they develop their own artistic expressions and as a method to aid in reservation economic development. The Center also hopes to be able to assist tribes in preservation and documentation of traditional forms of art such as dance, music, and stories.

The Center plans a grand opening in conjunction with the 25th Annual United Tribes Powwow and Art Exposition.

Students are welcome to drop in and look at the art collection and to find out about other activities that the Center will sponsor during the coming year in order to make life on campus more culturally-rewarding.

For further information contact John Beheler at extension 331.

Theodore Jamerson Elementary School welcomes all

by Sam Azure, Principal of TJES

It's hard to believe that summer is over and we at Theodore Jamerson Elementary School are busy in preparation for student and staff arrival. We would like to welcome new staff. 5th and 6th grade instructor Ann Finley, Learning Disabilities instructor Margo Krabbenhoft and Kindergarten Instructor, Lisa Azure.

Theodore Jamerson Elementary School (TJES) is located on the campus of United Tribes Technical College (UTTC). TJES is founded on the principle of families attaining education as a family unit. It was established to provide educational opportunities for

children of adult students who attend college classes.

TJES is accredited by North Dakota Public Instruction of Elementary Schools. It provides a full curriculum which meets North Dakota criteria for accreditation. It is funded by the Bureau of Indian Affairs. The student population is Native American. There are 17 to 25 tribes represented in the elementary school each year.

Programs include Chapter 1 Reading and Math, Gifted and Talented, Physical Education, Music, Title V, Title VII, Drug Free Schools and the Library.



Marvin Aragon
Wind River, WY
Carpentry



Debra Belgarde
Turtle Mountain, ND
LPN



Britnee Beston
Fort Berthold, ND
Commercial Cook



Barbra Brewer
Pine Ridge, SD
Medical Records



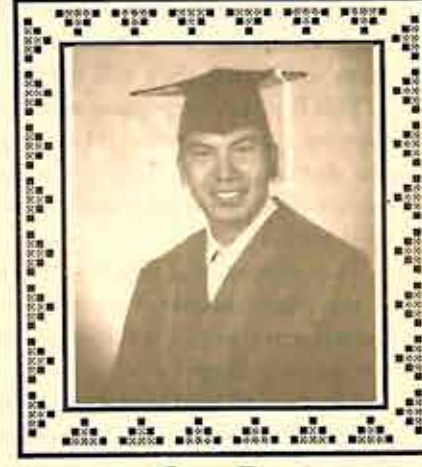
Lori Cuch
Fort Duchesne, UT
Criminal Justice



Eric Dubois
Fort Totten, ND
Criminal Justice



Cynthia Feist
Selfridge, ND
LPN



Gary Fox
Standing Rock
Carpentry



Jennifer Henderson
Bismarck, ND
LPN



Cara Holtz
Bismarck, ND
LPN



1993

UTTC GR

Graduates Not Pictured: Marie Bass, Winnebago, NE - William Beheler, Yankton, SD - Michael Condon, Jr., Cheyenne River, SD - Bridget Defender, Standing Rock - ND - Margie Halsey, Rosebud, SD - Mary Hart, Standing Rock - Adlena Henry, San Carlos, AZ - Road, Standing Rock, ND - Kenneth Jewett, Crow Creek, SD - Delilah Johnson, Ft. Peck, MT - ND - Gary LaBatte, Sisseton, SD - Selina LaFontaine, Turtle Mountain, ND - Jody Last Star, Longtree, Ft. Peck, MT - Darcy Morrison, Cheyenne River, SD - Joanie Neumann, Standing Rock - Chief, Ft. Peck, MT - Mary Preble, Mandan, ND - Alfred Red Shirt, Pine Ridge, SD - Sharlene Anita Stogner, Turtle Mountain, ND - Mervin Stoltz, Bismarck, ND - Luti Stone, Rosebud, SD - Dana Yellow Fat, Standing Rock, ND - Ruth Yoder, Mandan, ND



Sheila Lufkins
Sisseton, SD
Office Technology



Jeanita Martin
Turtle Mountain, ND
LPN



Joseph Montana
Standing Rock
Criminal Justice



Lawrence Peltier
Fort Totten, ND
Plumbing



Leatrice Seaboy
Crow Creek, SD
Criminal Justice



Vern Spoonhunter
Ethete, WY
Diesel Technology



Janet Stricker
Cheyenne River, SD
Office Technology



Colleen Thurn
Wishek, ND
LPN



David C'Hair
Ethete, WY
Plumbing



Michele C'Hair
Concho, OK
Office Technology



Julie Cain
Browning, MT
LPN



Paulette Claymore
Rosebud, SD
LPN



Jovonne Fox
Fort Berthold, ND
Office Technology



Jacqueline Garnier
Pine Ridge, SD
Early Childhood



Kenneth Goings
Wind River, WY
Carpentry



Lucian Harvey
San Carlos, AZ
Carpentry

GRADUATES 1994



ankton, SD - Eloise Bernhardt, Mandan, ND - Carrithe Brave Bull, Standing Rock - Brandon Claymore,
ck - Micki Diserly, Ft. Peck, MT - Courtney Follows The Road, Standing Rock - Karen Geiger, Mandan,
s, AZ - Shannon Hodgkiss, Turtle Mountain, ND - Vereen Iron Boy, Pine Ridge, SD - Georgette Iron
MT - Emmett Kelly, Pine Ridge, SD - Bernice Kessler, Bismarck, ND - Judy Komenda, Standing Rock,
Star, Browning, MT - Dale Lawrence, Standing Rock, ND - Brenda Lehi, Ute Mountain, CO - Michael
ng Rock, ND - Diane Ponga, Standing Rock, ND - Cedric Prairie Chief, Ft. Peck, MT - Phyllis Prairie
ene Schaffer, Herreid, SD - Wanda Schreiner, Strasburg, ND - Jordan Shipley, Turtle Mountain, ND -
D - Cheyenne Tyon, Pine Ridge, SD - Karen Utter, Bismarck, ND - Diane Wilkinson, Ft. Berthold, ND -



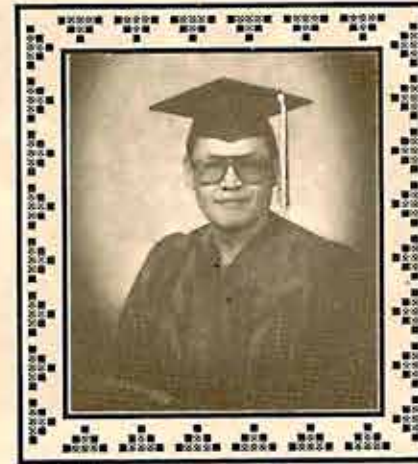
Shanna Keeswood
Navajo Nation
Office Technology



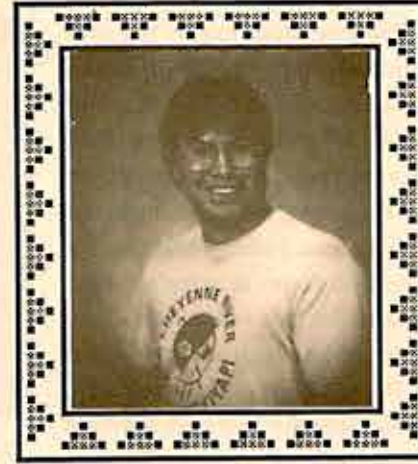
Percy Left Hand Bull
Rosebud, SD
Automotive Technology



Annabelle Picket Pin
Pine Ridge, SD
Commercial Cook



Isaac Picket Pin Sr.,
Pine Ridge, SD
Automotive Technology



Roland Roach
Cheyenne River, SD
Automotive Technology



Peter Roemmich
Mandan, ND
LPN



Marvin Valdez
Jicarilla, NM
Automotive Technology



Carla Wilson
Fort Berthold, ND
Early Childhood



Ethel Young Bear
Crow Creek, SD
Early Childhood/
Nutrition/Wellness Technician

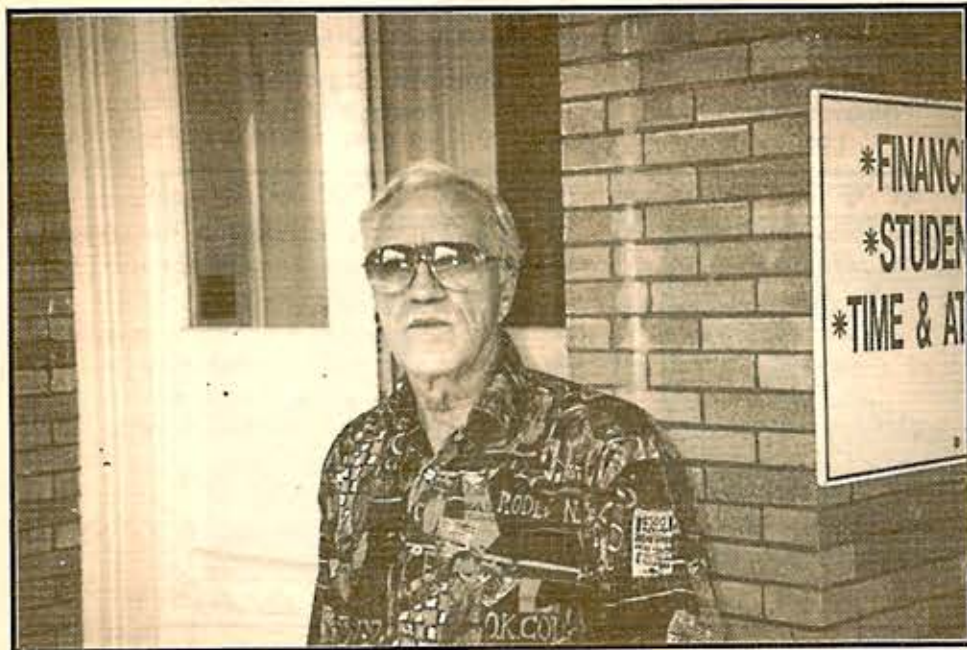


Severt Young Bear
Pine Ridge, Sd
Early Childhood

CAMPUS NEWS

Financial Aid in full swing

Ray Dwelle, director, UTTC Financial Aid



Director of Financial Aid, Ray Dwelle invites all students to visit the Financial Aid Building which also houses admissions and placement staff. (UTTC Photo)

It is hard to believe that the fall semester is here, time flies when your having fun. My staff and myself welcome new and returning students to the United Tribes Technical College. I am Ray Dwelle, Financial Aid Director in charge of student subsistence, Title IV programs, the student bank, and UTTC bookstore. As the year progresses we will come to know everyone on a first name basis. College is an exciting and great experience for all. The par-taking of knowledge and applying it to job situations for future security is yours, grab it and success is yours.

As the Financial Aid Director I will be working with student awards of Pell, SEOG, Work Study and Student Payroll. Money will be transferred into student accounts and paid to school cost and student payroll. Payroll will begin August 19th and every two weeks there after.

Margaret Red Shirt, Financial Aid Technician will be contacting each student to complete financial aid files. Any questions you have should be directed to extension 211 at building 5B.

Greg McLeod, Student Bank Technician will handle all student payroll. Any questions you have, call ext. 317.

Scholarships are available to needy students on a limited basis. Student must have good attendance and carry a 2.50 grade point average or better after attendance of one full semester.

Scholarships: 1) American Indian Scholarship Fund, 2) North Dakota Indian Scholarship, 3) North Dakota University System, 4) Waivers, 5) Merit Scholarships.

Applications may be picked up at Financial Aid Office. I will explain all the procedures during orientation, if you have questions I will be glad to visit with you. Welcome Back!

Support Services Department

by Ed Johnson, Director of Support Services

Welcome all staff and students for another exciting school year at UTTC.

Our department is responsible for five different departments on campus. You as students will more than likely be in contact with each and every department during your stay on campus.

Here are the Supervisors and their extensions: Cafeteria - Al Stockert, Ext. 311; Maintenance - Bud Anderson, Ext. 302; Property/Supply - Verna Koch, Ext. 250; Mailroom - Ext. 343; Security - Ed Knife, Ext. 200; Transportation - Red Koch, Ext. 301; Support Services Manager - Ed Johnson, Ext. 204.

Improvements made during the summer are: A) The first building of the new Arts Center has been completed and in use. The second building, which will be used as a gallery will be completed by the Carpentry students this fall. The foundation, sewer and water lines have been completed; B) All 40 student housing units are being renovated, this will include all new shingles on roofs; C) The porch on the south side of the Education Building, which is one of the larger and older buildings on Campus is being renovated; D) To comply with State and Federal regulations the old underground gas tank located at the Transportation Dept. is being repaved and replaced; E) Work has begun and will be completed by this fall to install an elevator in the Education building to meet our handicapped needs. It is also in compliance with the North Dakota Historical Society; F) The old slate roofs which were damaged by the hail storm last summer are being repaired; G) We also received another grant from the North Dakota CDBG for renovations of student housing. This will include some wiring, plumbing and heating; H) All student houses have new flooring, washers, dryers, stoves, refrigerators and furnaces; I) The fence located on the south side of Campus will be installed this summer.

UTTC Women's Softball Team leads their league

The UTTC Women's Softball team has enjoyed a fun and exciting season. The team which consists mainly of Staff and Students has done extremely well this year. They are leading their league with a record of 23-1, they won the Eagle Butte Fair and Rodeo Tournament and placed first in the Prairie Rose State Games.

The ladies will be playing in the State Tournament on August 13 & 14, 1994 in Bismarck, ND.

They hope to see alot of fans cheering them on to a State Title.



The 1994 Women's Softball Team took the first place Gold Medal during the Prairie Rose State Games in Bismarck this summer. Backrow L-R: Tom Red Bird - Coach, Mary Cook, Sue Big Eagle, Lois Wolf, Kathy Larrabee, Joey McLeod and Cindy Decoteau. Front Row L-R: Jimmie Tiger, Wenelle Veit, Margaret Red Shirt, Sheri Baker, Amanda Bird Bear. Not pictured: Bev LaBelle - Assistant Coach and Julie Bagola. (Photo by Bev LaBelle)

Student Health Care Services at UTTC for students and families

by Sharlene Gjermundson, Student Health Supervisor



The Student Health Center (SHC), located in Education Building #32 on the United Tribes campus offers comprehensive and emergency care to students and their dependents. It operates on an Indian Health Service (IHS) contract which provides for emergency dental care, eye glasses for children and adults, and medical care for problems that arise after the student's arrival.

The SHC is staffed with a Supervisor Sharlene Gjermundson, Registered Nurse Suzanne Hertel, Nurses Aide Mary Lou

Azure and Secretary/Coordinator Bernice Laundreaux. Office hours are from 8:00 a.m. to 5:00 p.m., Monday - Friday. In case of an after hours emergency, campus Security is to be notified. Security will then notify the SHC Supervisor and arrangements for medical care will be made accordingly.

Students and/or their dependents who become ill are asked to report to the SHC. An examination will be made by the nurse and if needed a referral will be made.

The Student Health Center provides a Nurse's Aide to care for sick children during class hours. Since there is limited space within the department, certain criteria for those accepted must be met. Children with contagious diseases (chickenpox, impetigo, scabies, etc.) are asked to be kept home until recovery.

Over the counter medications are also available at the student's request. To reach the staff from on-campus call extension 247 or 286.

President Clinton Issues Policy on Indian Affairs

On April 29, 1994, President William J. Clinton met with some 250 elected tribal leaders from Federally Recognized Tribes at the White House. This was an historic occasion during which the President listened to key statements from tribal leaders on Federal Indian policy and the needs of tribal people.

President Clinton issued the following policy on April 29, 1994 on the "government-to-government relationships with Indian Tribes and the United States executive branch of government. It lays the foundation for cooperation and improvement in relations and services to federally recognized tribal populations.

The President: "Government-to-Government Relations With Native American Tribal Governments

Memorandum for the Heads of Executive Departments and Agencies

The United States Government has a unique legal relationship with Native American tribal governments as set forth in the Constitution of the United States, treaties, statutes, and court decisions. As executive departments and agencies undertake activities affecting Native American tribal rights or trust resources, such activities should be implemented in a knowledgeable, sensitive manner respectful of tribal sovereignty. Today, as part of an historic meeting, I am outlining principles that executive departments and agencies, including every component bureau and office, are to follow in their interactions with Native American tribal governments. The purpose of those principles is to clarify our responsibility to ensure that the Federal Government operates within a government-to-government relationship with federally recognized Native American tribes. I am strongly committed to building a more effective day-to-day working relationship reflecting respect for the rights of self-government due to sovereign tribal governments.

In order to ensure that the rights of sovereign tribal governments are fully respected, executive branch activities shall be guided by the following:

a) The head of each executive department and agency shall be responsible for ensuring that the department or agency operates within a government-to-government relationship with federally recognized tribal governments.

b) Each executive department and agency shall consult, to the greatest extent practicable and to the extent permitted by law, with tribal governments prior to taking

actions that affect federally recognized tribal governments. All such consultations are to be open and candid so that all interested parties may evaluate for themselves the potential impact of relevant proposals.

c) Each executive department and agency shall assess the impact of Federal Government plans, projects, programs, and activities on tribal trust resources and assure that tribal government rights and concerns are considered during the development of such plans, projects, programs, and activities.

d) Each executive department and agency shall take appropriate steps to remove any procedural impediments to working directly and effectively with tribal governments on activities that affect the trust property and/or governmental rights of the tribes.

e) Each executive department and agency shall work cooperatively with other Federal departments and agencies to enlist their interest and support in cooperative efforts, where appropriate, to accomplish the goals of this memorandum.

f) Each executive department and agency shall apply the requirements of Executive Orders Nos. 12875 ("Enhancing the Intergovernmental Partnership") and 12866 ("Regulatory Planning and Review") to design solutions and tailor Federal programs, in appropriate circumstances, to address specific or unique needs of tribal communities.

The head of each executive department and agency shall ensure that the department or agency's bureaus and components are fully aware of this memorandum, through publication or other means, and that they are in compliance with its requirements.

This memorandum is intended only to improve the internal management of the executive branch and is not intended to, and does not, create an, right to administrative or judicial review, or any other right or benefit or trust responsibility, substantive or procedural, enforceable by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person.

The Director of the Office of Management and Budget is authorized and directed to publish this memorandum in the Federal Register."

The White House

Washington, April 29, 1994

Pre-White House Conference on Aging held by Vision Quest V at United Tribes, leads to major recommendations

The Fifth Annual Vision Quest of Tribal Elders was held at United Tribes Technical College June 6-9, at Bismarck, North Dakota, where some 150 tribal senior citizens from a three state area convened.

Participants were from reservation and urban Indian communities from North Dakota, South Dakota, and Montana this year.

The Vision Quest of Tribal Elders was first held at United Tribes in 1989 with the support of the North Dakota Aging Services, Human Services Department, and the Region VIII, Administration on Aging, Department of Health and Human Services.

In 1989 the conference was first envisioned as a way to bring together tribal elders from the North Dakota Indian reservations. However, because there were no other statewide or regional conferences to bring elders together at that time, some 180 participants came to United Tribes from North Dakota, South Dakota, Montana, Nebraska, Wyoming and Minnesota.

According to Linda Wright, director for North Dakota Aging Services, "I believe the Vision Quest conference is one of our most positive and rewarding endeavors."

Sheryl Pfliger, a member of the Aging Service staff, coordinated the conference, assisted by United Tribes faculty and planning committee member Anne

Kuyper. The United Tribes cafeteria and support personnel provided support to the participants at the 1994 conference.

Dr. Yvonne Jackson, the associate commissioner for American Indian, Alaskan Native and Native Hawaiian, Administration on Aging, Washington, D.C., returned to United Tribes for the second time to attend the conference, as well, and provided remarks.

A special tribal chairmans panel presented from North Dakota and other tribes. Tribal Chairmen presenting included Three Affiliated Tribes Chair Wilbur D. Wilkinson, Devils Lake Sioux Chairman Peter Belgarde, Standing Rock Sioux Chairman Jesse Taken Alive, and Trenton Service Area Chair Everett Enno.

Each spoke on the importance of tribal elders and the need to listen to our senior citizens in each of our communities.

Tribal Elders noted their appreciation that key tribal leaders took time from their heavy schedules to address tribal senior citizens as a group.

Representatives from three other reservations spoke, as well.

The annual conference serves as a means for communications among tribal elders in the region, and as a way to share intertribal concerns on services to the aging in each of their respective communities.

This year the conference served as a forum to gather recommendations for the

1994 White House Conference on Aging.

Vision Quest V was designated a pre-White House Conference on Aging. Recommendations will be given to the National Conference on Indian Aging to be held later this September, 1994.

The following are the unedited summary recommendations made directly from participants of Vision Quest V on June 9, 1994:

Summary of Issues and Concerns, Vision Quest V, 6/9/94, UTTC, Bismarck, ND.

1) Promote preventive medicine; avoid hospitalization.

2) Have tribe members contact senators/representatives to honor treaty agreements regarding health care.

3) Increase Title VI funding up to \$30 million; funding for home care; need training in order for this to happen.

4) Direct funding from Title III to the Tribe - eliminate the middle persons.

5) Increase funding so we can adequately serve elderly - we are good managers but need more funding.

6) Grassroots elderly need Medicare/Medicaid - don't think there is enough money in these programs to take care of elderly Native Americans; retired elderly do not have enough to live on (Social Security) - can barely make ends meet; taxes for elderly have increased - urban Indians - due to tax increases many may lose their homes; turned down for housing (on reservation) because they

are urban Indian; feel Indian elders should attend White House Conference on Aging - form elderly organizations in each area; representation on health task force; Sioux Indian Commission on Aging is promoting the start of their own programs - need good leadership from people who are not afraid to be vocal; improve meals programs on the reservation - not the same as they are in the city - meals are not healthy (no reservation) - no paid cooks.

7) Responsibility of federal government to honor treaties; not responsive to needs of elderly on the reservation (Bureau of Indian Affairs, Dept. of the Interior); need very strong professional advocates for the elderly - need much stronger voice for Native Americans.

8) Severe housing shortages on the reservations; homelessness issue needs to be addressed.

9) Need more health workers that go into the home; many diabetics need attention.

10) Develop a culturally sensitive training program for professionals; train to be sensitive to each area; training should be mandatory; must be completed before person works on the reservation.

11) Treaty guaranteed Indians would be taken care of - health, food, education, etc.; health care cannot be reduced - treaty cannot be broken; this was promised to us.

NIEA celebrating Silver Anniversary Year Convention at St. Paul

by Phil Baird, President NIEA

With 25 years of education advocacy for native people, the National Indian Education Association (NIEA) will be celebrating its Silver Anniversary Year Convention on October 15-19th at St. Paul, Minnesota.

"We are excited about this event because of the historical themes along with the current developments in education." "We are expecting at least 4,000 educators, students, parents and Tribal leaders to attend this year's convention."

The Association was founded in 1969 after a national Indian education conference at Minneapolis, Minnesota. With the Silver Anniversary theme, the 1994 convention will feature different events to commemorate the organization's history and accomplishments.

"We hope to bring together all the former NIEA leadership and those people involved with Indian education the past 25 years. "We will also continue to showcase the many success stories we have in education."

Current issues such as the national Goals 2000 legislation, tribal education departments, and a proposed national listening conference will be among the contemporary topics to be taken up at the NIEA convention forums.

Workshops and exhibit booths will provide opportunities to share information and ideas about cross-cultural curriculum, health education, home-school relations, tribal colleges, student leadership programs, Indian education research, telecommunications, and bilingual programs.

Among the invited keynote speakers are Vice President Al Gore; National Congress of American Indians President Gaiashkibos, U.S. House Representative Karen English; Minnesota author Jack Weatherford, Miss Indian USA Lisa Trice, Oklahoma's Outstanding Indian Student of the Year Misti Wind, Sinte Gleska University President Lionel Bordeaux, and last year's National Indian Educator of the Year Ed Parisian of Heart Butte, Montana.

One of the major convention highlights will be the annual NIEA national awards for outstanding Indian parents, elders, and students. A National Indian Educator of the Year will also be named during the NIEA convention banquet.

For more information about the NIEA Silver Anniversary Year convention contact Barbara Raygor, '94 Convention Coordinator, at St. Paul (1-800-587-9988) or the NIEA Office in Washington, D.C. (202-835-3001).

UTTC to coordinate AmeriCorps program

by Jack Barden, Director of Research and Development

United Tribes Technical College will coordinate a direct grant from the Corporation for National and Community Service through the national Head Start program.

The Corporation, known as AmeriCorps, pays for people to help with programs in a variety of situations. The program that United Tribes is involved in will take place through three other Tribal Colleges - Little Hoop Community College, Fort Totten, ND; Salish-Kootenai College, Pablo, MT, and Sinte Gleska University, Rosebud, SD. Each of these three tribal colleges will work with their Head Start programs. Workers in the program will help Head Start programs in a number of areas such as health, safety, and nutrition, Native language development, and transition to school.

AmeriCorps grants pay a modest living allowance for the workers, known as members. More important, though, is that each member can participate in a trust fund which provides money which can be used to attend college.

United Tribes will help with training and operating these programs and will serve as project evaluator.

Janine Pease-Windy Boy, President of Little Big Horn College, wins fellowships from MacArthur Foundation

Taken from American Indian College Fund



(UTTC Photo)

Janine Pease-Windy Boy, President of Little Big Horn College has been awarded the prestigious MacArthur Fellowship.

One month ago, Little Big Horn College and its president celebrated another landmark for Indian education when Dr. Pease-Windy Boy was named a MacArthur Fellow by the John D. and Catherine T. MacArthur Foundation.

Dr. Pease-Windy Boy is among 20 highly talented men and women from a variety of fields who are being honored this year by the MacArthur Foundation for their creativity and achievements. The fellowships range from \$235,000 to \$375,000, depending on the age of the recipient. Recipients are free to use the awards as they wish; the Foundation imposes no reporting requirements or restrictions. The awardees are proposed to the MacArthur Foundation by an anonymous group of more than 100 nominators, with final selection made by the Foundation's board of directors.

"This award is both a remarkable and humbling experience. It was such a surprise, since I had no clue about it," said Dr. Pease-Windy Boy on learning about the fellowship. "Native educators, without exception, work hard and create

significant opportunities on severely limited funds; the public eye simply doesn't see everyone. Somehow, I am known in higher education."

Dr. Pease-Windy Boy was part of a group of Indian-college presidents who formed the American Indian College Fund in the late 1980s to supplement the extremely limited federal funding available to their colleges. The Fund, an independent non-profit organization, raises private-sector donations for the 29 Indian colleges in the U.S. She currently serves on the Fund's board of trustees. From 1983 to 1985, she served as president of the American Indian Higher Education Consortium, an Indian education advocacy organization to which all the Indian colleges belong.

Dr. Pease-Windy Boy was born on the Colville Indian reservation in Washington State, where her parents were teachers. She spent her summers at home on the Crow Reservation in Montana.

Prior to becoming president of Little Big Horn College, she held administrative positions on the Crow Reservation and at Eastern Montana College, Big Bend Community College in Washington State, and Navajo Community College in Arizona.

She earned her doctorate in adult and higher education from Montana State University in 1994, the M. Ed. degree in adult and higher education from Montana State University in 1987, and a bachelor's degree in sociology and anthropology from Central Washington University in 1970. She holds honorary doctorate degrees from Utah Valley State College, Whitman College, Teikyo Marycrest University, Gonzaga University and Hood College.

She is the mother of two teenage children and resides with her husband, John Pretty On Top, in Lodge Grass, Montana.

North Dakota Tribal Colleges form new organization

by Jack Barden, Director of Research and Development

North Dakota's five Tribal Colleges - Fort Berthold, Little Hoop, Standing Rock, Turtle Mountain, and United Tribes - received notice in early August that they had received funding to form a statewide organization called the North Dakota Association of Tribal Colleges.

The purpose of the organization is to develop ways that the five colleges can work together to achieve greater efficiency and provide better service to students.

The objectives of the new organization include (a) making sure that courses taken at tribal colleges transfer to state schools, (b) coordinating the development of proposals with the state schools, and (c) developing data bases for common use.

A long term goal of the organization is to establish a tribally-controlled four year college for Indian students. This four-year school will make use of faculty from all the tribal colleges as well as telecommunication to offer degrees that are needed on reservations.

United Tribes will coordinate the grant and provide administrative services.



Ada Deer (second from left), Assistant Secretary for Indian Affairs visited the United Tribes Technical College on June 15, 1994, where she met with representatives of the North Dakota Tribal Colleges, about their needs and their role in serving tribal students and communities. It was Deer's first visit to United Tribes and North Dakota, where she accompanied Senator Byron Dorgan (D., ND) for a hearing on child abuse on the Indian Child Welfare Act. (UTTC Photo)

General Education must be a priority, argues Brian Palecek

Reprinted with permission from Tribal College, Journal of American Indian Higher Education, Vol. V, Spring, 1994, No. 4

General education has few friends in American higher education. Students, eager to focus on their "major," often resent the required classes. Some faculty find teaching introductory courses to be tedious and unrewarding. Administrators, meanwhile, risk starting interdepartmental battles if they try to reform the general education sequence.

However, general education is the most important and can be the most exciting part of the curriculum, argues Brian Palecek. A member of the English faculty at United Tribes Technical College in Bismarck, North Dakota, he is part of a team that teaches a unique general education curriculum.

As its name suggests, United Tribes Technical College was started as a center for vocational training. But when it began offering two-year degrees, a general education sequence was developed, according to Palecek. Given the opportunity to create something new, the college established an interdepartmental, theme-based curriculum that breathed new life into "gen ed."

We talked with Palecek about the Integrated Studies Program and the value of general education. The interview was conducted by Tribal College Editor Paul Boyer.



Brian Palecek, a UTTC faculty member speaks about the Integrated Studies program and the values of General Education. (UTTC Photo)

Boyer: What is the Integrated Studies Program?

Palecek: It means two courses are taught at the same time; two major general education requirements are experienced in one integrated course. Typically, in the fall semester, psychology and English composition are taught as a six-credit class. In the second semester, introduction to speech and an introduction to humanities are integrated. In the past we've integrated American history and sociology.

Integrated studies courses are team taught. We normally have three or four instructors who plan the course or the semester very carefully.

The program is also thematic. We

always come up with some thought-provoking theme that holds the materials together. For example, our first theme was Home and Beyond. Others have been titled Voices and Visions, Quest and Encounters, Fulfilling the Dream, Going the Distance and Where the Spirit Lives. Our current theme is Faces and Masks.

The theme is meant to get students thinking. We encourage students to reflect on big questions, think about their own mental processes. For many of our students, it is one of the first times in their educational life that they are expected to more than simply memorize information and pass an objective test. They're actually expected to deal with open-ended questions, and explore things that don't have an obvious answer.

Boyer: Do all students complete the integrated students sequence?

Palecek: The students who are in a one-year (certificate) program take an English essentials class that is taught in a similar manner. There is a team of teachers and they use a theme. But all of the associate degree people, which is a fairly large and growing group of students, take their composition, speech, psychology and the humanities as an integrated component.

Boyer: Let's look at the Faces and Masks theme. What would be explored within that?

Palecek: The humanities class, in this case, focuses on drama. This immediately makes an obvious connection with masks, and acting, and putting on a face. It can even be something as basic as makeup.

Students papers relate to the theme. For instance, one person is writing a paper on the use of the mask in Halloween or in the Mardi Gras. Another person is doing a paper on the masks of the Iroquois people.

We did a student presentation of Oedipus Rex this morning. Greek theater used masks. Masks are used across cultures, allowing students to compare Native American traditions with those of other societies.

Boyer: Obviously, Oedipus Rex is deeply rooted in the core of Western culture. Yet here it is being presented in an Indian college by Indian students. Is this Greek classic presented differently?

Palecek: Definitely, there are things that our students do with Oedipus that seem different. In our presentation this morning we used a drummer, and one of the performers played the Native American flute. We used our music to tie it together, and it really brought out the ceremonial side of the play.

They knew also from their introduction to Oedipus that the play was performed as part of a sacred ritual. And what always pleases me is that for most of our students, that makes total sense—the concept that a drama could be part of a sacred ceremony. That's not a strange thing at all.

There is a tribal site of Oedipus: There's a community in the play. The

people are facing terrible difficulties. There's drought, a plague, and their animals won't have children. They have to find the cause of the problem. And the King has a hearing and it turns out that the King himself is the cause of the problem.

Boyer: You describe how this classic helps students find connections between the cultures. Is building bridges a part of general education's goals?

Palecek: I don't think its essential to always be bridging the two worlds. But it's very important to always include Native American content in our class. For example, in the drama section of the humanities class, we're reading two plays by Tomson Highway, who is a very important playwright from Canada. He happens to be Native American, and Canada's most important playwright at the moment. He's on the reading list because we want students to experience Native American drama.

United Tribes is often the first place students experience Native American writers. They haven't experienced them at their high schools. In that sense it's not really bridging, it's simply a matter of incorporating interesting and important material.

I think students should always be experiencing new things. Most of them have never read a play that was written three thousand years ago. That's a cultural leap for some. Even though its close in some ways, it is also a new experience. It's a major part of what general education is about. It's that constant stretching beyond what's familiar: learning to pronounce names that you've never seen before; struggling with texts that are a little harder than you're used to; thinking about things that make your mind go beyond the familiar.

Boyer: Why do you feel general education is so important?

Palecek: Very often people will go to college wanting to get general education courses out of the way so they can move onto something else. But I believe general education is the part of your education you can't get out of the way. It is the part of your life you will live with forever.

We all develop a little bit of expertise in certain areas. For instance, you may be a really good pheasant hunter. Or you may develop expertise in your profession.

But most of the things that happen in the world we know about in a general way, whether it is balancing the budget, crime in America, AIDS or the United Nations in Yugoslavia. No one can be an expert in everything. Our knowledge is general. Yet it's really important that each person is constantly experiencing, studying, growing and thinking about those broad areas.

I have to tell you about a recent experience we had that really brought together general knowledge and expertise. Recently a guest speaker in our class was Paul Rathbun of the University of Tennessee. He is probably the major scholarly authority on Native American

theatre and is also the editor of Native Playwrights Newsletter. It is his task to give meaningful and informative presentations to a general audience (our students) on his specialty. He did it very well. Because of his presentation, I asked our students to think about the interaction between general and specialized knowledge.

Boyer: There is continuing debate over multiculturalism in the curriculum. As the country became more aware of its diverse cultural heritage, there is less common agreement about what an educated person should know. How can there be "general education" in this climate of fragmentation?

Palecek: First, United Tribes exists to contribute to one aspect of that multicultural education in America. One part of our purpose focuses on the fact that our culture is unique and that we have a very specific advocacy role to deal with. Our mission statement says, in part: "It is United Tribe's mission to provide an environment in which students and staff can discover, examine, preserve and transmit the technical knowledge, cultural values and wisdom that will ensure the survival of Indian people in the present and future generation."

We exist in part because of social and political struggle. There's a reason why the word struggle is in our mission statement. There have been threats in the past, dangers-genocide-great suffering. There is a reason why we read Native American writers. It's a real eye-opening experience for many of our students. In that sense, we contribute something very important to American education.

Our students, however, are learning things I wish everybody in America could learn. I don't want only our students to be reading N. Scott Momaday or Leslie Silko. I'd like everybody to experience them.

However, multiculturalism leads very often to too many cultures. You can't read something from every single ethnic group in the country. That would be literally impossible. But I do think every single person falls into one of three different traditions: The first is Native. The second is immigrant, or people who have come to this continent in the past 500 years, usually looking for a better life. The third tradition belongs to descendants of the enslaved people from what we sometime call the African Diaspora.

Rather than seeing everything in terms of race or ethnicity, I like to see it in terms of position in regards to the place itself, the land. So in a survey of American literature class, I try to weave these three strands. I tell my students this is an experiment and is not something I do because they happened to be Native American. I'd like to see all American literature or history classes in the country taught in this way. I'd like to call this class the possessors, the possessed and the dispossessed.

CAMPUS ORIENTATION & SCHEDULES

Where the Spirit Lives

AUGUST TERM/WEEK 1 (August 15-19)

August 15, Monday	10:00 - 11:00 All Staff Social 1:00 - Faculty Meeting Room 111 Ed. Bldg. 2:00 - Home Group Leader's Meeting
August 16, Tuesday	9:00 - 10:00 - Opening Ceremony James Henry Gymnasium 10:15 - 12:00 - Bookstore/Get Becoming a Master Student 1:00 - 2:30 - Intro to Master Student James Henry Gymnasium 2:45 - 3:30 - Report to Home Group/TABE Testing
August 17, Wednesday	8:00 - 10:30 - Words and Numbers 10:45 - 11:50 - Chemical Health/Reading Class 1:00 - 2:30 - Master Student Class 2:45 - 3:30 - Home Group/Campus Tours
August 18, Thursday	8:00 - 9:00 - Orientation/Support Services James Henry Gymnasium 9:00 - 10:00 - Dorm Residents Meeting 9:00 - 11:00 - Elementary School Parent Meeting 11:00 - 12:00 - Family Housing Meeting 1:00 - 3:30 - Home Group/TABE Testing
August 19, Friday	8:00 - 10:30 - Words and Numbers 10:45 - 11:50 - Chemical Health/Reading Class 1:00 - 2:30 - Master Student Class 2:45 - City Tours (Q-Z) Financial Aid (A-P)

Get Some Rest...Have Some Fun...Let Your Spirit Grow...Read A Book

AUGUST TERM/WEEK 2 (August 22-26)

August 22, Monday	8:00 - 10:30 - Words and Numbers 10:45 - 11:50 - Chemical Health/Reading Class 1:00 - 2:30 - Master Student Class 2:45 - 3:30 - Home Group
August 23, Tuesday	8:00 - 10:00 - Academic Orientation/Advisement 10:00 - 12:00 - Financial Aid (Q-Z) City Tour (A-P) 1:00 - 3:00 - Registration for Fall Semester
August 24, Wednesday	8:00 - 10:30 - Words and Numbers 10:45 - 11:50 - Chemical Health/Reading Class 1:00 - 2:30 - Master Student Class 2:45 - 3:30 - Home Group

August 25, Thursday	8:00 - 12:00 - TABE Testing 1:00 - 3:30 - Counseling Workshop/Gym Vocational Exploration
August 26, Friday	8:00 - 10:30 - Words and Numbers 10:45 - 11:50 - Chemical Health/Reading Class 1:00 - 2:30 - Master Student Class

Do a Good Deed...Make a New Friend...Write to Your Mother...Relax

AUGUST TERM/WEEK 3 (August 29 - September 2)

August 29, Monday	8:00 - 10:30 - Words and Numbers 10:45 - 11:50 - Chemical Health/Reading Class 1:00 - 2:30 - Master Student Class 2:45 - 3:30 - Home Group
August 30, Tuesday	8:00 - 12:00 - Health Day Activities/TBA 1:00 - 3:00 - Health Day Activities/TBA 3:00 - Faculty Meeting - Room 111 Ed. Bldg.
August 31, Wednesday	8:00 - 10:30 - Words and Numbers 10:45 - 11:50 - Chemical Health/Reading Class 1:00 - 2:30 - Master Student Class 2:45 - 3:30 - Home Group
September 1, Thursday	8:00 - 12:00 - 25th Anniversary Celebration/TBA 1:00 - 4:00 - 25th Anniversary Celebration/TBA 5:00 - Traditional Feast/Cafeteria
September 2, Friday	8:00 - 10:30 - Words and Numbers 10:45 - 11:50 - Chemical Health/Reading Class 1:00 - 2:30 - Master Student Class

Pick up One Piece of Trash...Watch The Sun Set...Call Your Father

AUGUST TERM/WEEK 4 (September 5-9)

September 5, Monday	LABOR DAY - NO SCHOOL
September 6, Thursday	SOBRIETY DAY 8:00 - 12:00 - Walk/Run for Sobriety/Bowery Other Activities/Speakers 1:00 - 3:00 - Sobriety Day Activities
September 7, Wednesday	8:00 - 10:30 - Words and Numbers Final 10:45 - 11:50 - Chemical Health/Reading Final 1:00 - 2:30 - Master Student Final 2:45 - 3:30 - Home Group

Visit With Your Relatives...Dance An Inter-Tribal...Let Your Spirit Soar

THE 1994 UNITED TRIBES FACULTY

Art/Art Marketing	John Beheler	Auto Mechanics/Diesel	Vacant	Carpentry	Eugene Staudinge
Criminal Justice	Kathleen Hewson	Early Childhood Development	Anita Schaff	Electrial/Plumbing	Don Fairman
English	Brian Palecek Bev Huber Don Rush	Food Services	Pam Carlascio Renee Becker	LPN	Sister Kathryn Zimmer Linda Edin Elizabeth Miller Anna Erlandson
Math	Carol Anderson Elizabeth Begg Jennifer Randazzo	Medical Records (Part Time)	Jill Weinhandl	Office Technology	Sheri Baker Lynn Ketterling Louann Gunderson
Personal Development	Kathryn Aller Anne Kuyper	Physical Education	Ken Hall	Psychology	Mikiel Ottmar
Reading	Monica Comeau	Welding	Gary Huber	Science	Nagalingam Bala