

UNITED TRIBES

On-Campus News

VOL. 9, NO. 16

December 6, 1999

Fall '99 Update from the Title III Office

Work is progressing toward strengthening student services programs and constructing a **new UTTC Student Life Center** in the near future. This Title III project is one of the major efforts being organized with the new UTTC Development office directed by Phil Baird (Sicangu Lakota).

Earlier this fall, UTTC students were asked in a campus survey to identify priority uses for a new Student Life Center. Over 150 individuals responded. Survey results reflected the following top 10 uses:

1. Computer Resource Center
2. Academic Skills Center
3. Private Study Areas
4. Recreation Activities
5. Cultural Activities
6. Central Campus Library

7/8/9. Bookstore

7/8/9. Student Bank

7/8/9. TV Lounge Area

10. Canteen

The Title III office is continuing to analyze the survey results to determine both short-range and long-term strategies for retaining and graduating students at UTTC. We are also making efforts to talk with staff and students. Title III consultant Dr. Leigh Jeanotte, director of UND Native American programs at Grand Forks, will be visiting our campus on December 9-10th to help with guiding the development of a future vision for student services here at UTTC. One of his tasks will be to listen to needs and ideas from staff and students.

Assisting with Title III project planning is a committee composed of Vern Anderson, Kathy Beheler, John

Derby, Phyllis Howard (NDATC), Royce Irwin, Bob Parisien, Russell Swagger, Geri Stewart Whiteman, and Bennett Yellow Bird. We appreciate their time and expertise in assisting with the program and construction planning.

If you have any ideas or questions, call or visit with Phil Baird at the Skills Center (Ext. 238). Stay tuned for further developments.

Thank you from Joan Estes Family

Family members of former TJES Principal Joan (Stone) Estes take this opportunity to extend their sincere gratitude to those who attended the Joan Estes Memorial held early this fall. Special thanks are offered to UTTC for providing the use of the small gym. The time, prayers, and resources offered for the memorial were very much appreciated.

Lonnie and Jay Olson

Hazel Stone

Ardella and Emmett Schmitz & family

Cleo and Arnie Charging, Sr. & family

John, Jr. and Connie Stone & family

REVISED ...
Student Senate Meeting
December 13 at
Skills Center
Exhibit Area
(NOON)



Weekly Menu

DINNER

December 6 - 10

- Mon.- Honey Roasted Turkey Sandwich, Soup, Salad Bar, 2% or Skim Milk
- Tue.- Tortolla Hotdish, Spanish Rice, Salad Bar, 2% or Skim Milk
- Wed.- Oven Baked Chicken, Rice, Vegetable, Salad Bar, Assorted Fresh Fruit, 2% or Skim Milk
- Thu.- Hamburger on a Bun, Baked Fries, Salad Bar, Assorted Fresh Fruit, 2% or Skim Milk
- Fri.- Chicken Strips, Macaroni & Cheese, Salad Bar, Assorted Fresh Fruit, 2% or Skim Milk

December 13

- Mon.- Croissant Sandwich with Turkey or Ham, Potato Salad, Salad Bar, 2% or Skim Milk

SUPPER

December 6 - 10

- Mon.- Baked Ham, Baked Potato Wedges, Vegetable, Salad Bar, 2% or Skim Milk
- Tue.- New England Dinner, Boiled Potatoes, Boiled Vegetable, Salad Bar, Dessert, 2% or Skim Milk
- Wed.- Meat Loaf, Rice Pilaf, Salad Bar, Dessert, 2% or Skim Milk
- Thu.- Shish-ka-bob Casserole, Wild Rice, Salad Bar, Dessert, 2% or Skim Milk
- Fri.- Fish Platter, Oven Baked Potato Wedges, Salad Bar, Dessert, 2% or Skim Milk

December 13

- Mon.- Braised Beef over Noodles, Vegetable, Salad, Fresh Fruit, 2% or Skim Milk

Traffic Fatalities Skyrocket in North Dakota

Every four days in North Dakota, a vehicle crash claims another life.

Every weekday night from 10:00 pm to 1:00 am, one in 13 drivers is drunk, and between 1:00 am and 6:00 am, one in seven drivers is drunk. Only 40 percent of North Dakota drivers wear their safety belts, well below the national average of 68 percent. This carelessness has completely changed many lives. Some crash victims find it hard to perform simple daily tasks. Others aren't so lucky.

With a month left in the year, the number of 1999 fatalities is 30 percent greater than 1998's total. The death toll is so alarming that law enforcement officials met in September to talk about ways to slow the number of traffic deaths in the state. They will continue the "Do Buckle, Don't Booze" campaign implemented over a year ago. The campaign was coordinated to heighten public awareness of the importance of using safety belts and not driving impaired. Officers also plan to focus on education and prevention by performing more saturation patrols, programs in schools, increase enforcement efforts, and advertising.

Every North Dakota citizen needs to take responsibility and do something to save their own life. Always buckle up and drive sober. Don't become another statistic. It can happen to you.

ALL DECEMBER GRADUATES:

You must take the Exit TABE Test prior to Graduation. Contact Karen Siegfried.

Student Support Services
at Ext. 234 to make arrangements
to take the test as soon as possible.

From the English Department:

Spot the Bloopers: From a student paper (thankfully, not one of ours): "The three kinds of blood vessels are: arteries, vanes, and caterpillars." Check spelling, word use, and punctuation.

Notable Quote: "Great minds have purposes; others have wishes."

- Washington Irving

TESTING SCHEDULE

MONDAY, DECEMBER 13, 1999

8:00 - 10:00 a.m.

11:00 - 1:00 p.m.

2:00 - 4:00 p.m.

TUESDAY, DECEMBER 14, 1999

9:00 - 11:00 a.m.

12:00 - 2:00 p.m.

3:00 - 5:00 p.m.

WEDNESDAY, DECEMBER 15, 1999

10:00 - 12:00 a.m.

1:00 - 3:00 p.m.

4:00 - 6:00 p.m.

THURSDAY, DECEMBER 16, 1999 - All classes that are regularly scheduled after 4:00 p.m., or any irregular scheduled classes, will do their testing on this day. Also, this day will be used for test make-up's that do not fit into the above schedule.

If you have any problems with this testing schedule please let me know as soon as possible. Thank you.

All grades must be turned into the Registrar's Office by 5:00 p.m. Thursday, December 16, 1999.

Any grades that are incomplete must be in the Registrar's Office by January 14, 1999.

HOPE EVERYONE OF YOU HAS A MERRY CHRISTMAS AND A HAPPY NEW YEAR!

Finance Department: Any documents turned in on Friday afternoons will be processed the following Monday.

Information for the Next Newsletter must be submitted to Arrow Graphics no later than December 10 Attn: Wanda Swagger

Thank You Note:

We would like to thank
all our friends and co-workers
for giving us a nice farewell party.
It means alot to us, we appreciate you
all and most of all your friendship(s)
will always be remembered.

May God Bless You All!

LeRoi & Bernice
Laundreaux

ATTENTION!

Fall Semester Graduates! Graduation is on May 5, 2000. If you plan on attending graduation, you have to order a cap and gown. I have set aside the week of December 6-10 for measuring and ordering caps and gowns for Fall Semester Graduates ONLY! There will be other dates for Spring Semester Graduates. The hours are: Monday-Friday 8:00-12:00 & 1:00-5:00. Come to the Bookstore. If you have any questions, you can call me at Ext. 357.

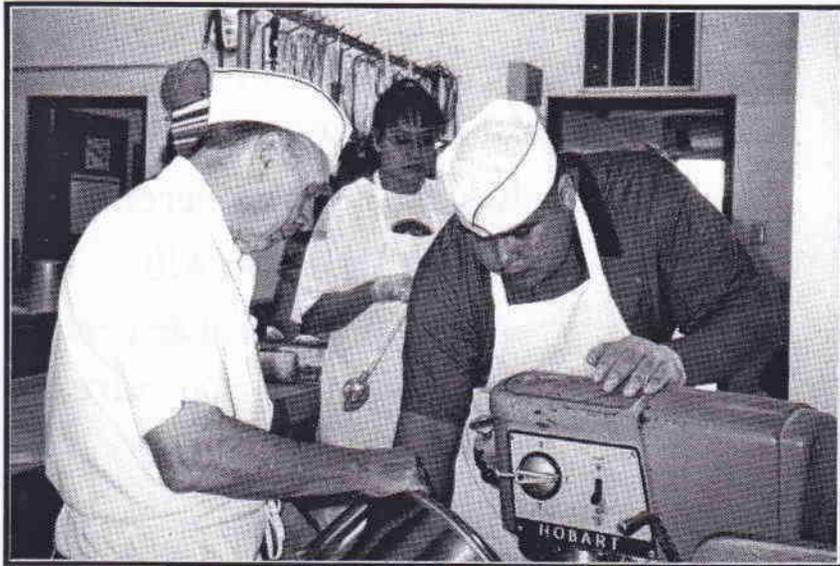
Cathy Mastrud, Bookstore Manager

Thought for the day . . .

- MON: • It's easier to get older than it is to get wiser.
TUE: • In America after you have worked 1 year, you get 1 weeks vacation. In Australia, its 30 days.
WED: • If the No. 2 pencil is the most popular - why is it No. 2?
THU: • If life was fair, Elvis would be alive and all the personators would be dead.
FRI: • Money isn't everything - but look at how many things it is.
SAT: • Friends will come and go in your lifetime, but only true friends leave footprints in you living room.
SUN: • Your conscience may not stop you from doing wrong, but it will stop you from enjoying it.

Hospitality Management

Hospitality Management students assisted with UTTC Thanksgiving Dinner preparations, including several who started their day cooking at 5:00 am (Winston Sam and David Strange Owl)! Students assisted with pie crusts and fillings, and also helped serve the desserts during the dinner.



Hospitality Management students Lisa Chase (c) and Winston Sam (r), assist Al Stockert in the Cafeteria with mixing pie crust for the variety of pies prepared.

Ethel Hall (l) and Gary Standing Crow (r) served the various pies during the Thanksgiving Dinner.



Second year Hospitality Management students Ethel Hall and Gary Standing Crow display their beautiful cake decorating ability in the intermediate cake decorating course taught by Stella Baetsch at MagiCandle Cakery. Both students plan to supplement their food service training by taking the third course yet this year, which covers wedding cake decoration.



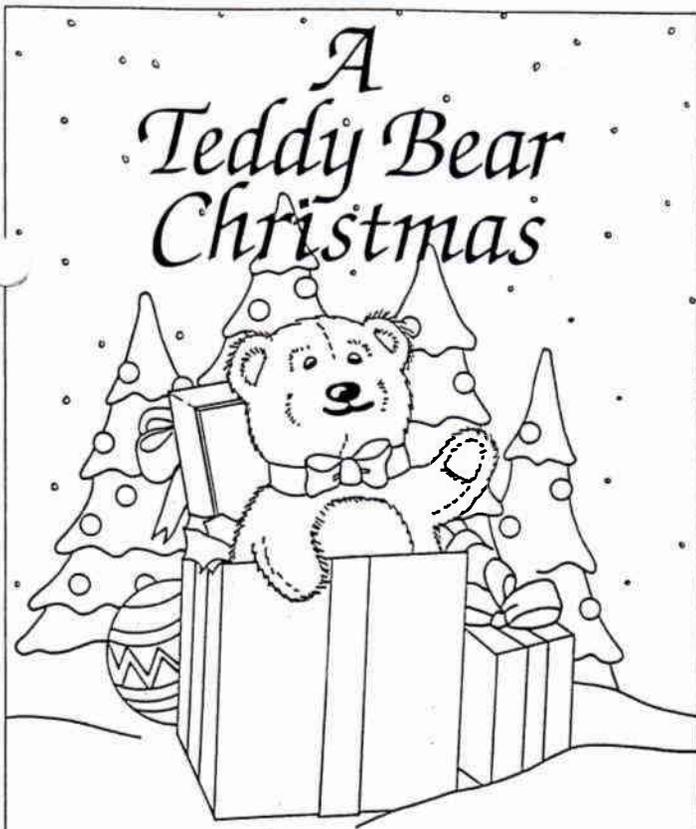
Happy Feast of St. Nicholas

Today, December 6, is the feast of St. Nicholas, a fourth century bishop, who extended many kindnesses to children. Even today some families observe the day by giving bags of peanuts and candy. A nice custom, don't you agree?

Have a happy celebrating day!

Submitted by Sister Kathryn Zimmer,
Director, Associate of Applied Science
in Practical Nursing Program

P.S.: My father's name was Nicholas and my brother's name is Nicholas. So December 6 was a celebrating day for my family.



What: TJES Program
Date: Thursday, Dec. 9th
Time: 2pm
Place: UTTC gym



CHRISTMAS CAROLING

FOR

UTTC STUDENTS/STAFF AND FAMILIES

DECEMBER 9, 1999

AT 7:00 P.M.

AT THE UTTC CAFETERIA

CHRISTMAS CAROLING

REFRESHMENTS

DOOR PRIZES

COME JOIN THE FUN!!!!

PRESENTED BY

CHEMICAL HEALTH CENTER



• FOSTER GRANDPARENT VOLUNTEERS •

Discover how you can touch the lives of children. Foster Grandparent Volunteers experience the joy of helping children build brighter futures. The Dacotah Foundation's Foster Grandparents serve special needs children in schools and Head Start Programs. To help meet America's Promise to children, Foster Grandparents are serving as reading mentors. We are seeking income eligible, senior adults 60 years of age or older and are willing to spend twenty hours a week at the United Tribes elementary school, Head Start and Early Childhood Programs. Benefits include a tax-free stipend, annual and sick leave, holiday pay, annual physical, transportation allowance, a meal, supplemental accident and liability insurance, paid orientation and in-service training and companionship with fellow seniors. For more information on how you can become a Foster Grandparent, call Kaye Knudson at 223-4517.

Foster Grandparent program



Open an
Adventure...

use your
skills and
talents in local
schools
to help
a child read while
earning a stipend
for your volunteer
time!

Discover how you can touch the lives of children. Foster Grandparent volunteers experience the joy of helping children build brighter futures.

The Dacotah Foundation's Foster Grandparents serve special needs children in schools, Head Start and residential treatment facilities. To help meet America's Promise to children, Foster Grandparents are serving as reading mentors.

Foster Grandparent program

Who Can serve?

- Men and women 60 and older who meet income guidelines
- Income eligibility is 125% of DHHS guidelines
- Volunteers must be in good health
- Persons with physical disabilities are welcome to serve
- Able to serve 20 hours per week

Benefits

- Tax free stipend
- Annual physical exam
- Transportation allowance
- Meals provided by work site
- Supplemental accident and liability insurance
- Paid orientation and in-service training



The Foster Grandparent program is funded by the Corporation for National Service and is part of the National Senior Service Corps.

Dacotah Foundation is the sponsoring agency for the Foster Grandparent Program which began in February 1998.

For more information on how to become a Foster Grandparent call the Dacotah Foundation's Volunteer Program Director at 223-4517.

Quotes:

"The Best cure for loneliness is to get out there and do something."

"Maybe someday when they get older they'll remember us as an important part of their growing up."

"It gives me satisfaction to be there for the kids who just need someone to talk to."

"One day a little girl asked me if I still had a mom and dad. She didn't and missed being able to ask them questions. I was glad to be there for her."

"I love to get up a and go do something that is so needed in our community."



600 South Second Street
Suite 8
Bismarck, North Dakota
58504
223-4517 Fax 223-5775
E-mail: ksk@btigate.com



NutriNews

Healthy Eating for the Holidays

By Kim Hinnenkamp
Licensed Registered Dietitian
UTTC Food and Nutrition Program
Extension 397

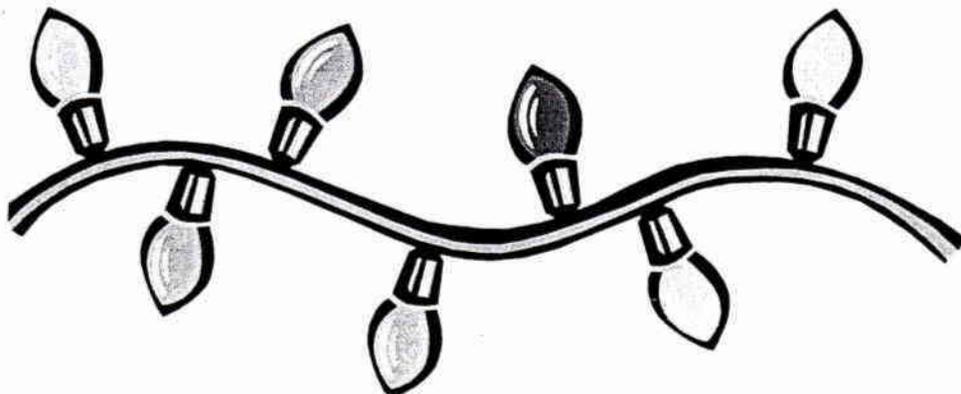
The holiday season is fast approaching bringing along with it the shopping, parties, and especially the food. We all at one time or another overeat and give into the unhealthy eating habits of the holidays. Even though the holiday season comes only once a year, one can try and incorporate some healthy eating habits and still enjoy the holiday spirit.

Here are a few guidelines suggested by Terri-Lynn Lauchle, RD, from the University of Pennsylvania Student Health Service to help everyone make a few wise nutrition choices during the holidays.

1. **Make Nutrition a Priority and Plan Ahead:** Try to eat lighter meals during the day BEFORE going to big parties and dinners, so that you don't have to worry about overeating. Also don't arrive at a dinner party starving. Try to eat a little something to fill your stomach somewhat and prevent you from overeating because of hunger.
2. **Moderation, not Deprivation:** Try small amounts of a variety of foods that you enjoy. If there are some foods that you just can't live without, make those the priority and try to give up the rest.
3. **Lower the Fat in Holiday Cooking by Creating New and Healthier Holiday Traditions:** This can be accomplished by either replacing high fat products with low fat ones or use healthier cooking techniques such as broiling, steaming, baking, etc.
4. **Exercise:** Making the time to exercise can help to reduce the major stresses that are brought about by the holidays.
5. **Be Realistic:** Don't totally deprive yourself of the special foods that you only get once a year. Dieting is not recommended during the holidays. Weight maintenance is the key to controlling your weight throughout the holiday season.

Basically by incorporating these suggestions with your normal eating habits, everyone should be able to still enjoy the holidays without feeling guilty. Have a joyous holiday season!

Source: Lauchle, Terri-Lynn. "Holiday Nutrition Tips."
<http://pobox.upenn.edu/~shs/holnuttips.html> (19 Oct. 1996)



Association of American Indian Physicians

1235 Sovereign Row, Suite C-9/C-11
Oklahoma City, OK 73109

<http://www.aaip.com/diabetes>

1(877) 943-4299

Are You at Risk for Diabetes?

Diabetes is more common in American Indians and Alaskan Natives than any other ethnic group in the world. Diabetes is the 6th leading cause of death among American Indians and Alaska Natives and affects an estimated 47,000 in the U.S. American Indians and Alaska Natives are 10 times more likely to develop diabetes, and in some tribes, 1 out of every 2 adults is diagnosed with Type 2 diabetes. Overall, 16 million Americans have diabetes and 1/3 of them don't even know they have it – that's over 5 million Americans. Please take the test to see if you are at risk for having diabetes.

1. My weight is equal to or above that listed in the chart for my height.
If yes, 5 points. _____
 2. I am under 65 years of age and I get little or no exercise during a usual day.
If yes, 5 points. _____
 3. I am between 45 and 64 years of age.
If yes, 5 points. _____
 4. I am 65 years old or older.
If yes, 9 points. _____
 5. I am a woman who has had a baby weighing more than nine pounds at birth.
If yes, 1 point. _____
 6. I have a sister or brother with diabetes.
If yes, 1 point. _____
 7. I have a parent with diabetes.
If yes, 1 point. _____
- Total points** _____

Height		Weight
feet/inches without shoes		pounds without clothing
4'	10"	129
4'	11"	133
5'	0"	138
5'	1"	143
5'	2"	147
5'	3"	152
5'	4"	157
5'	5"	162
5'	6"	167
5'	7"	172
5'	8"	177
5'	9"	182
5'	10"	188
5'	11"	193
6'	0"	199
6'	1"	204
6'	2"	210
6'	3"	216
6'	4"	221

If you weigh the same or more than the amount listed for your height, you may be at risk for diabetes. This chart is based on a measure called the Body Mass Index (BMI). The chart shows unhealthy weights for men and women age 35 or older at the listed heights. At risk weights are lower for individuals under age 35.

If scoring 3 – 9 points:

You are probably at low risk for having diabetes now. But, if you are an American Indian or an Alaska Native, be sure to take preventative measures starting **today**. Exercise and eat healthy foods. You may be at higher risk in the future.

Scoring 10 or more points:

You are at high risk for having diabetes. Only a doctor can determine if you have diabetes. See a doctor soon and find out for sure.

HOW ARE INDIANS DYING?

Leading Causes of Death, Indian Elders (1994-96 and 1982-84) Compared to Indians, All Ages (1994-96)

Cause of Death	Rankings, Indian Elders, 1994-96	Rankings, Indians, All Ages, 1994-96	Rankings, Indian Elders, 1982-84
Diseases of the Heart	1	1	1
Malignant Neoplasms	2	2	2
Diabetes Mellitus	3	4	5
Cerebrovascular Diseases	4	6	3
Pneumonia and Influenza	5	7	6
Chronic Obstructive Pulmonary Diseases	6	9	7
Accidents and Adverse Effects	7	3	4
Chronic Liver Disease and Cirrhosis	8	5	8
Nephritis, Nephrotic Syndrome, and Nephrosis	9	11	9
Septicemia	10	12	10
Suicide	17	8	18
Homicide and Legal Intervention	19	10	14

The top five leading causes of death in 1994-96 for Indian elders are diseases of the heart, malignant neoplasms (cancer), diabetes mellitus, cerebrovascular diseases, and pneumonia and influenza. The Indian population, all ages, has the same top two leading causes of death in 1994-96. However, the third and fifth leading causes (accidents and chronic liver disease and cirrhosis) for all ages are seventh and eighth for all ages compared to third for elders.

In 1982-84, the top two leading causes of death for Indian elders also were diseases of the heart and cancer. Cerebrovascular diseases was third for elders in 1982-84 compared to fourth in 1994-96, while diabetes ranked fifth in 1982-84 and third in 1994-96.



\$30M LILLY GRANT SUPPORTS CLASSROOM CONSTRUCTION

Gifts by Lilly Endowment, Packard and Tierney Foundations launch capital campaign

Lilly Endowment Inc., has made a grant of \$30 million to the American Indian College Fund to support construction of educational facilities at the 30 tribal colleges and universities. The award is the largest gift ever received by the 10-year-old College Fund.

The grant is also the single, largest private gift ever made to an Indian organization in the United States, according to Richard Williams, College Fund executive director.

The \$30 million award will support construction of safe, up-to-date classrooms, laboratories and libraries at tribal colleges. The grant will help the College Fund launch Campaign *Sii Ha Sin* (or "Hope," in the Navajo language)—a five-year capital campaign to raise at least

120 million to address the overwhelming physical needs on the college campuses. Typically, the colleges are housed in makeshift facilities such as trailers and converted buildings.

"A gift of this magnitude gives all American Indian people hope," said Williams. "Tribal colleges are reversing a century of failure by giving Indian students a holistic academic and cultural education. Lilly Endowment will create a legacy for learning at tribal colleges."

The Lilly Endowment gift follows two other recent capital donations to the College Fund. In June, the David and Lucile Packard

Foundation made a \$2 million grant for construction of math and science buildings. In July, the Tierney Family Foundation announced a gift of \$1 million for childcare facilities at the tribal colleges.

"My main classroom building is sinking because we can't afford to shore up its foundation," said Ron McNeil, president of Sitting Bull College in North Dakota (pictured below) "Scarce resources force maintenance and construction needs to the bottom of the list."

Tribal colleges have received growing, national acclaim for successfully providing education that combines accredited academics with Native culture. Serving 26,000 Indian students in 12 states, the

colleges have enjoyed educational success despite operating in unsafe, substandard facilities, according to educators.

"From our discussions with the College Fund, it was clear to us that the physical conditions of the tribal colleges represented a crucial need," said N. Clay Robbins, president of Lilly Endowment. "Its record of achievement over a fairly short period of time convinced us that the College Fund would use Endowment funds wisely and well. The Endowment has long held the belief that education is the absolute key to the future for all Americans, and we are delighted that the resources are available to help the College Fund in their most important work."

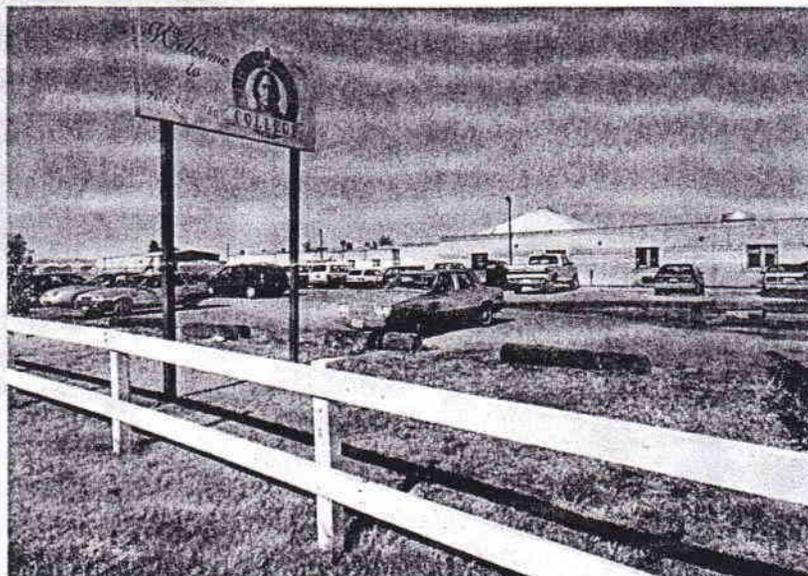
The Packard Foundation's gift represents an expansion of its support of tribal

colleges. Since 1994, the Foundation has supported math and science programs at 11 individual institutions, as well as scholarships for tribal college graduates who are pursuing four-year degrees in math, science and technology. In 1999, in addition to its \$2 million College Fund grant, Packard is providing \$2.5 million in direct support of tribal colleges and their graduates—up from \$1.2 million in 1998.

College Fund trustee Susan Simon Tierney is president of the Tierney Family Foundation, which funds education and economic development projects in the U.S. and developing countries.

"...It was clear to us that the physical conditions of the tribal colleges represented a crucial need."

—Lilly Endowment



The following examples illustrate the dire needs at tribal colleges:

- ▼ *Diné College, Arizona*—Crumbling buildings show cracks, tiles fall from ceilings, elevators often fail, library is more than half-empty.
- ▼ *Little Big Horn College, Montana*—Main classroom building converted from abandoned gym.
- ▼ *United Tribes Technical College, North Dakota*—Housed in an old Army fort built in 1903.
- ▼ *Dull Knife Memorial College, Montana*—Primary heating provided by an old, unstable coal-burning furnace.



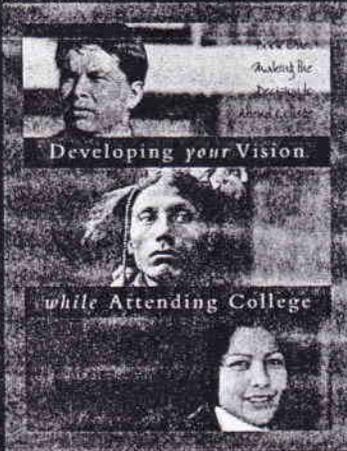
INDIAN GAMING: FACT VS. MYTH

By Richard Williams, Executive Director

COLLEGE FUND CO-PUBLISHES NEW INDIAN STUDENT HANDBOOKS

The College Fund and the National Endowment for Financial Education (NEFE) are co-publishing a series of student handbooks designed to provide both inspiration and financial education to Indian college students.

Entitled "Developing Your Vision While Attending College," the four booklets take students step-by-step through the process of deciding to go to college and, once enrolled, learning about financial aid and money management. For Native students, the series uniquely promotes success in college by featuring stories of personal struggle and of how educational and cultural success are intertwined.



"Through a thoughtful blending of personal financial planning information and traditional and contemporary tribal values, the booklets help guide Native students toward a college education—allowing them to develop their potential within their community and tribe," said Brent Neiser, CFP, director of collaborative programs for NEFE.

The 32-page handbooks also were designed as recruitment tools for the College Fund's member tribal colleges.

For further information, see www.collegefund.org.

The College Fund always receives questions about Indian casinos. It seems that news headlines calling gaming the "new buffalo" have led to a belief that casinos are making all tribes rich. In reality, nothing could be further from the truth. If gaming were indeed a buffalo-like provider, the herd would be grazing across Indian Country. But it isn't—gaming isn't providing for the great needs on reservations and at tribal colleges. Let us separate fact from myth.

Myth: All Indian tribes benefit from gaming.

Fact: Only 115 tribes had class III gaming operations (which include slot machines and casino games) in 1997.

This represents fewer than one-third of the nation's 557 federally-recognized tribes. The vast majority, then, don't run casinos. In fact, the Navajo Nation—the largest tribe at 200,000-plus members—has decided not to operate casinos.

Myth: Indian reservations that do have casinos are getting rich.

Fact: Much of the gaming profits benefit small, urban tribes.

The successful casinos you read about are located in populated areas such as Connecticut and California. Only a few casinos have been unqualified successes—one study showed 40 percent of all Indian gaming proceeds are brought in by only 10 tribes. Furthermore, these tend to be run by small tribes (some with as few as 100 members). Casinos in rural areas have only limited success.

Myth: The few rich tribes should help all the poor ones.

Fact: Many tribes do give to charities, after taking care of many needs of their own people.

Federal law specifies Indian gaming proceeds must go towards tribal government functions or charity. Tribes have built

sewer systems, schools and museums.

So why don't successful tribes "spread the wealth" to other tribes? There are several reasons. Indian tribes are sovereign nations, and expecting one to share gaming profits with another would be like asking Florida to share proceeds from its state lottery with Colorado. Successful tribes also are inundated by requests for help from tribal members, local educational institutions and non-Indian charities.

Successful tribes do help other tribes (in areas such as supporting tribal-federal relations). Tribal casinos also contribute to scholarships administered by the National Indian Gaming Association. Also, you should know that the College Fund has received donations from the Mashantucket Pequot, Wisconsin Oneida, Saginaw Chippewa and other tribes.

Myth: Tribal colleges must be receiving significant funding from gaming.

Fact: Only 5 of 30 colleges have received a share of their tribe's profits.

Most of these shares have been very modest. In five years, Sitting Bull College has received \$200,000. Two colleges have received significant monies. The College of the Menominee Nation used more than \$1 million to build its original classroom facilities, and Little Priest Tribal College uses casino proceeds to fund a large portion of its operating budget.

In all, 18 of 30 tribal colleges are located on reservations with gaming operations. Again, in these isolated areas, the casinos are not very successful. (Often they are prefabricated buildings literally plopped down along a barren highway.) With the high poverty on our reservations, what gaming proceeds there are typically go towards the needs of elders and children.

The sad fact is that tribes face so many basic health and welfare needs that there's nothing left over for their college.

COLLEGE FUND IS PARTNER IN GATES MILLENNIUM SCHOLARS PROGRAM

The College Fund will administer the Native student component of an historic new minority scholarship project supported by the nation's largest charitable foundation.

In September, the Bill and Melinda Gates Foundation announced the creation of the Gates Millennium Scholars Program—an unprecedented commitment of \$50 million annually over the next 20 years. The program's goal is to foster 20,000

scholars—a generation of leaders representing the full talents of society—by providing access to higher education for minority students who have achieved academic standards and

shown leadership promise, but are in financial need.

"It is critical to

America's future that we draw from the full-range of talent and ability to develop the next generation of leaders," said Bill Gates, co-founder of the Bill and Melinda Gates Foundation. "The Millennium Scholars program is intended to ensure that we build a stronger America through improved educational opportunities."

The College Fund is working in partnership with the United Negro College Fund, the program coordinator. Targeting American Indian, African-American, Hispanic and Asian-American students, the

program will begin in the fall of 2000 and provide financial assistance to 1,000 students per year.

"The number-one reason Indian students don't go to college is because of financial need," said Richard Williams, College Fund executive director, who hailed the gift. "Yet education offers the most important means to pull people out of poverty."

With the help of mentors, scholars will form a special network that will help them become leaders in their communities and fields of study.

"If we can ease the financial strains many students encounter, hopefully they can focus their full efforts on academic

pursuits," said Foundation co-founder Melinda Gates.

The program targets high school seniors, and scholarships will be offered every year through the completion of the student's program of undergraduate study. Awards will be renewed annually if scholars maintain a minimum grade point average. Students pursuing advanced degrees in math, science, engineering, education and library science will receive continual financial support for post-graduate studies. For more information, see www.gmsp.org.



AN HISTORIC GIFT: College Fund executive director Richard Williams (at right) presented Bill Gates with a gift in gratitude for the Bill and Melinda Gates Foundation's history-making scholarship program. The gift, a black-and-white Indian blanket, was designed by Northwest coast artist George Hunt, Jr

WHITE HOUSE ADVISORY BOARD ON TRIBAL COLLEGES HOLDS FIRST MEETING

Several corporation and foundation leaders have been appointed to the President's Advisory Board on Tribal Colleges and Universities, which met for the first time in July in Washington, DC. Created by an Executive Order signed by President Clinton in 1996, the board will recommend avenues of public and



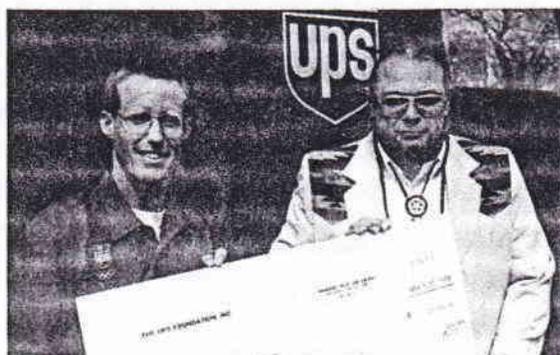
Northwest Area Foundation president Karl Stauber (left) and Ford Foundation vice-president Alison Bernstein are formally sworn in as advisory board members.

private support for the colleges.

In addition to several college presidents, the board includes Alison Bernstein, V.P., Ford Foundation; Tom Colonnese, University of Washington; Joseph Martin, Northern Arizona University; Arizona State Representative Debora Norris; Anne Petersen, V.P., Kellogg Foundation; Navajo lawyer Faith Roessel; Karl Stauber, president, Northwest Area Foundation; Richard Trudell, American Indian Resources Institute; and former Montana Congressman Pat Williams.

UPS DOUBLES SCHOLARSHIP SUPPORT

The UPS Foundation has doubled its annual support of the College Fund by awarding a \$20,000 grant. The gift was delivered—literally—by United Parcel Service driver Cory Couter (at left) to College Fund executive director Richard Williams. The grant will support scholarships at the tribal colleges.



Circle of Hope Gala Supporters



Keeper of the Flame

Fannie Mae Foundation

Benefactors

Archer Daniels Midland Company

Bank of America

Sponsor

Texaco Inc.

Patrons

John and Judy Bell

Sony Music Entertainment, Inc.

Tricon: KFC/Taco Bell/Pizza Hut

United Airlines

Sponsor Tickets

Brownstein Hyatt and Farber, P.C.

Hilton Hotels Corporation

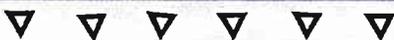
Camille Kurtz

Loral Space & Communications

Mutual of Omaha Companies

Frank and Sarah Salizzani

Save the Date: Montana Tour



Next summer, the College Fund returns to "Big Sky Country" for a tour of tribal colleges in northern Montana. Corporate and foundation representatives are welcome on the visit to the Blackfeet, Flathead, Ft. Belknap and Rocky Boy's reservations.

Visit with tribal leaders, college presidents and students, while taking in Glacier National Park, white water rafting and buffalo herds.

The College Fund is also pleased to offer customized college tours for corporations and foundations.

Please call Bill Edelstein at (212) 787-6312 for more information.

SENATORS SUPPORT FUND'S FIRST-EVER BENEFIT IN WASHINGTON, DC

At its inaugural Circle of Hope Gala, the College Fund brought more attention to the cause of tribal colleges in the nation's capital. At the Sept. 28th benefit at the National Building Museum, the College Fund honored Richard "Skip" Hayward, vice chairman of the Mashantucket Pequot Tribal Nation, for his efforts to further the cause of all Native peoples.

The College Fund organized the dinner at the behest of Senator Kent Conrad of North Dakota and Senator Ben Nighthorse Campbell of Colorado. Senator Conrad offered a personal pledge to help the tribal colleges build their own endowments for long-term financial stability. Also a long time supporter of Indian education, Senator Campbell is a trustee emeritus of the College Fund.

Hayward was introduced by Senator Daniel Inouye of Hawaii. The honoree was praised for helping the Pequot tribe become one of Connecticut's largest private employers, while at the same strengthening the tribe's cultural fabric in building the largest tribal museum in the world.

The evening was co-hosted by the tribal colleges' administrative body, the American Indian Higher Education Consortium, which is based in Alexandria, Virginia.



Tribal college students were part of the Circle of Hope Gala program. Snow Child College graduate Beau Mitchell (far left) and Sitting Bull College's Sunny Walker (far right) are pictured here with Janine Pease-Preety on Top, president of Little Big Horn College, and Sen. Ben Nighthorse Campbell.



College Fund executive director Richard Williams (left) thanks Sen. Kent Conrad (center) and Sen. Daniel Inouye for their support of tribal colleges.



Honoree Skip Hayward (left) and Jim Tut, president of Crownpoint Institute of Technology, New Mexico.

W.K. KELLOGG FOUNDATION SPONSORS TEACHER CONFERENCES

With a grant of \$150,000 from the W.K. Kellogg Foundation, the College Fund in 1999 organized two conferences of tribal college teacher training program staff. The gatherings were designed for networking and sharing of ideas, as well as for making recommendations to funders, policy makers and other educators about the need for more American Indian teachers.

Participants included tribal college faculty, program directors, deans, vice presidents and presidents. The topics included accreditation, collaboration, student support and distance learning. Held in Santa Fe in July, the first meeting consisted of peer and group discussions in areas such as starting an education department, growing from a two-year to four-year program and incorporating Native culture into the curriculum.

At the second conference, which was held in Oklahoma City in October, attendees worked to define best teaching practices and solutions to challenges facing the colleges' education efforts. Everyone agreed future regular gatherings would be invaluable.

"I like the idea of building community," said Maggie Necefer of Haskell Indian Nations University. "It is so important to build these kind of relationships with each other."

AMERICAN INDIAN COLLEGE FUND

www.collegefund.org

National Headquarters

1111 Osage Street, Bldg. D, Suite 205
Denver, CO 80204
(303) 892-8312
Fax: (303) 572-0650

New York Office

21 West 68th Street, Suite 1-F
New York, NY 10036
(212) 787-6312
Fax: (212) 496-1050



11 Ways to Avoid Problems over Money or Buying

by Jane Bluestein, Ph.D., President, Instructional Support Services, Albuquerque, NM, Author on Parenting, Discipline and Boundaries

- \$ Let your child know what you're willing to buy him or how much he can have to spend before you go to the store.
- \$ If you don't plan to buy your child a particular item he wants, let him know beforehand. (One parent invited her son to browse the toy section of his favorite store and asked him to tell her three things he wished he could have. She promised to keep his preferences in mind when it was time to buy.)
- \$ If your child can't have what he wants, redirect his attention to something he can have. *"We're not buying any candy on this trip. You can pick out the kind of cereal you'd like."*
- \$ Before you give your child an allowance, be clear about all aspects of your arrangement. Talk with your child about expenses he'll be expected to pay for himself, any restrictions on the use of the allowance, requirements for receiving or earning the allowance, what portion of the allowance must be saved, availability of advances (and arrangements for repaying), or ways to earn extra money when he needs it. You might even want to write out a "contract," but with or without this backup, stick to whatever arrangements you make.
- \$ If your child wants something expensive and you have no objection to the purchase, ask him to earn and pay for a portion, and agree to cover the rest (to whatever degree you can afford). For example, if he wants designer jeans, you might offer to pay what "regular" jeans would cost and let him make up the difference himself.
- \$ If you give, give freely - no lectures about how easy he's got it, how spoiled he is, how hard you had to work for it or how money doesn't grow on trees.
- \$ When your child is old enough, help him develop accountability. For example a lot of children believe that when you want money, all you have to do is go to an ATM and get some! Talk to him

about how you have to put money in first - even show him a bank statement to "prove" that money doesn't just come out of a wall!

- \$ Teach your child to save. Start a savings account for your child and help him plan and commit to a savings program (for example, a portion of his allowance, earnings or gifts). Help him determine the purpose of this account, his savings goals and an acceptable minimum balance (or maximum percentage he may withdraw).
- \$ If you agree to lend your child money, ask him how he plans to repay the loan, and even request collateral (siblings not acceptable). Your child may take you more seriously if you get something in writing, even if it's for small amounts.
- \$ If you borrow from your child, give him an IOU or sign some written agreement. Pay him back on time. Model responsible borrowing behavior.

Start small and start young. It's a great way to help teach responsibility! Family Information Services 1998

How Parents Can Make the Holidays Less Stressful

by Sharon Hills-Bonczk, MPH



Keeping up with the joy and merry-making of the holidays can be stressful. Add children to the picture and you may start to feel overwhelmed and out-of-control. Lack of sleep, high expectations and demands and financial worries are some of the things that cause parents to feel stressed. Many children are faced with changes in their familiar routines, less attention from their parents who are preoccupied with holiday activities, increased consumption of sugar, and not getting enough sleep. They may show signs of excess energy, act more needy or demanding, and have large mood swings.

Planning ahead and being aware of your children's needs can help make the holidays more enjoyable for the whole family. Here are a few tips:

Plan a sensible schedule. Choose to participate in events that you find rewarding and eliminate the things you do not enjoy. Include outdoor activities to reduce the stress of being cooped up inside. If certain parts of your holiday plans did not work out, pinpoint the source and decide how you will change it next year.

Try to maintain routines as much as possible. Let your children know ahead of time what the day will be like and what they can and cannot do. Be realistic about your expectations; it's okay to lighten up a bit on discipline over the holidays. Take along your child's favorite foods, blanket, stuffed animal or books when your family goes out.

Spread out the holiday season. Avoid a huge build-up and then a big crash when it's all over. Try opening one gift a night through the holiday season so kids have more time to use and appreciate everything they receive.

Simplify. Sometimes the simplest activities bring the most enjoyment. The magic of the season usually comes from sharing time and gifts of far greater value than anything that can be purchased. Taking a walk together, reading a favorite book, singing carols at home or in the car, or playing a game together are all activities that children find rewarding, particularly if done with a parent.

Light candles together as a holiday tradition. Candles are warm and help set the tone for families to slow down and linger together. Help your child light a candle at dinner each evening.

Build family traditions. Some families assemble a new picture-puzzle together each holiday season. The task brings the family closer together, spending hours pouring over the pieces, talking, laughing and working together.

Beware of family arguments. The holidays are not the time to resolve long-standing family issues. Remove yourself from these stressful situations.

How to Read the Christmas Ads

by Dolores Curran, M.A. Parent Educator & Author

In late November last year, one of our daily papers introduced the buying season with a special feature, headlined in large type, "Stocking Stuffers for \$50.00 and Under." I gasped when I read it. Fifty dollar stocking stuffers? We replenish toothbrushes and shoelaces in our stockings. Oh sure, maybe a chocolate Santa and a tiny toy finds its way into our stockings but emery boards and cough drops are more likely. Last year, I put a fever thermometer into our young adults' stockings.



What was that newspaper feature really saying? First of all, its purpose was to promote shopping the day after Thanksgiving, which opens the buying season. Retailers use that day as a predictor of our seasonal spending attitudes.

By promoting the idea that fifty dollar stocking stuffers are normal, advertisers are also implying that real gifts start at \$50.00. And go up from there and, of course, there are pages and pages of ads promoting \$100 toys which are heavily promoted on television as well.

So, when the children make their lists, these are the toys they include. One set of parents told me that there was nothing on their six-year-old's list under \$60. "It's a real rip-off," they said. "Kids don't ask for what isn't advertised and what's advertised is outrageously expensive."

Shortly after the stocking stuffer feature appeared, our poshest shopping center began running two different full page advertisements to lure spenders into their mall. I found each offensive and I wasn't alone. In fact, one group of women with whom I'm associated wrote comments on the ad and returned it to the manager of the shopping center.

The first showed a photo of a lovely young woman gazing adoringly up at her mother, equally lovely. Underneath, in huge letters, the text ran, "Remember when you begged her not to tell Dad and she didn't? Reason enough to visit (our mall) this holiday season, don't you think?" In smaller print, it read "There's no better time to tell her how you feel. And no better place to find the perfect way to say it."

Not only is this message demeaning to dads but to moms and daughters are well. The not-so-subtle message is, "You owe her. And it's time to pay up." Some Christmas message!

The other ad portrayed a lovely and tender photo of a young father cuddling an infant. The accompanying text read, "There's no way you can find a present as beautiful as the one she gave you. But we know some great places to start."

Since when do women give babies to their husbands as presents? I rather thought a baby was a gift to the couple from God. But, again, the message is that he owes her a beautiful gift.

The idea of buying a gift out of guilt, over owing someone a favor, is contradictory to the whole idea of gift

giving at Christmas. Like the Magi, we give gifts out of love, not guilt. And equating the cost of the gift with the amount of love we hold for one another is abhorrent.

Yet, these are the messages which bombard us in December. We have to be strong to resist them. For starters, we can take children to discount department stores and bookstores and show them toys other than the heavily promoted ones. And we can boycott the products and malls which blatantly use guilt and extravagance to sell their goods.

Finally we can rip out the most offensive ads and send them to retailers with our comments. It's one small way to change the blatant advertising that's becoming too common during the Christmas season.

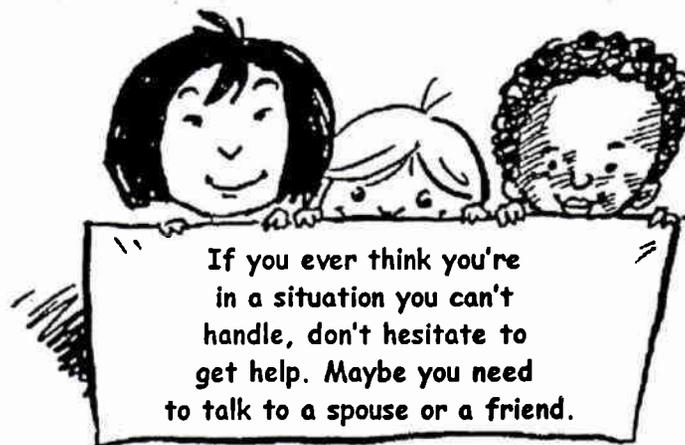
Hiring a Babysitter on New Year's Eve

by Sharon Hills-Bonczyk, MPH, Director,
Family Resource Center, Children's
Hospitals & Clinics, Minneapolis, MN

- **Be Early** - Many sitters accept a New Year's Eve job more than one month before the date, and many will receive more than one offer to babysit on this holiday. If you have a regular sitter, it's worth the extra effort to book him or her well in advance rather than trying to adjust to a new sitter during the holidays.
- **Be Realistic** - Evaluate the babysitting job you have to offer and determine if the job is too long or too much responsibility for the age and experience of your sitter.
- **Be Generous** - Agree on the fee ahead of time and pay well. Expect to pay one and one-half times more than the usual fee. Tip if there is extra responsibility or effort.
- **Be Honest** - Let the sitter know up front how late you intend to stay out and what the sitter will have to do. Determine in advance that the sitter is mature enough to handle the job.
- **Be Prepared** - Plan the celebration at 10 pm instead of midnight, avoid caffeine drinks, prepare the kids and the sitter for any loud celebration that may be going on in the neighborhood, such as fireworks. Don't allow any wild celebrations in

your home while you're away though. And if you leave sparkling grape juice for a midnight toast, be sure it's white juice and not purple.

- **Be Responsible** - Make sure there is a designated driver, or the sitter's parent, to drive the sitter home.
 - **Be Considerate** - Call ahead if you will be returning later than you planned, and be sure to let the sitter now if there are changes in the phone numbers where you can be reached during the evening.
 - **Be Safe** - Make sure your house is safe, child proof, and locked up tight when you leave the sitter and the children for the evening.
 - **Be Cautious** - Make sure there are adult back-ups readily available in case of an emergency. Contact neighbors, friends or the sitters' parents to make sure a responsible adult will be at home in case help is needed.
 - **Be Festive** - Make the New Year a fun one for your children and the sitter. Some small efforts such as hats, noise makers, rented videos, or special treats can make for a great celebration.
- Family Information Services 1998





College Program Diversity Internships

changing lives through service to nature



The Conservation Career Development Program is a leading resource for African Americans, Latinos, Asians, Native Americans, Pacific Islanders, and other populations who traditionally have not chosen to work in "green" careers or organizations.

Since 1957, college students have turned to the Student Conservation Association (SCA) for extraordinary opportunities to explore career paths and gain valuable professional experience. Through rewarding, hands-on service, SCA is building the next generation of conservation leaders and inspiring lifelong stewardship of our environment and communities.

THE STUDENT CONSERVATION ASSOCIATION, INC.
CCDP • 1800 N. KENT ST. #1260 • ARLINGTON, VA 22209
WWW.SCA-INC.ORG • 703-524-2441 • SCADC@POP.EROLS.COM

SCA is an equal opportunity affirmative action employer committed to diversity.