



# The Native News



NON-PROFIT ORGANIZATION  
POSTAGE PAID AT  
MARQUETTE, MI.  
PERMIT NO. 54

Vol. 6 No. 4 Fall 1978 Marquette, MI

## News Briefs Indian Economic Study

WASHINGTON, D.C. — Indian business developers may be overlooking an important economic resource right on their doorstep says a new study from the U.S. Department of Commerce's Office of Minority Business Enterprise (OMBE).

Aquaculture, Fisheries, and Food Processing suggests that water resources (lakes, rivers, streams, bays) located on Indian owned lands could form the basis for these types of industries. It provides examples of several types of fish cultivating and harvesting systems. One example details how the Shinnecock Tribe of Oregon set up a successful food processing operation.

The section on marketing stresses the need for careful market studies prior to committing resources to an aquaculture enterprise. There is advice on market testing and research including information on pricing and promoting of food products.

The 71 page illustrated study was prepared by the non-profit American Indian Development Association with support from OMBE and several private foundations.

Single copies of Aquaculture, Fisheries and Food Processing are available from the Information Center, Office of Minority Business Enterprise, U.S. Department of Commerce, Washington, D.C. 20501.

## Panel Cites Sex Bias

WASHINGTON — A federal advisory panel has found that schools serving large Indian populations are not enforcing Title IX of the Education Amendments of 1972, which prohibits sex discrimination in federally assisted education programs.

The National Advisory Council on Women's Educational Programs called on Interior Secretary Cecil D. Andrus and Health, Education, and Welfare Secretary Joseph A. Califano, Jr., to conduct a comprehensive study of sex discrimination in education programs for Indian women and girls. The council also recommended that the two departments set up a joint commission to enforce federal anti-sex-discrimination laws in Indian schools.

## First Ojibwe Movie

The first Ojibwe Language movie, entitled "Wigwaajimman (Birchbark Canoe)", is a twenty-five minute silent millimeter color sound film narrated in Ojibwe with English subtitles. Wigwaajimman describes the construction of a birchbark canoe. The film is scheduled for release by January 1, 1979 and will also be available in videotape. The film was produced as a cooperative effort by the American Indian Studies Program of Bemidji State University, Bemidji, Minnesota; the Chippewa Nature Center, Milledgeville, Michigan; the Charles J. Strosacker Foundation, Midland, Michigan; and the Saginaw Indian Tribe, Mt. Pleasant, Michigan. The cost of the film or tape will be determined by the number of orders. For full information, or to reserve your copy of this informative educational film, write to CANOE, Saginaw Chippewa Indian Tribe Inc., 7070 E. Broadway, Mt. Pleasant, Michigan, 48858.

## HUD Indian Aide

WASHINGTON, D.C. — Irvin Santiago, a member of the Laguna Pueblo Tribe in New Mexico, was sworn in earlier this month by Secretary Patricia Roberts Harris of Housing and Urban Development as her Special Assistant for Indian and Alaska Native Programs.

As Special Assistant, Mr. Santiago is responsible for coordinating all programs of the Department relating to Indian and Alaska Native Housing and community development.

He brings to his new position more than 12 years experience as a housing officer with the Bureau of Indian Affairs, specializing in Indian Housing programs funded by HUD and the Department of the Interior in the states of Nevada and Arizona.

In accepting the appointment, Santiago said, "Secretary Harris expresses confidence in me with this appointment, an honor I appreciate and will strive to deserve. I welcome this opportunity to assist in the provision of housing and housing services to the Indian community."

## College Bill Passes

WASHINGTON, D.C. — A bill (H.R. 9158) to support Indian community colleges with grants for operational expenses of \$4,000 per fulltime student was passed by voice vote in the House September 26. A similar bill (S. 1215) was passed by the Senate November 4, 1977. It is now expected that the Senate will accept the House version of the bill, and it will go quickly to the President for signing.

The bill defines a tribally controlled community college as an institution of higher education which is formally controlled, sanctioned, or chartered by an Indian tribe's own governing body. The bill also authorizes \$3.2 million for technical assistance to conduct a detailed survey of the construction needs of such colleges to be forwarded to Congress by November 1, 1979. Title II of the bill amends the Navajo Community College Act. In addition it authorizes NCC eligible for other benefits of the bill, it makes needed construction funds for the school.

## Sioux Lands Award

WASHINGTON, D.C. — An Indian Claims Commission award of almost \$4 million for Sioux lands ceded by the Indians in 1868 "is not a settlement of the much publicized Black Hills Claim," a Bureau of Indian Affairs spokesman said recently.

The Black Hills claim, not yet settled, is for land west of the Missouri River in South Dakota ceded by various Sioux groups in 1876.

The \$4 million award largest yet made by the Commission, is compensation for lands in North Dakota, Montana, Wyoming, Nebraska and an area east of the Missouri River in South Dakota.

The award is for lands held by the Teton, (Lakota or Western Sioux west of the Missouri River (excluding that in South Dakota) and lands east of the river held by the Teton Sioux and the Yanktonal Sioux. The Yankton Sioux (a group distinct from the Yanktonal) had an interest, together with the Teton group, in the Western lands. The Yankton interest, however, is not included in this award. It will be considered by the Commission in another docket.

Under the provisions of the Indian Judgement Funds Act of 1973, the Secretary of the Interior will submit his recommendations to Congress, in the form of a proposed plan or proposed legislation. These recommendations will include the identity of the beneficiary tribes or groups, the division of the funds and the plan for distribution and use of the funds.

## Carter Signs Indian Child Welfare Act

WASHINGTON, D.C. — The Indian Child Welfare Act, formerly S.1214 was signed by President Carter on November 26, and is now P.L. 95-608.

This bill which has been around for 4 years passed the Senate on November 4, 1977 and was waiting in the House Rules Committee for review. It was scheduled last for all Congressional action during the first week of the 96th Congress.

P.L. 95-608 will, for the time being establish legislative standards to govern the placement of Indian Children in foster or adoptive care settings.

Recognizing the special relation of the United States with the Indian and Indian tribes and the Federal responsibility for the care of the Indian people, Congress found that:

(1) An alarmingly high percentage of Indian children living within both urban communities and Indian reservation are separated from their natural parents through the actions of nontribal government agencies or private individuals for private agencies and are placed in institutions (including boarding schools), or in foster or adoptive homes, usually with non-Indian families.

(2) The separation of Indian children from their families frequently occurs in situations where one or more of the following circumstances exist: (1) the natural parent does not understand the nature of the documents or proceedings involved; (2) neither the child nor the natural parents are represented by counsel or otherwise advised of their rights; (3) the agency officials involved are unfamiliar with, and often disdainful of, Indian culture and society; (4) the conditions which led to the separation are not demonstrably harmful or are remediable or transitory in character; (5) responsible tribal authorities are not consulted about or even informed of the nontribal government actions.

(3) The separation of Indian children from their natural parents, especially their placement in institutions or homes which do not meet their special needs, is socially and culturally undesirable. For the child, such separation can cause a loss of identity and self-esteem, and contributes directly to the unreasonably high rates among Indian children of dropouts, alcoholism and drug abuse, suicides, and crime. For the parents, such separation can cause a similar loss of self-esteem, aggravates the conditions which initially gave rise to the family breakup, and leads to a continuing cycle of poverty and despair. For Indians generally the child placement activities of nontribal public and private agencies under the continued existence of tribes as self-governing communities and, in particular, subvert tribal jurisdiction in the sensitive field of domestic and family relations.

In its declaration of policy, Congress stated that to fulfill its special responsibilities and legal obligations to the American Indian people it is necessary to establish standards for the placement of Indian children in foster or adoptive homes which will reflect the unique values of Indian culture, to discontinue

Continued On Page Two

Continued On Page Two



KEWEENAW BAY, Mich. — Clyde Swartz and Fred Dakota are shown holding cake for celebration during ground breaking ceremonies to begin the construction of 45 new housing units in area. (See story on page 3).

## Indians Benefited By Education Amendments

By TOMMIE SUE LEAHY

WASHINGTON, D.C. — In the final days of the 96th Congress, a House-Senate Conference reached agreement on the Education Amendments of 1978, filed a report to accompany the bill H.R. 15, which received Senate agreement October 12 and House agreement on October 15, hours before the Congressional adjournment. The bill was approved by the President November 1, 1978.

H.R. 15 is essentially a reauthorization and 5-year extension of the Elementary and Secondary Education Act of 1965, but contains numerous amendments of significance to Indian tribes. The final version of the bill contains a separate Title XI which pertains to Indian education.

Among the variety of other benefits which would be afforded Indian students are the following:

- an authorization for each fiscal year through 1983 under Title I.
- "Financial Assistance to Meet Special Education Needs of Children" to assure at least the same level of funding for local educational agencies serving educationally

Continued On Page Two



KINCHELOE INDIAN CLINIC — Out-patient clinic services on a nine-to-five basis for Michigan Indians is now available at the new Indian Health Service Center which opened Nov. 3 at Kincheleo. James Cournoyer said that X-ray, medical, dental, laboratory and pharmaceutical services will be available weekdays for members of federally-recognized Indian tribes in Michigan. The Center is the first in the state, but will not provide hospital services. Setting up the scrublet ribbon for the ceremonies were, in background on right, Cournoyer at microphone, with tribal project specialist Dennis Burr in foreground. Working with them are, from left, Jim Cadreau, Joe Nolan and Bill Shampine. (Photo by George H. Wilson)

## Indian Health Service Dedicated

KINROSS, Mich. — Culminating 18 months of planning and hard work, the first Indian Health Service medical facility in the state of Michigan was dedicated at 10 a.m. Friday, November 3, at the former hospital at Kincheleo. Through the combined efforts of the Inter-Tribal Council of Michigan, Inc., the Sault Ste. Marie Tribe of Chippewa Indians, various local and state agencies, and federal officials, this health facility became a reality.

Assistant U.S. Surgeon General Dr. Emery Johnson, who is also Director of the Indian Health Service, and Dr. Jay Harness, director of health care for the state Department of Corrections, cut the ribbon and were the keynote speakers at the dedication ceremonies.

Tribal officials from the Bay Mills Indian Community, Hamaville Indian Community, Saginaw Chippewa Indian Tribe, Keweenaw Bay Indian Community, Sault Ste. Marie Tribe of Chippewa Indians, and the Lac Vieux Desert Indian Community representing 11,617 Native Americans the facility will serve were in attendance.

On March 20, 1977, the Air Force formally announced that it would close the Kincheleo Air Force Base. Among the various facilities available for alternative use was a 50-bed hospital and out-patient clinic, which was originally opened in 1961.

The availability of this facility, coupled with the availability of housing units, educational buildings, air transportation facilities, and other potentially valuable resources presented unique opportunity to develop a health service facility to assist in meeting the needs of Michigan Native Americans.

Recognizing the potential value, the Indian Health Service (IHS) contacted representatives of the Inter-Tribal Council of Michigan, Inc. and the Original Sault Ste. Marie Tribe of Chippewa who expressed interest in pursuing acquisition of the facility. Consequently, these organizations received a grant from IHS and contracted with the joint venture group of Chi Systems, a health care planning and consulting firm, and Native American Consultants, Inc., to provide a preliminary overview analysis of the potential use of the facility for meeting Indian health needs.

The study performed in the latter part of August, 1977, concluded that the resources available at Kincheleo were appropriate to the scope of programs and services required by the Indian population in Michigan.

Based on the findings of this study, tribal representatives, members of the Economic Development Corporation, and county officials testified on behalf of funding such a facility before the U.S. Senate Committee on Interior, Subcommittee on Appropriations and Related Indian Affairs.

Consequently, the House initially deleted the necessary funding for the facility. However, in an unprecedented move for a number of Congress, Senator Donald W. Riegle, Jr., at this point, appeared before the conferees and requested reconsideration of the appropriation for the Kincheleo Project. After a series of debates between the Senate and the House Appropriations Subcommittee, it was agreed to appropriate \$947,000 for the initial start-up costs of an Indian Health Care Facility.

Continued On Page Two

## Indian Claims Commission Ends

WASHINGTON, D.C. — On September 30, 1978, after awarding more than \$1 billion to Indian tribes in settlement of more than 500 claims, the Indian Claims Commission was ended.

Established by Federal law in 1946, the Commission was to hear and decide cases for and all time, all Indian tribal claims against the United States, including moral claims based on unconscionable dealings and legal claims, accruing before August 13, 1946.

The Commission was given ten years to accomplish this. It was subsequently given four five year extensions, and in 1976 the last amendment of the establishing Act said: "The existence of the U.S. Senate Committee on Interior, Subcommittee on Appropriations and Related Indian Affairs."

The records of the Commission are now being transferred to the U.S. Archives and unsettled claims, about 80 of them, to the United States Court of Claims.

Research materials used by the Claims Commission are being preserved by the University of Tulsa. The University, renewed for its special collection of Indian law history, obtained all commission records that were not transferred to the U.S. Court of Claims and the U.S. Archives. The records include legal exhibits, correspondence, maps and other documents.

Dr. Renaud Strickland, a 177 research professor of law and history, said the collection, in terms of research potential, was "priceless."

The Commission materials were to be destroyed, until the university requested them. Strickland said the Commission prepared "very elaborate studies for people bringing cases before the Commission. They got information such as where the tribes were originally located, how the treaty agreements were reached and general histories of the tribes."

## College enrollees Rise Under BIA Program

WASHINGTON, D.C. Bureau of Indian Affairs (BIA) statistics show that more Indian students are going to college than ever before and are entering a wider variety of fields.

BIA scholarship grants were awarded to 24,000 Indian students attending more than 900 universities and college across the country, reflecting the largest amount of students funded in the Bureau's history. BIA acting director for post-secondary programs, Leroy Felling, reported.

Although education, the social sciences and business are the most popular fields of study among Indian students nationally, many are pursuing degrees in over 100 other fields, Felling pointed out. He named political science, environmental sciences, engineering, mining and hydrology as areas of increasing interest to Indian students.

Five fields identified in critical need of Indian professionals include medicine, law, engineering, business administration, and forestry and forestry-related, he reported.

Congress has appropriated \$500,000 a year for "incentive awards" for students interested in those five fields, he said. The grants, intended to replace work-study programs and loans, are awarded to about 500 students from among the BIA area offices, he said.

At present 300 students are pursuing degrees in medicine, 170 in law, and 29 in engineering, he cited.

Students should be selective in choosing a field, Felling advised, pointing out that the job prospects for Indian students following graduation is very good in certain fields.

Students emerging with degrees in education and the health-related fields face good job opportunities, he said. In particular, Felling identified a great need for Indian in bilingual education and in handicapped and special education because of legislation recently enacted.

Engineering is still a good field, Felling said, although the rapid advancement of computer science makes all but recent graduates obsolete in their knowledge. There's a good future in space engineering and aircraft, he said, adding that civil and electrical engineering graduates will face competition in the job market.

The veterinary sciences is a demanding field and lacks Indian professionals, Felling said.

Although the Bureau of Indian Affairs is currently funding the largest number of Indian college students in its history, thousands of qualified students applying for scholarships this year had to be turned down because of an inadequate budget, reported the Acting Director for the Bureau's post-secondary program.

Congressional appropriations for the Bureau's higher education program have not increased over the past three years, and in fact, have decreased, reports Felling.

Addressing a related problem, Felling said that despite the great increase in the number of students going to college, there are still an additional 15,000 Indian students who could go to college, but who are not doing so for various reasons.

The national average of high school graduates going on to college stands at 57 percent as opposed to 37 percent for Indian students, Felling cited.

Pueblo News

# The Nishnawbe News

Nishnawbe News is published by the Native American Students of Northern Michigan University. Non-profit postage paid at Marquette, Mich. 49855. Send change of address forms, editorial and advertising copy to Editorial Offices, 141 University Center, Northern Michigan University, Marquette, Mich. 49855.

Advertising rates: \$2 per column inch. Special reduced rates for quarter-page ads or larger. For ads placed on a regular basis, information on special rates sent on request. Subscriptions by donation only. Suggested: \$5 per issue; \$5 per year in USA; in Canada, \$6; Foreign, \$10. Reduced rates for Multiple orders.

Publication depends on funding available. The Nishnawbe News will assume no liability if publication ceases due to lack of funding.

Supportive Services and advisement offered by American Indian Programs, Robert Bailey, Director, Rosemary Sardi, Assistant to the Director, NMIU News Bureau, James Carter, Director, Don Pavloski, University Photographer.

Telephone 906/227-2241. Staff: Wendy Corp, Nancie Hatch, Debbie Salonen, Roland Whitted

## Survey Response

In September we sent out a survey asking you to respond to various questions concerning the Nishnawbe News. We want to thank those who have sent theirs in. But as of yet we have not received even 50 percent of the number that was sent out. In order to get accurate results we must have at least this percentage to analyze. If you still have a survey please send it in or if you no longer have one please write and let us know. We will send you a copy. Again we would like to thank those who have responded.

## Carter Signs Indian Child Welfare Act

(Continued from Page 1)

unnecessary placement of Indian children in boarding schools for social rather than educational reasons; to assist Indian tribes in the operation of tribal family development; and generally promote the stability and security of Indian families. Title I of the Act is designed to clarify who has jurisdiction over Indian child placements and establish standards for child placement proceeding which will insure that Indian parents will be accorded a fair hearing when child placement is at issue. When foster home and adoptive placement of an Indian child becomes necessary, the Act provides that a preference should be given to the child's extended family and if such placement is not facilitated, to Indian homes and institutions.

Title II of the Act authorizes the Secretary of the Interior to make grants to Indian tribes and organizations to carry out Indian family development programs. The objective of every Indian family development program is to prevent the breakup of Indian families and to insure that the permanent removal of an Indian child from the custody of his parent, parents or extended family members is effected only as a last resort. In addition, every Indian tribe is authorized to construct, operate and maintain a family development center to counsel Indian families which face disintegration; to provide treatment of individual family members; and to provide temporary custody of Indian children.

Authorization is also given to the Secretary to make grants to Indian organizations to carry out off reservation Indian family development programs.

Title III of the Act authorized the Secretary of the Interior to collect and maintain records relating to future adoptive and foster placements of Indian children. The records are to be confidential and exempt from the application of the Freedom of Information Act. A copy of an order which authorizes the placement of private agency which affects the placement of an Indian child within the coverage of the Act must be filed with Secretary by mailing a certified copy of the order within 10 days from the date issued.

Title IV of the Act directs the Secretary to conduct a study on the impact which results from lack of locally convenient day school facilities and file a report to Congress which shall contain a plan to remedy the problem.

## Longest Walk

by BERNADENE CHAMPTON

It has been stated that The Longest Walk was ineffective in that it did not meet with President Carter.

After involvement with the Walk, persons terminated their employment, sold their homes and furniture to return to the Walk.

What occurred at The Walk encompassed a total new way of life, rather than a protest of the eleven bills introduced in Congress.

For the first time in our history representatives of over 200 Native American Nations were unified. The governmental efforts of divide and conquer by institutions of traditional enemies was futile.

The day began prior to sunrise with ceremonies and general meetings. The spirituality stemming from these prevailed throughout the day.

This positiveness was inherent in all tasks and minimized negatives such as lack of food, money, cigarettes, bathing in cold water and wearing the same clothes for more than a day.

Sharing of everything from shampoo to gasoline was commonplace. No matter how much money was brought along, it did not last long as someone's car broke down and required a part or someone else needed medicine.

Meetings and workshops were conducted by knowledgeable people from various nations on their traditions. This was a direct learning experience from the people rather than written observations by outsiders who do not comprehend what is actually seen or heard.

Informal conversations with people from other localities would focus on customs and other relevant information for sharing and understanding. It appeared that many cultural values were universal for all Native American people.

On a walk through the camp, one may hear Navajo (Dine) songs, a flute, the Japanese monks chanting, Floyd Westerner, Six Nations songs, guitars and several forty-nine.

The camps physical environment were conducive to feelings of peace and closeness with nature.

The total feelings of spirituality is what compelled me to resign from my employment so that I could be with the people and not the hope of a meeting with government officials.

# Guest Editorials

## Ravaged By Fire

Oct. 4, 1978, Monday afternoon, nationally known LeShowmar Indian Trading Post of Rochester, N.H., was ravaged by fire, completely destroying the Trading Post and the LeShowmar's home.

LeShowmar has become a household word among Native Americans due to the bumper strip line he created for the Native Americans at their suggestion; for his work in gaining support in Indian causes; and aid given to needy Indian families thru-out the country through the LeShowmar National Indian Help Appeal.

Mr. and Mrs. LeShowmar were attending the Danbury Connecticut State Fair at the time the fire occurred. This is just one of the many fairs they attend selling Indian goods and passing out literature in an effort to gain aid for needy Indian families.

LeShowmar said that harassment by non-Indians was at it's greatest this year, and that he had to eject many groups of youths from his property at gun point. He has no explanation for the strange harassment other than the possibility that it may be due to the Indian land claims.

LeShowmar feels that it could have been a harassing individual who broke in and caused the fire. The fire is still under investigation, but the damage is done and the loss could be very well mean the end of LeShowmar Indian Trading Post as we know it.

LeShowmar says he will never give up his dream and purpose in life. He feels the Great Spirit has led him down the path to serve his Indian brothers and sisters and he will not let this incident draw him away from what he feels is his purpose in life. He entered this endeavor in 1973 with a 2' x 16' stand and if he has to, he will start again in an 8' x 16' stand. It only saddens him to see seven years of accomplishment and serving be destroyed so abruptly.

LeShowmar bumper strips have become a very big help to many Indians, not only to illustrate pride and heritage; but also as extra income for many Native Americans who sold LeShowmar bumper strips.

LeShowmar would like to hear from the many friends he has made over the years. I am sure that your letters of moral support would be a great boon to his spirits and that they would give him encouragement and strength to carry on in his endeavor. Those of you who have come to know LeShowmar over the years and of his purpose and work, I am sure will write. He needs your moral support now. So please let him hear from you. It is staying at the Press Hotel in Rochester, but letters can be still addressed to: LeShowmar, 273 Milton Road, Rochester, N.H. 03687. I know your letters will brighten up his day.

William Montbeau

## Native American Rights Fund

Dear Friend, Back in the 1890's, as he neared the end of his life of sorrow, Red Cloud, chief of the Oglala Teton Sioux, said: "They (the white men) made many promises, more than I can remember, but they never kept but one; they promised to take our land, and they took it."

Today we Indians live in the poorest part of America, and no wonder, after suffering the removal of our children, the outlawing of our religions and the hostility of many white neighbors.

Some people here the Indians will go where the passenger pigeon went... one more extinct species to be stuffed and put on display.

But that isn't happening. Not now. Hear the voices of my people in 1978... voices of hope:

"We are the Passamaquoddy and Penobscot... we have won the first battle to regain ancestral lands taken by Maine 200 years ago."

"We are the Papago... we are winning a water rights case, and when it is over, we will have a living share of the water that runs in the outflows."

"We are the Palutes of Pyramid Lake... we are fighting to save the lake that gave us fish to eat long before white men came."

"We are the Walker River Palutes... for 90 years the railroad trespasses on our land. Now we have won a judgment, and the railroad must pay us damages and a fair rent."

All over this country, Indians are today fighting for fair treatment, to regain illegally taken lands, and above all, the right to live as Indians in the way they choose to live.

The hopes of tens of thousands of American Indians are pinned on the legal efforts of the Native American Rights Fund... a non-profit Indian organization of lawyers who have defended Indian rights and claims in nearly 2,000 cases since 1971.

The Native American Rights Fund is the first and only national non-profit Indian law firm. Over 90 percent of our 16 lawyers and nearly 65 percent of our staff are Indians. Our leaders come from the Klamath, Passamaquoddy, Winnebago, Taos Pueblo and many other tribes.

We are fighting big corporations, big landholders and the government. As you can imagine, such legal struggles go on for a long time before they are won... so long, in fact, that the cost of the tribes (most of whom are poor) can afford to meet the full cost of the legal work.

So I am writing to you now to ask you to help in this effort that means so much to Native Americans. Each dollar you can send improves the odds in our favor as we seek fair treatment. If there is good will in your heart toward the Indian peoples, support our struggle. We will welcome you as a friend.

And whether you send \$10 or \$15 or more, you will be doing something you can be proud of... you'll be standing up for justice.

Please help if you can. We hope this will be the last of the "Indian Wars." Indians will win and survive, or we will lose and become "assimilated" — just another word for extinct.

We Indians want only to live as we choose — to remember and honor the ways of our mothers and fathers — to open the path to good lives for our children.

Sincerely yours, John E. Echohawk, Pawnee Executive Director Native American Rights Fund 1506 Broadway Boulder, Colorado 80502

## "Times That Try Men's Souls"

Guest Editorial "These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands it now derives the love and thanks of man and woman."

These words by the colonial patriot, Thomas Paine, stirred the patriotic fervor and dedication of the colonial soldier at the outbreak of the American Revolutionary War. So too, are today's Indian nations engaged in a conflict, the outcome of which will decide the fate of the American Indian world as we know it. By whatever means, parallels and still more paradoxes — prevail and as of his writing, the paradoxes preclude a comparable result in 1981 as in 1781.

One parallel illustrates the growing resistance to bureaucracy in 1775 (Parliament) and 1978 (BIA and other Federal agencies). Resistance developed slowly and in disparity of attitude of the various segments of the populace — 1775 (13 colonies) and 1978 (regional tribes and urban Indians).

Another parallel is drawn between the battle lines — 1775 (colonist vs. British and Tory turncoats) and 1978 (tribes vs. bureaucracy-sanctioned resource-grubbers and Uncle Tomahawks). Too, there are those tribes whose inaction in their

## Where Is The Eagle?

The Great Chief in Washington sends word that he wishes to buy our land. How can you buy or sell the sky — the warmth of the land? The idea is strange to us. Yet we do not own the freshness of the air or the sparkle of the water. How can you buy them from us? Every part of this earth is sacred to my people. Every shiny pine needle, every sandy shore, every mist in the dark woods, every clearing and humming insect is holy in the memory and experience of my people.

"We know that the white man does not understand our ways. One portion of the land is the same to him as the next, for he is a stranger who comes in the night and takes from the land whatever he needs. The earth is not his brother but his enemy, and when he has conquered it he moves on. He leaves his fathers graves and his children's birthplace is forgotten."

"There is no quiet place in the white man's cities. No place to hear the leaves of spring or the rustle of insect wings. But perhaps because I am savage and do not understand — the clatter only seems to insult the ears. And what is there to life if a man cannot hear the lovely cry of the whippoorwill or the arguments of the frog around the pond at night?"

"The whites, too, shall pass — perhaps sooner than the tribes. Continue to contaminate your bed and you will one night suffocate in your own waste. When the buffalo are all slaughtered, the wild horses are all tamed, the secret corners of the forest hidden by talking wires. Where is the thicket? Gone. Where is the eagle? Gone. And what is it to say goodbye to the swift and the hawk, the end of living and beginning of death?"

Chief Seattle of the Suwanish Tribe wrote these words in a letter sent to President Franklin Pierce in 1855.

Submitted by Charles Colcord

## Indians Benefited By Education Amendments

(Continued from Page 1) ● under an amended Title IV — "Educational Improvement, Resources and Support" — to encourage early childhood and family education programs for children not yet enrolled in kindergarten programs.

● provisions under an amended Title VII — "Bilingual Education Programs" — to carry out programs of bilingual education for Indian children on reservations served by elementary and secondary schools operated or funded by the Bureau of Indian Affairs. The Assistant Secretary — Indian Affairs would be required to report to Congress by September 30, 1978 on bilingual educational needs of Indian children in schools operated by BIA, including those tribes and local educational agencies receiving assistance under the Johnson-O'Malley Act.

● an authorization under a new Title VIII — "Community Schools" — for community education programs. A community education program is one in which a public building (including a school) is used as a community center operated by a local educational agency to provide educational, recreational, health care, cultural and other related community and human services for the community that the center serves.

● an authorization under a new Title IX — "Additional Programs" — to operate and improve programs designed to meet the special educational needs of gifted and talented children. A gifted and talented child is one who is identified at the preschool, elementary, or secondary level as possessing demonstrated or potential abilities in areas such as intellectual, creative, specific academic, or leadership ability, or in the performing and visual arts, and who by reason thereof, requires services or activities not ordinarily provided by the school.

● an authorization under a new Title XII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

## Where Is The Eagle?

The Great Chief in Washington sends word that he wishes to buy our land. How can you buy or sell the sky — the warmth of the land? The idea is strange to us. Yet we do not own the freshness of the air or the sparkle of the water. How can you buy them from us? Every part of this earth is sacred to my people. Every shiny pine needle, every sandy shore, every mist in the dark woods, every clearing and humming insect is holy in the memory and experience of my people.

"We know that the white man does not understand our ways. One portion of the land is the same to him as the next, for he is a stranger who comes in the night and takes from the land whatever he needs. The earth is not his brother but his enemy, and when he has conquered it he moves on. He leaves his fathers graves and his children's birthplace is forgotten."

"There is no quiet place in the white man's cities. No place to hear the leaves of spring or the rustle of insect wings. But perhaps because I am savage and do not understand — the clatter only seems to insult the ears. And what is there to life if a man cannot hear the lovely cry of the whippoorwill or the arguments of the frog around the pond at night?"

"The whites, too, shall pass — perhaps sooner than the tribes. Continue to contaminate your bed and you will one night suffocate in your own waste. When the buffalo are all slaughtered, the wild horses are all tamed, the secret corners of the forest hidden by talking wires. Where is the thicket? Gone. Where is the eagle? Gone. And what is it to say goodbye to the swift and the hawk, the end of living and beginning of death?"

Chief Seattle of the Suwanish Tribe wrote these words in a letter sent to President Franklin Pierce in 1855.

Submitted by Charles Colcord

## Indians Benefited By Education Amendments

(Continued from Page 1) ● under an amended Title IV — "Educational Improvement, Resources and Support" — to encourage early childhood and family education programs for children not yet enrolled in kindergarten programs.

● provisions under an amended Title VII — "Bilingual Education Programs" — to carry out programs of bilingual education for Indian children on reservations served by elementary and secondary schools operated or funded by the Bureau of Indian Affairs. The Assistant Secretary — Indian Affairs would be required to report to Congress by September 30, 1978 on bilingual educational needs of Indian children in schools operated by BIA, including those tribes and local educational agencies receiving assistance under the Johnson-O'Malley Act.

● an authorization under a new Title VIII — "Community Schools" — for community education programs. A community education program is one in which a public building (including a school) is used as a community center operated by a local educational agency to provide educational, recreational, health care, cultural and other related community and human services for the community that the center serves.

● an authorization under a new Title IX — "Additional Programs" — to operate and improve programs designed to meet the special educational needs of gifted and talented children. A gifted and talented child is one who is identified at the preschool, elementary, or secondary level as possessing demonstrated or potential abilities in areas such as intellectual, creative, specific academic, or leadership ability, or in the performing and visual arts, and who by reason thereof, requires services or activities not ordinarily provided by the school.

● an authorization under a new Title XII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

● a 3-year authorization (FY1979 and FY1980) for assistance to local educational agencies which are racially isolated as a result of geographic location of the school district of such agencies, and which have adopted and are implementing, or will adopt and implement, a plan to aid school children in overcoming the educational disadvantage of minority group isolation.

● an authorization under a new Title XIII — "Revision of Other Education Programs" — to provide grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults;

# Michigan News

## Health Care Center For Bay Mills Tribe

**BAY MILLS, Mich.** — Health care services for residents in outlying areas of Chippewa County will soon be a reality according to an article appearing in the Sault Ste. Marie Evening News. A contract between the Whitefish Bay Medical Center, Board and the Michigan State Department of Health was signed at Bay Mills in mid-September.

The contract calls for a grant of \$62,000 for the state department of health to establish a medical service center in the Community Center at Bay Mills. Space is included in the building for two examination rooms, a dental care unit, a lab, a pharmacy, and offices. The facility will serve Superior, Bay Mills, Whitefish, Hulbert, Chippewa and Dufferin townships.

The proposal for the state grant pointed out that the service area includes 3,192 people, with 20 percent Indian and 80 percent non-Indian.

Michigan health official Bruce Miller, who has worked on the program proposal from its inception, said the services will begin as an extension of the practice of Sault physician, Dr. Robert Allott. Miller said Allott's practice will act as the vehicle for establishing the extension service at the Community Center. He said Allott will spend several hours a week at the health center to review work and to examine patients.

A search will be conducted for a graduate of the physician extender program as well as a nurse to staff the clinic, he said. He added that this type of program has proven very successful in the western part of the state.

Miller said the aim of the health models program is to get medical "service into the community. This is more than just providing a doctor or a nurse," he said. "It means making sure service gets to the people who need it, or they get to the service."

He explained that part of the program will be to provide better coordination between the medical center and other health related services in the area such as the Department of Social Services, and the Mental Health Clinic.

Miller pointed out that the health center concept is now a low income program. He said when they find out what the cost of providing medical service in rural areas can be, it's expensive, but I think when they find out what the cost started the program," he said.

He said the center will function much the same as a private practice.

He said the program has been in the planning stages since February and the center board anticipates they will be able to start delivering health care to the community by early 1978. The next few months will be spent in preparation.

Laura Keenan, representing Bay Mills, was elected temporary chairperson and given the responsibility of signing the contract with the state department of health.

The Medical Center board consists of 13 members: Gerald Peters, Chippewa County Board of Health; Laurel Keenan and Jerry Parish, the Bay Mills Tribe of Chippewa Indians; Albert Hunt, Whitefish Township; Norman Cady, Hulbert Township supervisor; Louise Souilliere, Chippewa Township; Melvin Shouse, Bay Mills, secretary of Emergency Medical Technicians; Gordon Newland, Superior Township; Bruce Suggitt, Dufferin Township supervisor; Helen LaChapelle, R.N., E.U.P. Mental Health; Dick Albertson, Chippewa County Health Department; member at large Bill McMillan, director of War Memorial Hospital; and Al Covell, Director of the Chippewa County Department of Social Services.



BARBARA MANTILLA

## Woman Dedicated Community Worker

**BARAGA, MI** — Born in Zeba, located near Baraga, Barbara Mantilla in recent years has devoted a great deal of her time and energy to Indian people throughout the area.

Her work started eight years ago on the Education Committee at the Keweenaw Bay Tribal Center. At this time she was appointed to the Michigan Inter-tribal Education Association. Besides the latter, Mrs. Mantilla also served as the Housing Committee Secretary for the Keweenaw Bay Area.

But that isn't the end. In 1973 she was active as a Family Outreach Worker. Leaving this job she went to work at the Comprehensive Health Services Center, located in Baraga, at a Community Health Representative (CHR). She currently holds the position of Home School Coordinator for the Baraga School.

With all her positions Mrs. Mantilla finds her deepest interest in education; most importantly because it reflects on her past. Growing up in Zeba was not an easy task. She had a difficult time in school and ended up quitting after the 9th grade. She stated that she "found it a relief" for the school had a "very bad discriminatory attitude. The ones that did make it were those who excelled only in sports and music," she added.

Today Mrs. Mantilla believes that children have a better feeling about themselves, she sees more people returning to the area who had once left for bigger opportunities elsewhere. "The future is beginning to look optimistic. I would now like to see more children get involved in Indian education so that they will have teachers for the children to come," she stated.

In recent years, Mrs. Mantilla has obtained her GED and is currently attending classes at Ojibwa Community College. At the moment she is studying Communication Media and the Ojibwa language.

Mrs. Mantilla is the mother of six children. Since her marriage in 1944 she has resided in Pelkie but she says someday, she like to return to Zeba. Mrs. Mantilla TheNishnowbe News as well as others salute you.



Training Program, Fred Gauthier-member Tribal Council, Joan Bemis-Secretary Tribal Council.

Left to right — Clyde Swart-Chairman Housing Authority, Gene Emery-Director Tribal Construction Co., Fred Dakota-Chairman Tribal Council, Warren Swartz-Instructor Tribal

## Tribal Housing Goal Fulfilled

**KEWEENAW BAY, MI.** — On Wednesday, October 11, ground breaking ceremonies were held for a \$2,085,381 low rent housing project, including 45 units, which the Keweenaw Bay Tribal Center has been given authority to build by the Department of Housing and Urban Development, (HUD).

"We've been working on this for over three years," Jim Schutte, executive director for the housing project, which will include 28 units on tribal property in Baraga and 17 in Zeba, noted. The units will be built by the Keweenaw Bay Tribal Construction Company of Baraga.

"We were notified in May 1975 by Ruppe's office that we would receive a preliminary loan to hire an architect," Schutte said. Also on hand for the ground breaking ceremony was architect Bob Stow of Grabeck, Bell, Kline and Brown of Traverse City and Marquette, the same architectural firm which worked on the L'Anse High School renovation project.

Although the architect started working on the project in 1975, Fred Dakota, Tribal Chairman noted that the Tribal Center had worked on the proposal since 1972. "There was a lot of red tape involved and HUD went through many changes," Dakota mentioned, explaining why ground-breaking was held up for some time. "The fact that we wanted to build it ourselves also held it up."

According to the tribal chairman, "we could probably have people living in those units now if we had let it go on bids." He pointed out that minimal labor from tribal members was utilized in the housing project completed in 1971 in which 20 units were constructed in Zeba and Baraga. On this project, the tribe wanted to boost its own employment status. "We'll employ outside labor also," Dakota said. "We'll need lots of help."

Of the 28 units to be built in Baraga, 13 will be one bedroom homes for the elderly contained in three buildings while the other 15 low rent units will be single family dwellings. All 28 will be constructed in the Backland field area near the Department of Natural Resources station on old US-41.

The breakdown on these single family dwellings is four two-bedroom, six three-bedroom and five four-bedroom units. Schutte noted that the Tribal Center has 18 months to finish the project. "Technically, for 45 units," he said, "HUD figures we should be able to finish them in 10 months. But HUD will give us 18 months."

William Emery, director of the tribe's construction company, said his workers will start on the project in the Baraga project first and will be working on six units before the snow comes. During the winter months, he said construction employees will be performing inside work. He's hopeful of completing the entire project within the 18-month period.

The entire \$2 million project is being financed by HUD which loans the money to the tribe's housing authority. Schutte explained. The authority is responsible for paying the money back. Before ground breaking for the new project occurred, Schutte went to Detroit and signed a contract with HUD on September 21. The following day, the housing authority and the tribal construction company signed a contract. By early 1980, the units should all be completed.

Schutte reported that as soon as construction starts, "we will be accepting applications for (tenants)". The housing project executive director noted that although the units have been awarded to the tribe, "they'll be open to anyone," who applies. Even though "the tribe is concerned with Indian people," Schutte said, "the units can't be limited to just them."

The 13 units designed for the elderly "will have the latest features for the handicapped," Schutte noted. Applicants will be screened by Rose Haataja, executive director for the 33 units — 13 in Zeba and 20 in Baraga (four in each location are duplexes) — built in 1971.

Schutte feels the need exists for more low rent housing within Baraga County. The 45 units the Tribal Center is building will increase the number of area low rent and elderly facilities, along with the 30 units in Baraga Village and the 34 units (which haven't been opened yet) in L'Anse.

"We should be pretty well set on senior citizen housing," Dakota said. But what about low rent housing in general?

"According to surveys we've taken, there's a need for about another 60 units," Dakota said. The tribal chairman reported that the tribe has submitted an application for low rent units but it will probably take awhile before the status of this request would be known. Schutte feels there is a respectable chance of receiving more low rent housing in the area.

"The need is here," he said. HUD is looking favorably on that need. It's very possible we'll have additional units in the future.

## Student Is World Ambassador

**MARQUETTE** — Mark Williams of Marquette, a Native American student at Northern Michigan University was selected by the YMCA of Michigan last year to become a World Ambassador. For two months this summer Mark spent time in five African countries and Portugal, working with people to help them better their lives.

"My outlook on life has been changed by this experience," he said on his return to NMU where he is in his junior year, majoring in communications.

He described America as "... an island having a standard and style of life almost unimaginable in so many parts of the world, and particularly in Africa."

He was astonished by the sharp contrasts between affluence and poverty in the countries he visited, and where even the basics of life are often in short supply.

Mark found four cultures influencing the small West African countries where the tour began. The United States' protective arm which has been around Liberia for well over a century has left a strong mark; the culture of former colonial powers in Senegal (France) and Gambia (England) have remained long after their flags were lowered over capitols in Dakar and Bathurst. Then there is the native language and culture which remains some of its former influence among the people. The "Y" workers English and learned French and the native Woloff.

"The YMCA are autonomous in each country. They've retained the name but this doesn't indicate they have a religious of Christian affiliation," he pointed out.

At the local "Y's" Mark and two other ambassadors from the U.S. — Kathy Boswell, a member of the faculty at Brigham Young University, and Miles Maxey, civil engineer with General Motors — worked on small projects and also with youth groups in outlying villages.

In West Africa, they worked with 10 other youth groups, ages 14-17. There was renovation work to do; no one knew how to mix and use paint, and Mark and his colleagues had to show them. Because of a long drought, water was rationed in many areas; signs of malnutrition and overpopulation were everywhere.

They tried to convince villagers to confine chickens so that the fowl could put on more weight and provide more meat in the messier diet; chickens running wild were scrawny with meat of inferior quality.

The ambassadors worked long hours, going to bed at midnight and rising with the dawn.

One of the highlights of Mark's stay in West Africa was his visit to the Midikan village in Gambia where Author Alex Haley's book "Roots" began.

"I was disappointed to see that the publicity has destroyed much of the unspoiled character of the village and its 1,500 inhabitants," Mark said.

"Tourists are everywhere and the usual commercial ventures have sprung up. The whole town is littered and badly overrun."

About two weeks was spent in each of the three West African countries.

The large East African nation of Kenya was the next stop. Its busy, modern capital of Nairobi was a study in contrasts where richly furnished shacks were in the shadow of ultra modern buildings lining broad avenues.

"The 'Y' is well established in Kenya, Mark said. Here his group was involved in teaching woodwork to men and secretarial and crafts skills to women.

"Traditionally, women have been sheltered from public contact, and they have to learn to speak, conduct sales and bargain with customers," he said.

From Nairobi, the ambassadors took a long train ride down to the Indian Ocean port of Mombasa — the "melting pot" of Kenya. Streets of the old city team with people from Mozambique, Uganda, Ethiopia and Tanzania. The area is also rife with malaria, cholera, and other diseases; there is more poverty

here than is found in Nairobi. But the city's picturesque setting and international markets make it a major tourist center.

Near here, at a village called Kilifi, Mark taught youths at a "Harambee" school — the term meaning "to come together" — in native Swahili. Although a school building was being constructed lessons and games were learned under the spreading branches of baobab trees. Some schools in the area had to close for a while because of marauding lions.

"We always approached the youths through the village elders. We asked the elders what they would like us to do in their villages — and we did what they suggested."

At the "Y" in Mombasa, they met a German group doing work similar to theirs (Kenya was formerly part of German East Africa).

The last African stop was in Egypt's capital city of Cairo.

"The Egyptians are a very cultured, well educated people," Mark observed. "But many of them are bored, there is a lot of unemployment and overpopulation and housing is scarce and expensive."

Here the ambassadors taught English and showed Egyptian youths how to play basketball and chess.

"One day we played basketball when it was 125 degrees, the heat didn't seem to bother the Egyptians, but it really melted us," he recalled.

Enroute home, the American trio stopped in Portugal where they spent some time in instruction at women's refugee camps in Lisbon.

"There are thousands of refugees in Portugal — especially around Lisbon — from former overseas departments (colonies) of Angola and Mozambique," he said.

They came from a primarily agricultural economy, and they have to adjust to working in industry, he added. His job here was to work with women learning how to make ceramic tiles and keys chains for sale within the country and export.

He said he related well with Africans, although the stereotype of the American Indian in the typical Hollywood "Western" movie seen all over the world was hard to overcome.

The experience has left Mark with a deep concern for people in the "Third World" nations where so many people have so little of the life's necessities. Someday, he wants to go back and continue his work.



MARK WILLIAMS

## Mid-Winter Pow-Wow

**ESCANABA, Mich.** — A major Indian cultural event, the Mid-winter Pow-wow will be held at the Bay de Noc Community College, Zeb 2, 2 and 4. The event is co-sponsored by the newly formed Bay de Noc Indian Cultural Association and the College's Department of Community Services and Resource Development.

Announcing the event, chairperson Wally Blanc of Gladstone, said this was an important opportunity for the community to host such a program to foster the growth of Native American arts and crafts in the Upper Peninsula.

Members of the group, under the direction of Blanc, Jim Barr, Dean, Community Services at the college stated, "We are very pleased and honored to be a part of this event."

There will be 3 dances, 2 on Saturday and one on Sunday. The Pow-wow will adhere to traditional universal customs rather than a specific tribe as a number of tribes are represented in the association.

The Master of Ceremonies will be John Bosin, of Grand Rapids, a Kiowa with many years of experience in this position.

The Bay de Noc Culture Association has been formed by a number of Indian and non-Indian families to promote the understanding of and the participation in traditional Indian culture, arts, and crafts in the Bay de Noc area. It is particularly interested in helping young people, both Indian and non-Indian, learn of the traditions.

Members of the group, under the direction of Blanc, Jim Barr, Dean, Community Services at the college stated, "We are very pleased and honored to be a part of this event."

Information for those wishing to join the Association is available at the American Heritage store in Escanaba.

For more information about the Pow-wow call or write: Chairman, Wally Blanc, 6th Avenue S., Gladstone, MI 49837, (906) 428-9397; Co-Chairman, Loren Woerpel, 315 South 5th St., Escanaba, MI 49829, (906) 776-8960; Traders, Donna Woerpel, 315 South 5th St., Escanaba, MI 49829, (906) 776-9000.

## Agreement Reached

**SUUTONS BAY** — Gov. William G. Milliken announced recently that an agreement has been reached which will provide Michigan Indians access to a century-old cemetery near here. There has been dispute on access to the cemetery for more than five years.

The agreement between Detroit Attorney Julian Bond and Leelanau Indians, Inc., was signed by the Indians and co-signed by the Michigan Indian Commission. It opens a road across private lands to the Ojibwese Indian Cemetery at Northport.

Prior to reaching an agreement, a small group of Indians held a Senate hearing at the state Capitol in Lansing arguing passage of a bill allocating \$40,000 to build a public road to the cemetery.

The only access to the cemetery now is a horse trail across private property.

Lands across the area objected to paving a road into the cemetery, saying it would lower property values. But for five years the Indians have pressed to upgrade the site, which they say now contains waist-high weeds, fallen markers and sinking graves.

More than 300 Indian veterans who fought in American wars from 1812 to the Korean War are buried in the graveyard, and Indian leaders argue their descendants should be able to pay homage without trespassing on private land.

"All we want is to be able to enter the cemetery without having to cross private property, and to avoid negotiations," said Frederick Boyd, an Indian leader from Detroit.

Under the agreement, the property owner permits visitors to the cemetery to use a private road, agree to the use of equipment to restore the cemetery and allows vehicle parking. The Indians, in turn, agree to respect the surrounding private property.

## Public Health Program Recruiting Applicants

The Master of Public Health Program for American Indians and Alaska Natives is currently recruiting individuals interested in entering graduate school in the field of public health. People interested in this field are generally concerned with developing skills to work on a problem affecting the health of the public or community at large. Their approach is largely focused towards prevention. Job opportunities exist as administrators of health programs at tribal, county, state, or federal levels. Graduates also work as hospital administrators, health educators or policy makers of legislation that can affect the future of Indian health.

The MPH Program is offered at the University of California, Berkeley, although students are sponsored at other schools of Public Health around the country. Nearly one-third of the students enrolled in the program have received their training at the Schools of Public Health at the Universities of Minnesota, Texas, North Carolina, Michigan, Washington, Oklahoma, Hawaii, UCLA, Loma Linda, and Tulane University.

The program offers training in such areas of specialization as hospital administration, health administration and planning, environmental health, epidemiology, and health education. The program offers training in such areas of specialization as hospital administration, health administration and planning, environmental health, epidemiology, and health education. The program offers training in such areas of specialization as hospital administration, health administration and planning, environmental health, epidemiology, and health education.

Students are provided with tuition, travel, and a stipend to cover living expenses. Requirements are that applicants be at least one-quarter American Indian or Alaska Native, have a Bachelor's degree, and a sincere interest in working with Native Americans, although some experience or knowledge of the health field is preferred.

Individuals interested in applying to the program are urged to contact:

Elaine Walbrook, Director or Wendy Schwartz, Assistant MPH Program for American Indians School of Public Health Earl Warren Hall University of California Berkeley, California 94720

or call collect (415) 642-3228

Completed applications must be received by August 1, 1979 for consideration for Fall 1979.

**GREY OWL INDIAN CRAFT SUPPLIES**

**FREE 128 PAGE ILLUSTRATED CATALOG**

Bone Hair Pipes, Elk Teeth, Seed Beads, Brass, Beads, Leather, Fur, Headpieces, Bustles, Recordings, Feathers, Shells, Jewelry Findings, Bells, Fringe, Bulk Supplies, Kits, etc.

**GREY OWL INDIAN CRAFT CO.**  
150-02 BEAVER ROAD, JAMAICA, N.Y. 11433 Dept. HNS-78

# Around The Nation

## Goodwin Resigns Interior Position

## Indian Genealogy Taught At BYU

WASHINGTON, D.C. — Deputy to the Assistant Secretary of the Interior, George Goodwin has resigned from his post in Interior. The move was made so Goodwin could return to his native Minnesota and work for the Minnesota Chippewa Tribe as Executive Director.

Goodwin's position would have been eliminated in the proposed re-structure of the Interior-BIA reorganization. Gerard currently has two deputies, under reorganization, he would only have one.

Assistant Secretary of the Interior for Indian Affairs, Forrest Gerard announced the resignation on October 27, days after the reorganization had been announced.

Deputy Assistant Secretary since mid-1977, Goodwin previously was BIA Area Director at Minneapolis. Following his earlier work with the Minnesota Chippewa Tribe, he was director of the Indian Community Action Program at Bemidji State College, from which he graduated with a B.A. Degree in 1964.

"Mr. Goodwin has outstanding experience and leadership qualities," stated Gerard, "and he has been a vigorous advocate for the Indian interest. The focus of his work in our administration has been the improvement of the management systems and structure of the Bureau of Indian Affairs, in order that

the agency might be fully responsive to the unique and pressing needs of the Indian tribes."

Deputy Goodwin's resignation is effective November 17, 1978, and he leaves the Department of the Interior after three years service in the field and in Washington, D.C. "I know this decision was a most difficult one," Gerard said, "but his return home will not erase his valuable contribution to the

Indian field and will greatly benefit his home area."

Goodwin, a member of the White Earth Chippewa Tribe, has accepted the position of Executive Director of the Minnesota Chippewa Tribe in Cass Lake, Minnesota, a post he occupied prior to joining the Department in 1975.

"Now that we have completed the BIA reorganization study and design work, the implementation stage will

soon begin in earnest," Goodwin said. "This brief period between stages affords me the opportunity to return to Minnesota and allow for new energies to be brought to the reorganization effort. The needs of Indian country are so many and varied that it is always tough deciding where individual Indians might be of the most service. With my experience in Washington, I feel that my place is at the local level at this time."

Provo, Utah — Even though American Indians may run into peculiar problems as they search out their "roots", finding their family history may not be any more difficult than it is for other people in the United States.

This is the assertion of V. Robert Westover, assistant professor at Brigham Young University who taught a summer term in Indian genealogy.

Eighteen Indians representing eight tribes were enrolled in the class. Last winter semester, Professor Westover taught what he believes was the first university class in the nation in Indian genealogy. A total of 31 students representing 11 tribes took the class, and about one-sixth of the class found that they were related as they worked on four-generation research.

BYU was more than 500 Indian students during fall and winter semesters.

"Good news for Indians searching for their ancestors is the current microfilming of National Archives records by the Church of Jesus Christ of Latter Day Saints Genealogical Society Salt Lake City," Mr. Westover said. "These important records, approximately 2,500 microfilm rolls, will be at the library within the year. They will include census and other important records such as emigration, enrollment and annuity rolls, and allotments, probate records, etc."

The library already has one of the largest collections of Indian records in the United States and will have the largest in about 1 1/2 years. At the present time, the library has 1,184 rolls of the equivalent of about 125,000 pieces of manuscript documents. The number of rolls will increase to 3,400 when the National Archives microfilming is completed, Mr. Westover said.

The Genealogical Society is also purchasing four to five million pages of Indian documents from the Oklahoma Historical Society. In addition, microfilming of records is also being done in educational institutions, privately held Indian collections, church mission records, BIA and tribal records and the public archives of Canada.

"Contrary to what most people believe, there is usually records available from which Indians may find genealogical information," the genealogy instructor said. "It is usually possible to trace American Indian lines back several generations."

However, he admitted, there are some unique problems encountered in American Indian records.

"There is a scarcity of birth, death, and marriage records for Indians," he reported. "Indian census was started in about 1880, or children may be named incorrectly to a dream of the father's desire. Names of children were announced at potlaches by the Haida and Tlingit Indians of the Northwest and Western Canada, while the Navajo often used a nickname

to identify their children. This often makes them reluctant to tell researchers about their ancestors."

Naming customs also cause some problems.

The Genealogy instructor said that names, true, or personal names, and titles or honorary names, Mr. Westover said. "Naming customs may vary from tribe to tribe. Some tribes may have a clan system with unique set of names for each generation."

He pointed out that names are sometimes applied in a definite order to boys and girls born to a couple among the Sioux, for example, or children may be named according to a dream of the father's desire. "Names of children were announced at potlaches by the Haida and Tlingit Indians of the Northwest and Western Canada, while the Navajo often used a nickname

to identify their children. This often makes them reluctant to tell researchers about their ancestors."

Naming customs also cause some problems.

The Genealogy instructor said that names, true, or personal names, and titles or honorary names, Mr. Westover said. "Naming customs may vary from tribe to tribe. Some tribes may have a clan system with unique set of names for each generation."

He pointed out that names are sometimes applied in a definite order to boys and girls born to a couple among the Sioux, for example, or children may be named according to a dream of the father's desire. "Names of children were announced at potlaches by the Haida and Tlingit Indians of the Northwest and Western Canada, while the Navajo often used a nickname

to identify their children. This often makes them reluctant to tell researchers about their ancestors."

Naming customs also cause some problems.

The Genealogy instructor said that names, true, or personal names, and titles or honorary names, Mr. Westover said. "Naming customs may vary from tribe to tribe. Some tribes may have a clan system with unique set of names for each generation."

He pointed out that names are sometimes applied in a definite order to boys and girls born to a couple among the Sioux, for example, or children may be named according to a dream of the father's desire. "Names of children were announced at potlaches by the Haida and Tlingit Indians of the Northwest and Western Canada, while the Navajo often used a nickname

to identify their children. This often makes them reluctant to tell researchers about their ancestors."

Naming customs also cause some problems.

The Genealogy instructor said that names, true, or personal names, and titles or honorary names, Mr. Westover said. "Naming customs may vary from tribe to tribe. Some tribes may have a clan system with unique set of names for each generation."

plan, the Assistant Secretary. Assigned Deputy Assistant Secretary Rick C. Lavis to serve in a generalized capacity at the Departmental level, with functional duties broadened beyond his present designation as deputy for program operations.

Announced that two new offices will be established in the Office of the Assistant Secretary to provide a stronger planning and evaluation function at that level.

Announced the continuation of the BIA Area Offices at intermediate levels of authority, with future changes in the role of the 12 offices to be determined by future action plans and review-by-office reviews.

Announced a review of administrative procedures to determine which authorities are to be delegated to the lowest operating level of the BIA and whether economies can be achieved by eliminating overlapping functions.

At Twin Lakes, Tuba City and Window Rock, Arizona, foundations have cracked, insulation is missing and dust blows into the houses.

In the Fresno district of California an elderly woman was glad to be told that an indoor toilet would be provided in her house. The toilet was constructed right in the kitchen, without walk or any other partition separating the toilet from the kitchen. Mrs. Rodriguez boarded up the toilet with board from crates.

The Indian infant death rate twice that of the general population, and an accident rate four times that of other Americans is attributable partly to poor housing, Dr. Emery Johnson, director of the Indian Health Service told Congress.

"The government program does not fit reality," Hildegard said. "There are other examples of HUD inefficiency and failures. In 1970, construction began on 159 units on the Laguna Public reservation in New Mexico. Today, 39 remain uncompleted and the others are in serious disrepair."

At Rocky Boy Reservation in Montana, 25 of 150 units in the houses were built by pumped carbon monoxide into the houses.

The demand for reservation housing has outstripped construction; the units built are poorly designed and are already in shabby disrepair, the Nader report said. "It's a chaotic tangle of red tape."

Hildegard said, however, that native housing is so bad, that there is still a waiting list to get into government built housing, "because there is no alternative."

Joseph Burstein, counselor to HUD Secretary Patricia Harris and coordinator of the Indian housing program, agreed that the program isn't working well, even though Congress has supplied "plenty of money."

"There's too much red tape involved," he agreed. "But, he explained, "HUD is trying to unscramble regulations so complex as to be almost indecipherable, bring uniformity to field management, and hire private companies to advise Indian housing administrators on how to run housing projects."

Director Thomas Stanton, of Nader's Housing Research Group, said that HUD's only response to the study has been to "thank us for the report. They promised a overhaul of the program."

Nobody thus far disputed the allegations in the Indian housing report and complaints.

HUD has projected the building of 55,446 Indian housing units on reservations over the last nine years, but through the year 1976 only 22,181 had been completed.

The Bureau of Indian Affairs inventory of units needed recently rose from 48,866 in 1968 to 60,000 currently. It estimates that half the existing Indian reservation housing is substandard, and one fourth needs replacement. Another 26,704 Indian families are doubling up with others.

The Nader report further asserted that "conveniences taken for granted by most Americans, such as plumbing, adequate heat, insulation, protection from dust, paved roads, are often absent from existing Indian housing."

Hildegard said that federal replacements, on the other hand, "have not been much better."

Formerly a legal services adviser on the Navajo Reservation, Hildegard said that "at Chinle, N.M., they use no natural materials. The homes are concrete block, uninsulated and extremely expensive to heat."

The new homes were built close together, contrary to Navajo practice.

"The government said, we'll assume they can live on top of each other," Hildegard complained. "This was done, presumably, in order to provide utility cheaply."

While the homes developed defects because of poor construction, there is no federal repair program available. Roads and utility systems quickly crumble, and the incidence of burglary and assault rose sharply.

WASHINGTON, D.C. — Assistant Secretary Forrest J. Gerard has announced actions in the ongoing effort to organize and improve the management systems and structure of the Bureau of Indian Affairs. Although the reorganization plan has not been given final approval by the President, Gerard announced the first steps of the plan include a vigorous search for a BIA Commissioner, appointment of an interim agency head, immediate assignment of key positions, and concentrate full effort on the

Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

WASHINGTON, D.C. — Assistant Secretary Forrest J. Gerard has announced actions in the ongoing effort to organize and improve the management systems and structure of the Bureau of Indian Affairs. Although the reorganization plan has not been given final approval by the President, Gerard announced the first steps of the plan include a vigorous search for a BIA Commissioner, appointment of an interim agency head, immediate assignment of key positions, and concentrate full effort on the

Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

WASHINGTON, D.C. — Assistant Secretary Forrest J. Gerard has announced actions in the ongoing effort to organize and improve the management systems and structure of the Bureau of Indian Affairs. Although the reorganization plan has not been given final approval by the President, Gerard announced the first steps of the plan include a vigorous search for a BIA Commissioner, appointment of an interim agency head, immediate assignment of key positions, and concentrate full effort on the

Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review teams," stated Gerard. One Task Force recommendation called for an Indian Affairs structure of an Assistant Secretary, three deputies, and an agency head.

"Our plan," Gerard explained, "follows a less cumbersome and more conventional structure; an Assistant Secretary, with one deputy at the Departmental level, and a Commissioner, with one deputy at the Bureau level. This structure permits the Assistant Secretary to give greater attention to the responsibilities as principal policy adviser to the Secretary on Indian matters affecting

the Administration, while the Commissioner will provide needed leadership and evaluation offices at the Assistant Secretary level. The actions "maintain the integrity of the recommendations of the Secretary's Task Force on BIA Reorganization, while reflecting the analyses and comments of tribal leaders and employee-review

## Disabled Indians Helped By HUD

A study and demonstration project jointly financed by the Departments of Housing and Urban Development and Health, Education and Welfare will explore ways to house and care for Indians with limited disabilities in their home surroundings, Secretary Patricia Harris of Housing and Urban Development reported recently.

Noting that Indian persons with limited disabilities frequently are sent to institutions which often are far removed from their cultural and family base, Secretary Harris said the study and demonstration project is an effort to halt that practice.

She called it "offensive to tribal traditions and values to break up the family life of those Indian persons. The practice applies to those who are disabled or retarded, elderly persons with infirmities, and abandoned or neglected children needing special care."

Preliminary to the demonstration project, HUD and HEW are funding up to \$3,645 of a study conducted by five southwestern tribes, the White Mountain Apache, the Hopi, Navajo, San Carlos, and Zuni, in collaboration with the Native American Research Institute, Inc., a non-profit firm in Lawrence, Kansas. The study will focus on these key needs:

- de-institutionalization of Indian people, including the elderly, with limited disabilities
- examination of the policies which constrain construction for groups with such disabilities

• the need to maintain and reinforce the natural family and extended family concept.

Through the study, the tribes will assess their needs and themselves and will determine where to put their limited resources. This study is preparatory to the planning and construction of 50 specifically designed housing units to be located among the five tribes in a demonstration project.

The facilities developed by the demonstration will be owned and operated by tribal, governmental or non-profit organizations. Federal assistance for developing and constructing these facilities will be shared by HUD and the Indian Health Service of HEW. The federal assistance for operating and maintaining the facilities, and for the provision of special care, also will be shared by HUD and HEW, with potential participation by other appropriate agencies.

The concept for the demonstration project was developed by Dr. Karl A. Menninger of the Menninger Foundation, who will continue to lead the project in an advisory capacity.

This is part of the ongoing effort by the Secretaries of HUD and HEW to promote nationally the objective of de-institutionalization of persons, including children, into alternate facilities with appropriate care.

HEW's Intra-Departmental Council on Indian Affairs is cooperating with HUD in oversight and administration of the project.

## NCAI Elects Director

Andrew W. Ebona, 35, was elected Executive Director of the National Congress of American Indians, the oldest membership Indian organization in America, at NCAI's 35th annual convention held September 18-21, in Rapid City, South Dakota. Ebona, a "Hilgit" Indian from Alaska, was elected to a landslide vote of the tribal membership of NCAI September 20. The membership of NCAI includes a majority of the Indian tribes from throughout the United States and maintains its national headquarters in Washington, D.C.

The expressions of the many speakers who addressed the NCAI convention delegates and the resolutions adopted by the NCAI membership focused on the pressing issues confronting Indian people today. Strong pro Indian stands were taken on tribal water rights, the proposed transfer of Indian Education from the Bureau of Indian Affairs to the Department of Education and on tribal jurisdictional issues. The tribes clarified, for the Senate, their stand on the two bills that have

## Lawmaker—Landowner Fights Indians

By JACK ANDERSON

Note: The following article written by Jack Anderson appeared in the Washington Post. We have reprinted it for you, our readers, to provide some additional background information on the Congressman who introduced HR 9054, "The Native American Equal Opportunity Act," which calls upon the president to abrogate all Indian treaties. HR 9054 has since been amended and reintroduced into Congress as HR 1323.

A wealthy Indian fighter has been rallying a boy-window brigade on Capitol Hill to defend the inalienable right of white exploiters to swindle the Indians with impunity.

Like the ghost of Gen. George Armstrong Custer, Rep. Jack Cunningham (R-Wash.) has been blasting away at the Indians with his legislative six-guns. Through all the gunsmoke, however, he has neglected to mention that he's defending his own spread in Arizona.

Cunningham arrived on Capitol Hill 15 months ago after spending over \$60,000 to win the House seat in Seattle that Transportation Secretary Brock Adams gave up. The newcomer is a stolid, craggy conservative, a successful businessman and father of nine.

He immediately opened fire, Wild West style, on bills that would redress some of the ancient treaty wrongs committed by the U.S. government against Indians. His obsession with Indian affairs puzzles many of his colleagues, since he represents a suburban constituency where tom-toms are never heard.

The land records in Arizona, however, may explain why he's still out there winning the West. It turns out that his family owns more than 1,000 acres in Yuma County, Arizona, where the Indians are seeking a share of water now irrigating Cunningham's farm parcels.

The Cunningham cropland, leased out to farming companies, would be nearly

worthless if bereft of water, and every piece of legislation with the word Indian on it.

The maverick from Seattle has gone to the extreme of introducing a bill which would direct the President to abrogate every Indian treaty the United States has ever entered into.

Katherine Fierjina of the Senate Select Committee on Indian Affairs blamed opposition by non-Indian property owners in Cunningham's Arizona neighborhood for having spiked a proposal by Sen. Ted Kennedy (D-Mass.) that would have allowed a blanket settlement

has come out against just every piece of legislation with the word Indian on it.

There is honest dispute among experts over the effect of the Kennedy bill on Cunningham's land. A spokesman for the congressman said his land would not be involved in the abrogation legislation but acknowledged that his interest would be affected by the Kennedy version.

Footnote: Cunningham explained his attempt to nullify all Indian treaties on grounds that Indians have been given "superior rights to certain resources and that one class of citizens is not entitled to special rights."

been submitted regarding the transfer of education functions from the BIA. The tribes firmly support the Senator Stevens bill which opposes the proposed transfer.

Much concern was expressed over the "backlash" which has developed in which in threatening tribal sovereignty and causing obstacles to the Indian struggle to achieve social and economic parity and self-determination.

In explaining the unique relationship Indians and Indian tribes have within our federal system, Ebona pointed out that, "Indians are different from any other minority group in the country. Indians, unlike other minority groups, have a trust relationship with the federal government through treaties, policies and court decisions. The tribes are trying to protect the rights they already have."

Ebona's intention is to carry out the mandates of the NCAI board of directors and its membership which call for immediate and strong efforts to be made toward resolving these issues. "I have devoted considerable effort toward working with federal agencies and national and regional Indian organizations throughout the country and I intend to maintain the relationships that have been developed. I believe this will be advantageous in gaining needed cooperation and in carrying out the responsibilities of the position of Executive Director of NCAI."

Previously, Ebona was Executive Director of United Indian Planners Association, UIPA, a professional membership association, has grown in only 2½ years, from a small association of tribal economic development planners to a position where it now represents all fields of Indian community planning from Alaska to Florida.

## BIA "Project Integrity"

WASHINGTON, D.C. — Interior Assistant Secretary for Indian Affairs Forest G. Gerard has announced that an award of \$108,000, contract to Price, Waterhouse & Co. has been made to aid the efforts of the Bureau of Indian Affairs to bring integrity in the use and control of funds to the Bureau's financial and accounting systems.

Gerard said "Project Integrity" is at the heart of a general Bureau overhaul to clarify how funds are used and their purchasing power in programs and services designed to benefit the Indian people. The scope of the contract project ranges from improvement of financial recording and reporting systems to development of program performance standards, and will establish administrative review techniques.

"At my confirmation hearing," Gerard recalled, "I promised the Senate Committee and the Indian people that the BIA would investigate the most effective use and control of BIA money. To fulfill this promise, I have initiated 'Project Integrity.' This contract award to Price, Waterhouse is a major step toward achievement of 'Project Integrity' goals: attainment of the highest standards in BIA fiscal management and significant improvement in the federal-Indian delivery system."

In April of this year, the Assistant Secretary informed the BIA field staff of his "Project Integrity" plans, explaining that while much of the work would be done by BIA staff, "outside expertise is also needed to bring to the Project unbiased, objective and broad-based perspective."

## \$700,000 Study Approved

WASHINGTON, D.C. — A formal agreement has been signed by the Department of the Interior and the Office of Energy Resources (OSM) with the Council of Energy Resource Tribes (C-ERT), a comprehensive \$700,000 study of surface mining of coal on

Indian lands, OSM Director Walter N. Heine announced recently.

The study, expected to take nine months, was contracted by OSM under section 701 of the Surface Mining Control and Reclamation Act of 1977. C-ERT was organized three years ago by 25 Indian tribes.

## Education Awards

WASHINGTON, D.C. — Grants totaling more than \$53.3 million have been awarded to 1,101 public school districts in 42 states to meet the special educational needs of American Indian children during the 1978-79 school year.

The funds will aid 24,891 American Indian children, including Alaska Native children, four percent more than the previous year. Eighty percent of the Indian children in this country will benefit from the awards.

Schools use the grants to develop curriculums dealing with tribal culture, history, and heritage, to provide teacher aides and home-school coordinators from the Indian communities, to hire tutors for pupils needing remedial instruction, to sponsor field trips and offer other enriching activities.

Ten states received more than \$1 million for the upcoming school year. Oklahoma, which has the largest Indian population in the nation, learn with more than \$8.1 million going to 257 school districts. California ranks second with over \$4.5 million to 153 districts. Alaska is third with just under \$4 million to 40 districts.

Schools will use a variety of approaches in providing the federal assistance. In Michigan, for instance, three school districts — Saginaw City, Birch Run, and Bridgeport Spaulding — have formed a cooperative to serve Indian children.

These districts applied separately, but each will contribute a percentage of its grant to the budget of the cooperative. Parent committees from each school district will be represented on the central committee that governs the cooperative program.

## Man Discovers Indian Relatives

NEW YORK CITY, N.Y. — Charles E. Colcord call himself Penobscot Metis that his father thought that he is part Indian. Since discovering he had an Indian background ten years ago, he has come to be council head of the New York City Chapter National Association of Metis Indians.

"Since I learned of my Indian blood in 1914, but spent many years away from his home state.

Then, in 1968, on a rare visit to Maine, Colcord and his wife Viola decided spur-of-the-moment to drop in on relatives. Viola Colcord discovered he had other Indian kin in his background.

"I learned of my Indian blood in 1914, but spent many years away from his home state. Then, in 1968, on a rare visit to Maine, Colcord and his wife Viola decided spur-of-the-moment to drop in on relatives. Viola Colcord discovered he had other Indian kin in his background.

Colcord will soon graduate from Hofstra University with a bachelor's degree in applied social science. He has consistently made the Dean's List at Hofstra, and was invited to join a special group of scholars at the university — all of whom must obtain a 4.0 straight A averages.

Colcord plans to attend Columbia for a master's degree, and after that might go into teaching. "I would love to teach on Indian Island, if the Penobscots will have me."

Colcord recalls that his father bought a run-down farm in Readfield, "built it up and sold it. We moved to the ancestral farm in Benton, because my grandparents wanted to retire and move into town.

"I was ten years old my father died, and my mother had to sell the farm" Colcord said.

"We moved to Augusta, and then to Portland where I finished high school in 1930, during the Great Depression. Being unable to get a job, I joined the Army where I remained for three years. In 1934 Colcord shipped as a radio officer in the Merchant Marines. He stayed at that trade until 1949, then worked for several electronics firms, but found the work unsatisfactory.

Colcord recalls that his father bought a run-down farm in Readfield, "built it up and sold it. We moved to the ancestral farm in Benton, because my grandparents wanted to retire and move into town.

"I was ten years old my father died, and my mother had to sell the farm" Colcord said.

"We moved to Augusta, and then to Portland where I finished high school in 1930, during the Great Depression. Being unable to get a job, I joined the Army where I remained for three years. In 1934 Colcord shipped as a radio officer in the Merchant Marines. He stayed at that trade until 1949, then worked for several electronics firms, but found the work unsatisfactory.

Colcord will soon graduate from Hofstra University with a bachelor's degree in applied social science. He has consistently made the Dean's List at Hofstra, and was invited to join a special group of scholars at the university — all of whom must obtain a 4.0 straight A averages.

Colcord plans to attend Columbia for a master's degree, and after that might go into teaching. "I would love to teach on Indian Island, if the Penobscots will have me."

Colcord recalls that his father bought a run-down farm in Readfield, "built it up and sold it. We moved to the ancestral farm in Benton, because my grandparents wanted to retire and move into town.

"I was ten years old my father died, and my mother had to sell the farm" Colcord said.

"We moved to Augusta, and then to Portland where I finished high school in 1930, during the Great Depression. Being unable to get a job, I joined the Army where I remained for three years. In 1934 Colcord shipped as a radio officer in the Merchant Marines. He stayed at that trade until 1949, then worked for several electronics firms, but found the work unsatisfactory.

Colcord will soon graduate from Hofstra University with a bachelor's degree in applied social science. He has consistently made the Dean's List at Hofstra, and was invited to join a special group of scholars at the university — all of whom must obtain a 4.0 straight A averages.

Colcord plans to attend Columbia for a master's degree, and after that might go into teaching. "I would love to teach on Indian Island, if the Penobscots will have me."

Colcord recalls that his father bought a run-down farm in Readfield, "built it up and sold it. We moved to the ancestral farm in Benton, because my grandparents wanted to retire and move into town.

"I was ten years old my father died, and my mother had to sell the farm" Colcord said.

"We moved to Augusta, and then to Portland where I finished high school in 1930, during the Great Depression. Being unable to get a job, I joined the Army where I remained for three years. In 1934 Colcord shipped as a radio officer in the Merchant Marines. He stayed at that trade until 1949, then worked for several electronics firms, but found the work unsatisfactory.

Colcord will soon graduate from Hofstra University with a bachelor's degree in applied social science. He has consistently made the Dean's List at Hofstra, and was invited to join a special group of scholars at the university — all of whom must obtain a 4.0 straight A averages.

Colcord plans to attend Columbia for a master's degree, and after that might go into teaching. "I would love to teach on Indian Island, if the Penobscots will have me."

Colcord recalls that his father bought a run-down farm in Readfield, "built it up and sold it. We moved to the ancestral farm in Benton, because my grandparents wanted to retire and move into town.

"I was ten years old my father died, and my mother had to sell the farm" Colcord said.

"We moved to Augusta, and then to Portland where I finished high school in 1930, during the Great Depression. Being unable to get a job, I joined the Army where I remained for three years. In 1934 Colcord shipped as a radio officer in the Merchant Marines. He stayed at that trade until 1949, then worked for several electronics firms, but found the work unsatisfactory.

Colcord will soon graduate from Hofstra University with a bachelor's degree in applied social science. He has consistently made the Dean's List at Hofstra, and was invited to join a special group of scholars at the university — all of whom must obtain a 4.0 straight A averages.

Colcord plans to attend Columbia for a master's degree, and after that might go into teaching. "I would love to teach on Indian Island, if the Penobscots will have me."

Colcord recalls that his father bought a run-down farm in Readfield, "built it up and sold it. We moved to the ancestral farm in Benton, because my grandparents wanted to retire and move into town.

"I was ten years old my father died, and my mother had to sell the farm" Colcord said.

"We moved to Augusta, and then to Portland where I finished high school in 1930, during the Great Depression. Being unable to get a job, I joined the Army where I remained for three years. In 1934 Colcord shipped as a radio officer in the Merchant Marines. He stayed at that trade until 1949, then worked for several electronics firms, but found the work unsatisfactory.

Colcord will soon graduate from Hofstra University with a bachelor's degree in applied social science. He has consistently made the Dean's List at Hofstra, and was invited to join a special group of scholars at the university — all of whom must obtain a 4.0 straight A averages.

Colcord plans to attend Columbia for a master's degree, and after that might go into teaching. "I would love to teach on Indian Island, if the Penobscots will have me."

Colcord recalls that his father bought a run-down farm in Readfield, "built it up and sold it. We moved to the ancestral farm in Benton, because my grandparents wanted to retire and move into town.

"I was ten years old my father died, and my mother had to sell the farm" Colcord said.

"We moved to Augusta, and then to Portland where I finished high school in 1930, during the Great Depression. Being unable to get a job, I joined the Army where I remained for three years. In 1934 Colcord shipped as a radio officer in the Merchant Marines. He stayed at that trade until 1949, then worked for several electronics firms, but found the work unsatisfactory.

Colcord will soon graduate from Hofstra University with a bachelor's degree in applied social science. He has consistently made the Dean's List at Hofstra, and was invited to join a special group of scholars at the university — all of whom must obtain a 4.0 straight A averages.

Colcord plans to attend Columbia for a master's degree, and after that might go into teaching. "I would love to teach on Indian Island, if the Penobscots will have me."

Colcord recalls that his father bought a run-down farm in Readfield, "built it up and sold it. We moved to the ancestral farm in Benton, because my grandparents wanted to retire and move into town.

"I was ten years old my father died, and my mother had to sell the farm" Colcord said.

Colcord said he was very moved to find out about his Indian-ness, and was very pleased, too. He later found his grandfather had been half-Indian and had married a quarter blood Indian. Colcord doesn't know what tribe this grandparent belonged to, but he believes it was Penobscot or Passamaquoddy.

Says Colcord, "although I know that I am three sixteenths Indian, I only know that two sixteenths of it is Penobscot. I never make the tribal roll because I lack one sixteenth." But despite his non-membership in a tribe, Colcord has committed much of his time and energies to what he considers his people.

Note: This article, which first appeared in Wabanaki Alliance in March 1978, was submitted by Charles Colcord.



CHARLES COLCORD

## Canadian News

### Faulkner Cuts Claims Funding

OTTAWA — Indian and Northern Affairs Minister J. Hugh Faulkner has announced that further funding is being directed to the Dene Nation (Indian Brotherhood of the N.W.T.) and the Metis Association of the N.W.T. for land claims negotiations is to be suspended.

The action has been taken because of the lack of substantive progress by the Dene and Metis leadership during the past year to agree on a mechanism for conducting joint negotiations with the federal government on their overlapping claims.

"The split between the two groups came in the fall of 1976 when the Dene presented their Dene Declaration and Manifesto to the government.

"A single final settlement is needed because all the native people in the Mackenzie Valley, whether they be Indians, Metis, or non-status, live in the same communities, use the same land and the same resources, and in many cases share common family ties," Mr. Faulkner emphasized.

"I do not see any way of reaching a single settlement other than by negotiating jointly with representatives of both groups. A jointly negotiated settlement would recognize the historical fact of shared land use and occupancy in the Valley, and would strengthen the entire Native community residing there."

"Of equal importance, joint negotiations would allow flexibility for regional needs to be accommodated in a final settlement."

Funding for land claim negotiations have been advanced as loans and are to be repaid as a first charge against settlement. From 1970 to March 31, 1978, the Dene have received a total of \$2,301,489 in claims funding. The Metis have received a total of \$1,104,489 since the fall of 1976 to March 31, 1978.

"The governments' positions," said Mr. Faulkner, "is that there must be evidence of reasonable progress in negotiations to justify such funding. As negotiations are not taking place and there seems little chance they will in the foreseeable future, I can no longer defend continuing funding for this purpose to the Dene and Metis Association."

"Therefore, although I regret the necessity for this action, I have decided to suspend — effective October 1 and for an indefinite period — further funding for land claims negotiations purposes to the Dene and the Metis Association, pending resolutions of their differences."

"I would like to make perfectly clear, however, that this action will not affect any other sources of funding available to either group."

Urging the two groups to come to a joint agreement, Mr. Faulkner stated, "I am firmly committed to the view that the settlement of Native claims has an important bearing on the social, cultural, and economic well-being of all peoples in the Mackenzie Valley, especially the Native people."

"For this reason, I am most anxious to see agreement reached on the basic procedures and formal negotiations started as soon as possible. I will be following developments closely, and my officials are prepared to make every effort to get negotiations underway as soon as there is a good prospect of progress."

### Arts & Crafts Directory

Niagara Falls, Ont. — The Association for the Advancement of Native North American Arts and Crafts, an all-tribes, non-profit organization with headquarters in Niagara Falls and St. Catharines is compiling a directory of Iroquois artists and craftspeople.

## Continuing Culture

TORONTO — After hosting a series of exhibitions of contemporary Native Art of Canada, the Ethnology Department of the Royal Ontario Museum, Toronto, is currently presenting a major contemporary Native life. The exhibition titled CONTINUING CULTURE, is now open to the public and is scheduled to run until January 14, 1979.

In the exhibition, contemporary life on the Whitefish Bay Indian Reserve is realistically depicted in recent photographs done by Toronto photographer F. Robert Openshaw. Openshaw has effectively captured the passing of knowledge and traditions from one generation to another. He documents old ways as they persist in new circumstances. The striking photographs express the continuing spirit of the Ojibwa and show the members of the large Baptiste Bird family at work and at play.

The exhibition, on view at the ROM's Ethnology Gallery, is designed for all age groups. A CONTINUING CULTURE is especially valuable to teachers and students interested in the Native Peoples of Canada today.

## Artifacts Unearthed

PICKERING, Ont. — The largest archeological dig ever conducted in Ontario was unveiled recently on what formerly was the site of the proposed Pickering International Airport.

The project involved excavation of 113 Huron Indian Settlements dating between 1450 AD and 1850 AD. At least 12 sites are villages and there may be as many as 60 in the area; said Professor William Flinlayson, Director of the Museum of Indian Archeology at the University of Western Ontario in London, Ontario. Three sites have been excavated.

The largest, the Draper, covered about five acres and was a highly-developed village of about 2,500 persons living in 50 Longhouses, the Professor said.

Professor Flinlayson said the dig, expected to cost about \$1 million, is being financed by the National Museum of Man and Archaeology in Ottawa. He said the largest previous excavation in Ontario cost about \$25,000.

More than one million artifacts, including pottery, clay pipes, arrow heads and evidence of the earliest known use of tobacco in the world, have been unearthed since the dig was begun in 1975. The artifacts show that the Hurons were trading with Europeans much earlier than previously believed.

About 80 students are working on the site under the direction of Prof. Flinlayson. They are using rented bulldozers and road graders in places where the upper soil has been plowed for years.

Prof. Flinlayson called the operation a rescue project. The Draper site, named after the previous owners of the land, was known for 30 years before it was decided to excavate it when plans for the airport were announced.

The location of the airport has been indefinitely postponed because the Ontario government has refused to extend services into the area.

In addition to the Draper site, Huron Indians from Quebec are excavating a nine-acre village about two kilometers north of the Draper site.



**Marquette Branch Prison**  
 OTTAWA  
 CHIPPEWA  
 POTAWATOMI  
**Light Of The North**  
**Know Your Language**  
 By JAKE GRUNDY

OJBWA-OTTAWA	ENGLISH
Ojctun	His buttocks
Meeshitone	Beard
Poobheens or kashakens	Cat
Niwanshika	I rise
Wanishkan!	Rise!
Seebi	River
Mangitigweya	The river is wide.
Meekana or meekan	Road
Makandve	He robs
Azhihk or sain	Rock
Ojebhk	Root
Pkishkanatan	Rotten
Wawiyeya or wawiyesi	It is round
Pimpipato	He runs
Nip pipipato	I run
Pinipatoon!	Run!
Nikuakendam	I am sad
Nikuakendamie-de	I am sad in my heart
Shewitagan	Salt
Mifanwang	Sand
Ikido	He says
Nidikit	I say
Otinan	He says to him
Ikidwin	Saying
Omgiee	He is scabby
Oesgian	He is scaring him
Kakinoamdi-wigamik	School-house
Kakinoamkewinini	School teacher (Male)
Kakinoamkewikwe	School teacher (Female)
Moozhawgan	Scissors
Keemnooch	Secretly
Niwab	I see
Wabi	He sees
Niwabama	I see him
Niwabandan	I see it
Agwabaganan	Seine
Cheema-agan	Net
Niwakawin	Sense
Oesamendamookshi	He is sensual
Opakan	Separately
Manonani-keesis	September
Nigaahkiawas	I sew
Agachiwin	Shame
Saa!	Shame!
Keens or kasha	Sharp
Papakiwayan	Shirt
Makisin	Shoe
Niwabshikite	I shoot (gun).

### The Woodrat & Rabbit

Once upon a time, a woodrat lived with its mother in a cozy home. Nearby lived five pretty cotton-tail rabbits.

"Why do you try to quarrel with me?" asked one of the rabbits. "I mean no harm to any one."

"That is all right," answered Woodrat. "Let's have a fight, anyway."

He taunted Rabbit by asking him if he didn't prefer the bitter leaves of the cabbage to anything else?

Rabbit answered the challenge by telling Woodrat that he must be a thief, or he would not have stood with his ears bent sideways, as if he were planning to steal.

Woodrat retorted by saying that he had often seen Rabbit jumping about to steal the leaves from the cabbage in the garden.

Rabbit became angry, and told Woodrat that he was good for nothing except to gnaw holes in his grandmother's dress.

Woodrat became very angry and withdrew to a point a considerable distance away. He then spread out a strong net to capture Rabbit. When Rabbit came along, Woodrat took a large stick and drove him into the net. He then beat him to death.

Woodrat next went to the second Rabbit and tried to start a fight with him. Rabbit did not want to fight, but Woodrat taunted Rabbit and finally fought with him because Rabbit accused him of eating up his grandmother's long dress. He killed the second rabbit too.

Woodrat then went to the third Rabbit and started a fight with him, telling him that he was only a foolish eater of cabbage-leaves.

This taunt made Rabbit very angry, and he told Woodrat he was a thief who dwelt in an old wooden hut. The caused a fight in which the hard rabbit was killed.

Woodrat then started a quarrel with the other two rabbits. As a result, all the cotton-tail rabbits were killed and Woodrat and his mother ate the rabbits up.

After they had finished their feast, they danced a medicine-dance. As they danced gaily around and around, Woodrat's legs, that was built of wood, caught fire. As a result, Woodrat and his mother burned to death. In this way the Woodrats were punished for their useless fighting with the peaceful, small cotton-tail rabbits.

## A Wabanski Legend

Long, long ago, Chief M'Sarto, the Morning Star, had only one son. He was very different from the other youths of the tribe. This worried the old Chief a great deal. He would not play with the other young boys. Instead, he would take his bow and arrows and leave his home for days. He would always travel toward the North. When he returned, his playmates and elders would ask him where he had been and what he had seen. He always refused to tell.

The old chief became very deeply troubled over this, and decided that his son had to be watched. He also announced that he would follow him the next time that he went away to the North.

One day the son started away, and Chief M'Sarto kept on his trail. He followed the youth for a long, long time until it seemed that he would come to the end of the world. In the twinkling of an eye, M'Sarto's eyes closed, and he could not hear anything at all. He had a very strange feeling come over him, and then he knew nothing. Finally, he awakened in a strange land with no stars and no moon. The country was lighted up by brilliant lights, and he saw many peculiar creatures who were entirely different from his own people. They assembled around him and tried to converse with him.

He did not understand their language at all. Chief M'Sarto did not know what to do or where to go. The strange tribe treated him very kindly and invited him to watch their games. He looked on while they played a strange game of ball that was different from anything that he had seen before.

When they played, lights of many colours came. The players all had lights on their heads and all of them wore very strangely designed bells called Mengan or Rainbow bells.

One day, an old, old man approached Chief M'Sarto and addressed him in his own native tongue and inquired if he knew where he was. The chief said that he did not know. The old man then told him he was in the country of Wa-ba-ban, Northern Lights. He said that he had arrived there many, many years before. For a long time, he said that he was the only man there from the "Lower Country" as they called it. He said that there was a boy who came to visit them every few days during the past few seasons.

The old man told him that he had followed Spirit's Path, Ket-aw-woot, the Milky Way.

The old Chief exclaimed that he must have taken the very same route. He asked the old man if he felt as if he had lost all his senses when he travelled.

The latter replied that he had been unable to hear or see when he made the trip.

"It was that way with me, also," said the Chief. "We surely came by the same path. Will you kindly tell me how I can get to my home once more?"

The old man assured him that Chief Wa-ba-ban would send him back safely to his home.

The Chief then told the old man that the boy who came there to visit was his own son. He also said that he wanted to see him again soon.

Then the old man told M'Sarto that he would see his son playing ball, if he watched carefully.

The Chief was pleased to hear this. When a man went around to all the teepees, telling the people to go to the ball game, M'Sarto went along too. When the game began the Chief saw many pretty colours. The old man inquired if he could see his boy. M'Sarto replied that he was the one with the brightest star.

The two men went to the Chief of the Northern Lights and the old man told him Chief M'Sarto wanted to go back with his son. Then the Chief of the Northern Lights called his subjects together to bid farewell to M'Sarto and his son. He ordered Tuo K'Che Sippe, Great Birds, to carry them to their homeland. On their way home, along the Milky Way, they experienced the same strange feeling that they had felt when they came. When they both came to their senses, they found themselves close to their home.

Chief M'Sarto's wife was very glad to see her husband and son return. She had been afraid that the Chief had died while he was away in the Land of the Northern Lights.

## The Stars Above: Pursuit Of The Bear

They say that once, a long time ago, it was early winter. It was the first snowfall and the snow still lay fresh on the ground. Very early in the morning as the sun was rising, three young men went out to hunt. One of them took his dog with him.

They came upon a fast rushing river, and followed it into the woods. Soon they came to a place on the side of a hill where the shrub and bushes grew low and thick. The hunters found a trail winding among the thick bushes and decided to follow the path. After some time, the path led the three hunters and the little dog to a cave in the hillside. They had found a bear's den.

"Which of us shall go in and drive the bear out?" the hunters asked each other. They all looked at each other for a while until the oldest said, "I will go."

The oldest hunter crawled into the bear's den and with his bow, he poked the bear to drive him out. Then the eldest of the three young men yelled to his friends outside the cave, "Get ready! He's coming! He's coming!" With that warning, the bear, a big brown one, broke away from his tormentor, and rushed out of the cave. The hunters quickly ran after him.

The youngest hunter cried out, "Look, see how fast he is going! Away to the north, the place where the cold comes from, that is where he is going!" So that hunter ran to the north to try and turn the bear around and drive him back to the others.

"Look out everyone!" shouted the middle hunter. "He is coming this way! Here he comes! He is going to the east!" Thus he ran away to the east to turn the bear back to the others.

The oldest hunter cried out, "Now I see him. He is going to the west where the sun goes down. Hurry! That is where he is going!" So he and the little dog quickly ran to the west, to turn back the bear.

As the hunters followed the bear, the oldest hunter looked down. "Oh-oh," he shouted to the others in the sky. "Grandmother Earth is below us. The bear is leading us into the sky! Let us turn back before it is too late, or we will be here forever."

But it was already too late; the sky bear had led them too high in the sky. After a long chase, the hunters caught up with the bear and killed him. The three young men then got ready to prepare the bear. They went out and gathered some maple and sunac branches to be piled under the bear. On the pile of boughs they butchered the bear and that is why those leaves turn blood-red in the fall.

After they finished butchering the bear, the three hunters lifted the bear's head and threw it towards the east. Now, in early morning during the winter, a group of stars in the shape of the bear's head can be seen low on the horizon in the east just before sunrise.

Next the hunters threw the bear's backbone to the north. At midnight in the middle of the winter, if you look towards the north, you will see the bear's backbone outlined in the stars.

Also, at anytime of the year, if you look up into the sky, you can see four bright stars in a square, these bright stars behind them, and one tiny dim one. The square of stars is the bear, the three behind him are the hunters, and the little one that you can hardly see is the dog.

The eight stars move around and around the sky together all year long. They never stop moving like some of the other stars. Until the hunters and the little dog catch up with the bear, they can never rest.

## Oration By A Quechan Indian

Oh, People! Our hearts are good and strong. We can work all day. This sickness goes away, I know it.

I myself go away alone in the house, I lie down on the bed and forget everything, all this fades away.

All the sick hearts of our people will change. This day is passing away now.

We are all together now, we will think well now that we are all together in this place.

I tell you when we lose a strong man our hearts cannot be good. So are we now but we must not think about it.

We think about our being all together.

I will finish now. I will finish well.

People, it will be well. This day is going.

We commune with one another.

I will find our strength. I will find our good.

My body was not good when I lay down alone.

On that I rely.

Our thoughts are sick but our hearts will change.

I rely on that.

I will finish. Rightly we are thinking good things.

Submitted by Charles Colcord

## Why Alcohol Was Called Fire Water

The alcohol that was sold to the Metis and Indian people was, to say the very least, not of the best quality! Here is how it was made. Three gallons of water were mixed together with one gallon of pure alcohol. To give the texture some color and flavor a pound of tea and a pound of black chewing tobacco were next added. Finally some ginger and a handful of red peppers were added. Is it any wonder to you that another name for this evil brew was "Fire-Water"?

Much has been written about the effects this kind of alcohol had upon the Metis and Indian people. For some reason, the fact that this alcohol had pretty much the same effect on white men has been overlooked. Charles M. Russell, a famous artist wrote about the effects this kind of alcohol had on the cowboys who were driving cattle in Canada. Here is part of what he said:

"I never knew what made an Indian crazy when he drank till I tried this booze. With a few drinks, the Missouri looked like a creek and we (ride) off in to it with no fear... if a man had enough of this booze you couldn't drown him. You could even shoot a man through the brain or heart and he wouldn't die until he sobered up."

"When Indians got their hides full of this they were bad and dangerous. I used to think this was because an Indian was a wild man, but at this place... where we crossed the herds there (was about ten families of Indians) and we all got drunk together. The (Indian women)... got mighty busy (hiding) guns and knives. In an hour we're all... so mean that a... dog couldn't have got along with us. Some was cowpuncher had (talked) all the cowpunchers (into leaving) their guns in camp. Without guns... cowpunchers and Indians are harmless... they can't do nothing but pull hair... we were so disagreeable that the Indians had to move camp."

THE METIS PEOPLE OF CANADA: A HISTORY

## Crossword Puzzle

How much are you up on your Indian history? Well here's your chance to find out. The following crossword deals primarily with famous Indians of our past. The answers will be printed in the next issue of the Nishnowbe News. Good Luck!

- DOWN
- Shoshoni girl purchased by Charbonneau
  - Osage Chief 1806-1887
  - Seminole Warrior
  - Defeated Harmar and St. Clair
  - Wampanoags Leader
  - Cherokee Alphabet
  - Legendary Iroquois Hero
  - Native American
  - Seneca John O'Bail

- ACROSS
- Apache Raider
  - The Prophet (Brothers of Tecumseh)
  - Chippewa Leader
  - Aztec Empire (Ruler)
  - Famous Sauk-Fox Leader
  - Shawnee Indian War Leader
  - "I will fight no more forever"

The youngest man of all the Sun Dancers answered, "I will. I am not tired and my sacrifices has given me strength. I will run for my own people."

It was to be a long race from the flat prairie to the Telon mountains. The runners were stationed along the route and paired off. The young Sun Dancer ran against the elk. The dog against the deer. The eagle was against the antelope. Lastly, the buffalo woman against the hawk.

Everything was ready, so the race was started. The elk took a quick lead. When the next two got to run, the deer was far ahead, but the dog caught up a little. Next, the antelope ran quickly, but the eagle was strong and finally caught up. So when buffalo woman and hawk started they were neck and neck.

They were neck and neck almost all the way. Buffalo woman was running as fast as she could, but the hawk was flying with the air currents and not using his wings very much. When the white caps of the majestic Tetons were in sight, hawk started to use his wings and soar ahead. The hawk won.

The men and their friends sent up the victory call to the hawk who floated down to receive his honors. The buffalo and the split-toed animals broke away from the camp without speaking. They knew that they would never be the equals of men and birds again.

Many things came out of this. One of the things was that the split-toes because the animals which men hunted for food and shelter. This is the end of the story.

"Come in and be welcome," the people said.

"We are not here as your friends, to share in anything. We have come to be your masters, to tell you that we are the strongest in the world."

"All beings are friends, Maheo taught us that," the people replied.

The buffalo chief thought a minute and said to the people, "We will prove it to you. We will run a race; the weakest of our women against any men you please."

"If we must race, let us make it a fair race. The young men have been starving and thirsting and dancing for four days now. They are weak. Let us have a relay race, with four runners on each side. Let all the other animals, and the birds, choose which team they will side with," asked the priest to the buffalo.

The buffalo chief looked around at his buffalo young men and then he said to the people, "It is fair. Let it be so."

"Send out the runners. Call all the animals and birds together; and let them decide on which side they will run," the buffalo chief commanded.

Runners were sent out in all four directions to tell all living things about the race. After four days the animals all came to the Sun Dance camp and set up their tipis in a great circle around the first circle. On the fifth day the animals picked sides. The buffalo had planned to run alone, but to their surprise other animals joined them. All the fast animals with split hooves joined the buffalo side; the elk, the deer and antelope.

The Sun Dance priest called out to the others, "Who will join us in this great race?"

The dog said, "I live in your camps and you are my friend. I will run with your team."

"And I, for your honor me by using my feather in your sacred ceremonies, I will fly for you," said the mighty eagle.

"Me too, and for the same reason as the eagle, for your honor me in your ceremonies," cried out the hawk.

"Who else?" the Sun Dance priest asked.

The youngest man of all the Sun Dancers answered, "I will. I am not tired and my sacrifices has given me strength. I will run for my own people."

### SKENANDOAH (Oneida)

I am an aged hemlock. The winds of a hundred winters have whistled through my branches. I am dead at the top. The generation to which I have belonged has run away and left me. Why I live the Great Spirit only knows.

Skenandoah died at Oneida Castle, March 11, 1816, reputed to be 110 years of age.

